



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANKARA COLLEGE OF OPTOMETRY

SANKARA COLLEGE OF OPTOMETRY, SANKARA EYE HOSPITAL, VARTHUR
MAIN ROAD, KUNDALAHALLI GATE, BANGALORE - 560037 KARNATAKA
560037

www.sankaraeye.com/sankara-college-of-optometry-bangalore/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sankara Eye Hospital is spread across India and serves the community with world-class eye care. Sankara College of Optometry, Bangalore established in the year 2010, B.Sc. Optometry at SCO is affiliated with Rajiv Gandhi University of Health Sciences (RGUHS) and strictly abided by the subjects and syllabus norms prescribed by the said University. Rajiv Gandhi University of Health Sciences University(RGUHS) follows a systematic multi-stage process in the development and implementation of the curriculum for the University Teaching Departments (UTDs) and affiliated colleges. Optometry at SCO is run on a self-financing basis. The seats are shared between the Govt. and the Management at 1:4 ratio. Admissions under Govt. The quota for 6 seats is made by Rajiv Gandhi University of Health Sciences through NEET and CET. Management quota admissions for 24 seats are made by the Institute on the basis of scores secured by the candidates in 12th or equivalent exams along with an entrance examination and interview. The fee structure is determined for its quota by the Management. Curriculum adopted is as per the University specifications. The Prospectus of Sankara College of Optometry is brought out every year containing all the required information (including its vision and mission)

Vision

To establish a Centre of Excellence focused on holistic capacity building of eye care professionals to enable them to work towards freedom from preventable and curable blindness.

Mission

To impart value-based eye care education by leveraging research and technology to build capacity towards sustainable and replicable eye care delivery

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Ethical Brand positioning of the institute
2. NABH & ISO Accreditation of the institute and quality standards.
3. Clinical infrastructure in equipment and speciality clinics
4. Vision and Strategic planning
5. Gift of Vision surgeries

Institutional Weakness

1. Marketing strategies.
2. Faculty development program planning and implementation
3. Lack of presence in the community forums
4. Lack of extracurricular activities for the students.

Institutional Opportunity

1. Qualified Faculty
2. Geographic spread
3. Patient load for research and clinics
4. Collaborations with Tech and Academia for innovation.
5. Formalization of Optometry under health profession.

Institutional Challenge

1. Consistent commitment to patient care
2. Leveraging alumni.
3. Lack of admissions due to student's interest in other professional courses.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vision:

To establish a center of excellence focused on holistic capacity building of eye care professionals to enable

them to work towards freedom from preventable and curable blindness.

Mission:

To impart value-based eye care education by leveraging research and technology to build capacity towards sustainable and replicable eye care delivery.

Core Values : SCO

Important features of the Institute- SCO

- College is being situated at the eye hospital premise, giving immense clinical exposure throughout the curriculum
- Information technology is extensively used in teaching and learning
- A transparent evaluation procedure by incorporating internal tests, subject assignments, seminars, and presentations
- Students are encouraged to present in scientific and ethical committees
- An excellent digitized library with internet connection

1.1 Curricular planning and implantation

The college follows the national curriculum given by the Association of Schools and Colleges of Optometry and is committed to providing the best quality education to the student. The interaction with renowned public personalities, academic peers, etc., enables the Institute to assess the curriculum needs. Further, meetings are held with all the teaching faculties of Optometry under the RGUHS and on such occasions, the Institute is able to communicate its sentiments to the University representatives effectively.

1.2 Academic flexibility and Curriculum Enrichment

The University updates the curriculum periodically. The Institute owns up the responsibility of developing the young minds with the required skills as per the expectations of the society. Students are also encouraged to organize social surveys, and workshops in rural areas and also to contribute to charity. Further, students are made to focus on final placement training, and practical clinical training through internship is initiated.

1.3 Feedback System

- The college obtains feedback about the teaching of each faculty from students through an online survey every year
- The feedback is conveyed to all faculties individually by the Incharge/Principal
- The corrective measures towards the improvement of teaching are asked by every faculty in a written form every year

All the above mentioned pro-active interventions have yielded visible and positive results over the period, and have given the strength to the Institute to undergo the process of accreditation by esteemed organization – NAAC

Teaching-learning and Evaluation

Rajiv Gandhi University of Health Sciences affiliated B.Optomety programme offered by Sankara College of Optometry has an intake of 30 per annum. Of this 24 seats are filled under the management quota, while the remaining are filled by the government quota through NEET and CET. At present there are

- Students' examinations, assessments, in the Bachelor's Degree and entry level examinations are conducted to understand further about their competence.
- In the beginning of the year, each student is made to respond to a questionnaire understanding the preference for the mode of learning i.e. auditory, visual or kinesthetic and based on the responses of the overall class, the mode of teaching is planned based on the weightage given by students.
- Several quizzes and group discussions are conducted to mirror their performance to the student to give them an insight about their competence.
- Classroom interactions and personal interviews by the faculty members are conducted regularly.
- Practical and clinical training and practice sessions are held in order to gain better insight about their practical skills training.
- Career counseling through the placement cell.

The Institute has developed a system of mentorship; wherein each faculty member is allotted a set of ten to twelve students to provide them guidance in academic and non-academic matters. The mentors often meet their respective students, and conduct one-to-one interactions every month or when needed. This enables the mentor to evaluate the strengths and weaknesses of the individual student. All necessary steps are taken to look after the activities in connection with Evaluation, such as display of the time table, conduct of examination, publication of presentation

Research, Innovations and Extension

RESEARCH, INNOVATION, AND EXTENSION

1. Promotion/Encouragement of Research and Innovation to faculty and Students:

As per the Research publication incentive SOP, faculty will be benefited.

Enterprise & Strategy

Sankara College of Optometry as part of the Sankara Academy of Vision looks to leverage clinical expertise in the organization, non-clinical members & partners to identify problems and opportunities in Sankara Ecosystem to create patient-centric path-breaking solutions & identify areas for research

Process & Methodologies

- Research-Clinical & Field (would be the core)
- Ideation & Creative Methodologies to be encouraged through modules and incorporating this as a part of the curriculum.
- Design Thinking would be a key Process that would be used, sessions to be conducted to expose students & faculty towards the same.
- IP Management – IPR policy has been created

People & networks

Organizational Elements & Climate

Human Capital Structure

- Research Steering Council at Sankara Academy of Vision to decide on funding, patent, commercialization, etc.
- Research Project Team would have clinicians, faculty & students

Others

- Infrastructure & Facilities to be allotted based on needs. Research documents would be archived as per Institutional Ethics Committee Norms.

Partner ecosystem co-innovation – MOU for collaborations with colleges & other industry partners.

2. Research & Innovation Measurement

- Number of research proposals being cleared by Institutional Ethics Committee for research: the year 2021-22
- A number of research publications and patent applications were filed
- Institutional Ethics Committee SOP would be adhered to as per the norms of the Sankara Eye Hospital Bangalore.

3. Research publications & rewards:

Publication of research would follow the publication SOP.

4. Research facilities:

Facilities will be provided by the Bio-medical Engineering department of Sankara Academy of Vision, Library and clinics of Sankara Eye Hospital, Bengaluru.

Infrastructure and Learning Resources

Sankara College of Optometry, the Academic wing of Sankara Academy of Vision(SAV), was set up in the year 2010 with the objective to train professionals in all spheres and levels of optometry and ophthalmic care. With the world's largest population of blind being desperate for drastic corrective measures, several organizations, including Sankara, face a huge demand for trained eye care professionals. SAV offers professional courses, program and consultancy to the entire eye care sector and develops the human resource critical to eye care including ophthalmologists, and optometrists, Excellent courseware, interactive session, demos, fieldwork, 'hands-on' (where required) and holistic evaluation are features of SAV courses/ programs. An alumnus of SAV would be a satisfied and elevated professional who will remember his/her training experience here and benefit from it for years to come.

Sankara Eye Hospital, Bangalore provides all super speciality Eye Care Services with State of the Art infrastructure.

There are different specialities under which the services are being provided in different sections like OPD, IPD, OT. They are -

- Cornea – Keratoplasty and other procedures
- Cataract – Small Incision, Phacoemulsification, Multifocals.
- Glaucoma- LASERS, Trabeculectomy, Glaucoma Drainage services
- Vitreoretina services- Retinal Detachments, LASERS, Vitrectomy etc
- Paediatric ophthalmology and strabismus – Amblyopia Care, ROP
- Orbit and oculoplasty- Aesthetics, Orbitotomies, BOTOX
- Ocular oncology – Ocular Brachytherapy, Transpupillary Thermo Therapy, Surgery
- LASIK & Refractive Surgery – LASIK, PRK, ICL, Refractive Lens Exchange
- Ocular Diagnostic Services

Optometry speciality clinics

- Low vision and Vision Rehabilitation Clinic – provides services to patients with mild to severe visual impairment and support services.
- Contact Lens Clinic – provides services like dispensing variety of contact lens and also deals with specialty contact lens services along with orthokeratology
- Binocular Vision (Computer Vision) Clinic – provides therapies to patients with non-strabismic binocular vision disorders and neurological conditions.

- Ocularistry Clinic – provides patients with ocular prosthesis (artificial eye)
- Optical Shop – SEFI has outsourced optical services to Ben Franklin, where the optical services are provided in the OPD area itself. Wide range of frames and lenses are made available for patients through this service.

Student Support and Progression

STUDENT SUPPORT AND PROGRESSION

STUDENT SUPPORT AND PROGRESSION: Includes activities in the interest of students support and progression

- 1. Information about the course**
- 2. Welfare Facility**
- 3. Placement Services**
- 4. Computer skill classes**
- 5. Alumni support**
- 6. Extracurricular activity**
- 7. Continuous Education Programme**

1.Information about the course

A.The Website, contains:

- 1. Information about institute**
- 2. Courses available**
- 3. Admission link**
- 4. Payment options**
- 5. Contact Information**

B. The Brochure sent to the Undergraduate Colleges contains:

- 1. Infrastructure Facility**
- 2. Course details**
- 3. Eligibility Criteria**
- 4. Contact information**

C.The Prospectus of the Institute contains :

- 1. Course details**
- 2. Eligibility criteria**
- 3. Fees structure**
- 4. Course duration**
- 5. Career opportunity**

D. Newspaper advertisement contains: not done

2.Welfare Facility :

The Institution provides the following welfare facilities for the students:

- Canteen facility at subsidized rates**
- Placement and training programs through the placement cell**
- Facility of Clinical Psychologist and Mentors to advise on the personal problems of students**
- Drinking water facilities**
- Toilets and urinals on each floor**
- Separate restrooms for boys and girls**
- Locker facility**
- Paying Guest arrangements and hostel facility**
- Provision of ID cards**
- Mental health & Team building activities**

- **Student counseling support through Anti ragging cell, Anti ragging squad, Anti women harassment cell, Human right cell etc.**

3. Placement Services:

With regard to the placement and counseling services, Sankara College of Optometry, provides the following services to the students:

- **Placement support to every student**
- **In the beginning of the placement assistance process, the mentors find out the strength, weaknesses, aptitude and need for additional training of the students.**
- **Based on the inputs received from the mentors, the placement officer arranges for the additional training either by himself or by outsourcing.**

5. Alumni:

6. Extracurricular Activity

7.

Governance, Leadership and Management

Sankara Eye Foundation India (Sri Kanchi Kamakoti Medical Trust) has a strong institutional commitment to lawful and ethical behaviour.

All faculty and employees of Sankara Academy of Vision & the Sankara College of Optometry are expected to carry out their institutional responsibilities in accordance with applicable legal and ethical principles and the overall organizational philosophy.

SCO activities would be monitored every month at the Leadership Council meeting of Sankara Eye Foundation, India. The internal and statutory auditors of Sankara Eye Foundation, India would also oversee the activities of the college & academy.

The leadership at Sankara Academy of Vision ensures that the practice of nondiscrimination is followed. We also ensure adherence to policies regarding employment, compliance, research, and funding.

The SAV Academic Council takes ownership of ensuring that the curriculum is designed to comply with the requirements of affiliating & certifying bodies and is being adhered to by the faculty.

We will develop mechanisms for periodic feedback from students and faculty to look beyond the programme to ensure an ideal environment and culture for them to function optimally.

Continuous Quality Improvement has been core to all of Sankara's initiatives. Setting the Quality Agenda for Education the following pillars are critical ;

- **Transparency of processes involving admissions, teaching and assessment.**
- **The specification and achievement of competencies and outcomes**
- **Continuous feedback from students and faculty on the programme.**

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Institutional Values and Best Practices

Sankara College of Optometry as part of the Sankara Academy of Vision continues to build on its Values towards its Mission & Vision while ensuring that the values remain.

- **Commitment** – ensuring achieving the goals as per the strategic framework
- **Opportunity** – providing students access to international care and research ability
- **Responsibility** – accountable for actions
- **Excellence** – in every endeavor of the academy

Positioning as the, “ Hub for Eye Care Knowledge”.

Best Practices

- **HR - Adherence to statutory norms , use of a Human Resource Management System with a web based application to enable ease of application & Approvals.**
- **A clear organogram with defined roles & responsibilities. Delegation and role play based on credentials and agreed privileges.**
- **Colocated with Sankara Eye Hospital Bangalore , enabling access to latest technology in eye care . Involvement of Faculty from the Ophthalmology team enables students to understand real world application of theory & skills learnt.**

- Psychologist as part of the core team , allows applications of principles and techniques for students to adapt to uncertainties & faculty to optimize delivery. Enables groups discussion on pedagogy and incorporation of the same. Also ensured mental wellbeing.
- Blend of class room sessions with presentations , expert lectures , seminars , workshops , research project as an integral part of the curriculum enables holistic education.
- All clinical functions are as per NABH ensuring best in care services to patients & other stakeholders.
- Regular mock drills for fire and medical safety are conducted to make students be prepared for any emergencies.

Allied Health Sciences Part

Sankara College of optometry is one of the best optometry colleges in India. Institute has clinical equipment/Lab instruments for learning and practice. Students get the opportunity to serve the community while learning and exploring their clinical practice. Institute has speciality clinics like Low Vision, Contact Lens, Vision Therapy, Ocularistry and Pediatric, and Myopia Clinic. During the course, students are posted in the OPD, different specialty Clinics and Community OPD.

1. Milestone Clinic:

- Milestone Clinic is specialised program designed for children who have learning disabilities or development delays that stops their ability to stay focused while they learn. These children are normally

monitored by a development optometrist and receive multiple visual perceptual assessments.

- Services at Milestone clinic at Sankara are:

1. Autism spectrum disorder (ASD)
2. Attention deficit hyperactivity disorder (ADHD)
3. Attention deficit disorder (ADD)
4. Developmental delay (DD)
5. Delayed visual maturation (DVM)
6. Cerebral palsy (CP)
7. Microcephaly
8. Learning disability

Consultants – Ms. Uma Paul, MSc Optometry, Consultant Optometrist, Sankara Eye Hospital, Bangalore

Ms. Namratha, MSc Optometry, Consultant Optometrist, Sankara Eye Hospital, Bangalore

1. Neuro Vision Clinic:

- Patients with Degenerative disorders, Traumatic Brain injury (TBI) and Stroke will be provided services for neuro vision problems in neuro vision clinic at

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANKARA COLLEGE OF OPTOMETRY
Address	Sankara College of Optometry, Sankara Eye Hospital, Varthur Main Road, Kundalahalli gate, Bangalore - 560037 Karnataka
City	BANGALORE
State	Karnataka
Pin	560037
Website	www.sankaraeye.com/sankara-college-of-optometry-bangalore/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Aditya Goyal	080-69038900	7022997733	-	sco@sankaraeye.com
IQAC / CIQA coordinator	Vandana Kamath	080-69038999	9820541584	-	vandu2388@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		26-08-2010		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Karnataka	Rajiv Gandhi University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sankara College of Optometry, Sankara Eye Hospital, Varthur Main Road, Kundalahalli gate, Bangalore - 560037 Karnataka	Urban	3.97	9960.59

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Optometry	48	Twelfth Science	English	33	28

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				1				6			
Recruited	3	1	0	4	0	1	0	1	0	6	0	6
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				1				21			
Recruited	5	1	0	6	0	1	0	1	7	13	0	20
Yet to Recruit	0				0				1			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				2				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				1				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				1				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	6	1	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	6	1	0	7
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	0	0	0
Yet to Recruit				1

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.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	1	0	6	11	0	19
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	1	0	0	0	0	1
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	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	2	0	0	0	0	0	1	2	0	5
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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	2	3	0	5
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	4	9	0	0	13
	Female	6	9	0	1	16
	Others	0	0	0	0	0
Certificate / Awareness	Male	1	7	0	0	8
	Female	1	23	0	1	25
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	1	0
	Female	3	2	0	0
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	3	3	4	4
	Female	10	5	6	2
	Others	0	0	0	0
General	Male	3	6	8	8
	Female	10	10	13	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		31	27	33	30

General Facilities	
Campus Type: Sankara College of Optometry, Sankara Eye Hospital, Varthur Main Road, Kundalahalli gate, Bangalore - 560037 Karnataka	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• 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)	16
* Qualified Doctor (Part time)	2
* Qualified Nurse (Full time)	15
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

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

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Sankara College of Optometry has been conducting research work in a multidisciplinary field involving Yoga, Physiotherapy and Machine development. We have been working towards a center of excellence in terms of multidisciplinary areas to give the best clinical and research exposure to our students
2. Academic bank of credits (ABC):	Sankara College of optometry is affiliated with Rajiv Gandhi University of Health Sciences, Bengaluru. Institute is willing to follow the ABC system if introduced and permitted by the university.
3. Skill development:	Sankara College of Optometry organizes many skill development programs for students and faculty. These skill development programs include programs like soft skill development, research, public relations, artificial intelligence, etc
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We teach Kannada and other regional languages which will inculcate nationalism and help in the management of the patients in the clinical practice.
5. Focus on Outcome based education (OBE):	Optometry is a health care profession affiliated with RGUHS University. Institute focuses on OSCE competency-based evaluation and training
6. Distance education/online education:	We have a repository of lectures in optometry and ophthalmology on the institute's YouTube channel

accessible to students at any point in time. Also, we do have overseas guest lectures for the students on the online platform.

NAAC

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
119	121	128	127	44
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	32	32	31
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	24	30	30	11
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	06	06	06
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
08	08	07	07	06
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
49.23	75.06	59.84	74.53	116.93
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The college targets to achieve the vision and mission by educating, creating knowledge and aid them to perceive challenges as opportunities. On a broader scale, the college strives to benefit the nation by empowering students to take best advantage of their educational opportunities to meet the global challenges. The college follows the national curriculum given by Association of Schools and Colleges of Optometry and is committed to provide the best quality education to the student.

B.Sc. Optometry at SCO is affiliated to Rajiv Gandhi University of Health Sciences (RGUHS) and strictly abided by the subjects and syllabus norms prescribed by the said University. Rajiv Gandhi University of Health Sciences University(RGUHS) follows a systematic multi-stages process in the development and implementation of the curriculum for the University Teaching Departments (UTDs) and affiliated colleges.

The Institute contributes to the curriculum design and development in its own way. The interaction with the clinical practitioners, corporate world, industry-experts, renowned public personalities, academic peers etc., enables the Institute to assess the curriculum needs and to take initiatives in this direction. Once the inputs are received through feedback from different stakeholders, the same are communicated to the concerned body in the University through letters. Further, meetings are held with all the teaching faculties of Optometry under the RGUHS and on such occasions, the Institute is able to communicate its sentiments to the University representatives effectively.

- Students are exposed to the specialty clinics such as Vision therapy, speciality contact lenses, Ocularistry, Myopia clinic, Low vision and rehabilitation clinic along with their regular clinical practice.
- Training programmes are organized by multinational companies like Bausch+Lomb and Alcon
- Industrial visits are conducted to leading optical industries like Essilor and Zeiss every year exposing the students to spectacle lens manufacturing and processing.
- Counseling session by the Psychologist is conducted once in a month for all the students
- Students are made aware of their social responsibility through certain programmes conducted by Young Indians with whom Sankara College of Optometry signs the MOU every year.
- With the intention of providing need-based education to the students, the Institute offers exposure to all the optometry specializations in clinical practice.
- Academic calendar for each year is planned as per the syllabus given by the university

- Additional lectures are organized by eminent faculty for special training in a particular area to keep pace with current developments.
- Students are encouraged to join research projects to pursue their research career.

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

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

Response: 6.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 0

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

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

Response: 25

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

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

Response: 39.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	148	29	05	0

File Description	Document
Institutional data in prescribed format	View Document

1.3 Curriculum Enrichment

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

Response:

.2 Academic flexibility and Curriculum Enrichment

The University updates the curriculum periodically. In the recent past, University has notified the change in the curriculum. Under the new curriculum, a few major changes are introduced such as, change in subjects allocation for all years, reorganization of subjects, introducing new subjects like research methodology and practice management, project work being shifted to internship and also exit examination being compulsory at the end of internship.

The Institute owns up the responsibility of developing the young minds with required skills as per the expectations of the society. Group discussion, case study analysis, expert lecturing, workshops, conferences, summer placements, training on soft skill development, etc., are arranged. Similarly, students are encouraged to organize social surveys, workshops at rural areas and also to contribute towards charity. Further, students are made to use Information Technology by developing state-of-the-art computer lab, establishing digital library, subscribing to online knowledge software, ICT supported teaching and learning, etc. Likewise, many proactive measures are initiated like focused final placement training and

practical clinical training through internship are initiated.

Many effective and innovative academic practices have been introduced by the Institute, during the last five years to sustain and enhance the quality in its functioning. A brief account of such measures is:

- Emphasis on ICT, by encouraging the students to organize their assignments and presentations based on online knowledge software .
- Thrust on group discussions, business games, role plays, business plan presentation etc., as the part of curriculum.
- Arranging workshops, expert lectures and clinical training through screening camps at school or community level.
- Training programmes sponsored by the companies/ MNCs.
- Effective feedback mechanism.
- Memorandum of Understanding with an educational institution and other organizations.
- Enrichment of the knowledge base of the faculty through participation in workshops, seminars etc organized at the Institute or at other institutions.
- Huge investment on sophisticating the infrastructure of the library and clinical laboratory.
- Development of a full-fledged research work facilitating outreach programmes, surveys and presentation of reports of social and clinical importance.
- Development of SOPs for clinical procedures for maintaining uniformity in clinical training of all students

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

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

Response: 0

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

Response: 00

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

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 51.26

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

Response: 61

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

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

1. Students
2. Teachers
3. Employers

- 4. Alumni
- 5. Professionals

Response: E. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document

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

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

File Description	Document
Institutional data in prescribed format	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed forma	View Document

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

Response: 84.24

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	24	30	30	11

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	33	33	11

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 147.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	15	15	21	20

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

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

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

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 19.83

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

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

Response:

There are different student committees active in Sankara College of Optometry, Bangalore for planning and coordinating different academic and co-curricular activities. Each committee have student representative for each year. These committees work harmoniously to achieve different goals. Students of Sankara college organises a cultural fest called Reflektionz every year since last nine years. This culutral fest is one of its kind, which is conducted for two days, where students across India participate from more than 30 optometry colleges. The festival gives all optometry students to show case their talents in terms of art, dance, singing, etc. Students of our college have particpated in intercollegiate sports events and won various prizes. We have a social platform of showcasing the talent of all our students by name "Talent thursday", where we post individual student's talent on our official social platforms like Facebook page and Instagram. The post selection, content writing and the design of the post is created and edited by students exploring and exhibiting their technical, script writing and creative talents.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

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

Response:

The institute has developed a system for enabling the students to get exposed and gain essential knowledge and professional confidence in English, Mathematics, Accountancy, etc. by conducting bridge course

classes in the first year. The soft skill of communication is given utmost importance to develop professional confidence in all students. Further, efforts are also made to bridge the knowledge gap of the new entrants to create feelings of confidence.

In the Institute, teaching and learning is the blend of the following:

Ø Lecturing method: Oral lecturing using white board, Power point presentations, Flip classroom sessions, Group discussions and Interactive sessions, etc.

Ø Interactive Methods: Subject related case analysis and research discussions. Weekly Journal club presentation and case presentation involving students of all the four batches exchanging of knowledge during the interactive sessions. Case based approach, quiz, management and treatment options along with activities, and question-answer sessions.

Ø Clinical sessions and practice hours: Clinical sessions are conducted every alternate day in order to increase the students' confidence to interact with and care for the patient. Clinical sessions are conducted initially at college by demonstrating the clinical procedures, following which students are made to practice the procedures on each other. Students are also posted in the clinics under the supervision of a faculty member, for the observation of the work up of optometrists and Ophthalmologists at Sankara Eye Hospital.

Project based learning: Theory classes on research methodology and biostatistics are conducted for the basic understanding of research work. As a part of research work, students are encouraged to present in front of the scientific and ethics committee of the institute, giving the student immense confidence in their area of research work. Manuscript writing and submissions are encouraged which helps the student in gaining access to the future of research and having an advantage over their peers with published manuscripts during graduation.

Ø Experiential Learning: Expert lectures and workshops on different specialities of optometry, through the experts from industry and academia. Industrial visits giving exposure to various MNCs and local manufacturing optical set ups. Deputation to other intercollegiate fests and conferences. Conducting workshops with the help of MOU partner organizations. Inter-collegiate cultural fests and other programs. Awareness on eye donation camps, community eye screening camps, school screening camps, etc. Students activities on social responsibilities like Traffic safety rules, awareness of nature and its protection, Saving the girl child activities. Programs are conducted for the overall development of students, like Artificial intelligence and deep learning, Design thinking and Round table discussions of entrepreneurs.

Ø Walking with current times: Sankara College of optometry also has an in-house psychologist to help students cope with any issues that they might be facing and would not want to speak to faculty members about the same. Exam related stress or tension, home sickness, friendship related issues, peer problems, etc. are a few areas that are usually addressed. Our in-house psychologist also paves the way for further improvement and growth in other aspects like soft skills, communication skills, team building, networking skills, and many more.

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

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

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

Response: A. All of the above

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

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

Response:

A total of 15 desktop computers and 2 laptops are available at SAV IT. related services are constantly upgraded. Five prominent initiatives implemented are listed below:

1. Oracle netsuite -Enterprise wide solutions for students finance management and admissions

Oracle Netsuite : recognizing the need for scale and the changing landscape of regulatory & administrative requirements , the institution has implemented

this cloud based ERP system. Earlier the organization was using Tally , this had limitations in data not being in a single place , data security and audit trail not available unable to support the leadership needs of dashboards & reports.

Design & Other software

Launched in 2013, Canva is an Australian graphic design platform, used to create social

media graphics, presentations, posters, documents and other visual content.

This is currently being used to design collaterals & educational content that can be used across platforms. Canva has a library of different backgrounds, templates, images, fonts, stickers to ensure that you get the best results

NAAC

Corel Video Studio (formerly Ulead Video Studio) is a video editing software package for Microsoft Windows .The solution allows editing, subtitling, transitions and other graphical overlays to build effective videos for communication.

4. Virtual Class Room Solution

Virtual classroom solution connects 10 locations : Bangalore, Ludhiana, Jaipur, Coimbatore, Guntur, Anand, Kanpur, Shivamogga, Indore and Panvel

At Bangalore, the facility has been implemented at seminar hall, in 2010. It provides video collaboration opportunities to students, interns and faculty members of different campuses. It encourages students to have face to face collaboration with their counterparts and share common workspaces. Using this, faculty to student interaction happens both ways with AV in real time. Students can join live classes on web and online across devices. Further, universities will have a repository of all live sessions.

5. Koha Library Management Software

Koha is an open access ILMS with comprehensive functionality including basic and advanced search options. Koha includes modules for acquisitions, circulation, cataloguing, serials management, flexible reporting with powerful searching, and an enhanced catalogue display. 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. Koha's OPAC, circulation management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies—XHTML, CSS and Javascript—making Koha a truly platform-independent solution

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for any other relevant information	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 19.83

2.3.4.1 Total number of mentors in the preceding academic year

Response: 06

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

The teaching learning process nurtures creativity of students through expert lectures focussed on recent developments. Workshops are conducted for students on latest management themes. Yearly Industrial visits are planned and executed, so that students are exposed to the manufacturing as well as the industrial part of

Optometry. The institute makes sure every year procurement of latest books, journals, e-books, e-journals, on-line knowledge software and educational CD are done. Deputation to national/ international conferences, workshops and symposiums at various Universities/institutions. Sankara college organizes various online and in campus workshops and conferences at the Institute. Students are given with the provision of In-house Research and Development Center for the benefit of students of the Institute in particular and the society at large.

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

2.4 Teacher Profile and Quality

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

Response: 84.29

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 3.33

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.

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)**Response:** 9.33**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)**

Response: 56

File Description	Document
Institutional data in prescribed format	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years**Response:** 100**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
06	6	06	06	06

File Description	Document
Institutional data in prescribed format	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 / academies during the last five years**Response:** 6.67**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**

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	1	0	1

File Description	Document
Institutional data in prescribed format	View Document

2.5 Evaluation Process and Reforms

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

Response:

When it comes to evaluation of a student, we make sure that all non-bias techniques are taken into consideration. The final internal marks considered for university examination for each student is 20.

The 20 marks are divided into two. The first 10 marks are based on the average of the best of two internal marks. The second 10 marks are again further divided into attendance 2 marks, 8 marks for cumulative group presentations, class tests, quiz, projects, activities, written assignments, etc.

Group discussions and other group activities are graded based on a few criteria: Cumulative assessment score, Group interaction, Networking, Creativity, Type of content presentation, Spontaneity.

In-house evaluation systems are divided into 3 internal theory examinations, 1 pre-final theory examination, 3 internal clinical examinations, and 1 pre-final clinical examination.

Rubrics are made according to the norms of the final clinics examinations conducted. Rubrics are clearly curated keeping in mind the procedure of the technique from the introduction of the practitioner to finding the diagnosis.

The university examinations are conducted once in a year for the final evaluation and submission of marks/ score is done.

The internship evaluation again consists of further evaluation based on theory and practical components. Monthly classroom Google form evaluations are done in multiple choice questions to assess the students' knowledge based on their monthly work up schedule. The clinical assessment is done based on the students' competency of working on a patient.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

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

Response:

Examination-related grievances are addressed to the University in case of the final examination. Once the results are out, the university gives all students an opportunity to get a photocopy of their answer sheets along with the marks allotted for each question. The students can get their papers evaluated by their in-house faculties and if they feel they deserve more marks, they can challenge the university. University then gets the paper evaluated by two subject experts, on finding differences in marks obtained, students will be given the latest marks obtained after the challenge. This provision is kept open for all students for 15 days from the date of the announcement of the results.

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

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

Response:

The Institute has the practice of 'round-the-year evaluation' of students. The internal assessment of 20 Marks are allotted on each subject as per the University guidelines. Three internal assessment examinations are conducted for each paper every year. Along with the marks scored by the students in these examinations, the marks scored by them in assignments and seminars are also considered in finalizing their Internal Assessment Marks.

Institute conducts internal assessment marks for all the students every year. Three internal assessments are conducted and the best of two internal marks are considered as final internal marks. Institute maintains the transparency for the internal evaluation. Students get to see their final marks before submitting them to the university.

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

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Every subject in the syllabus has a learning outcome to be demonstrated theoretically or practically by the students on theory paper or clinical practice. The regulatory body like Association of Schools and Colleges of Optometry has given the minimum number of cases to be seen at each year of Optometry and the basic clinical skill expected at each level of the course. The same is adhered while teaching the curriculum all throughout the year. The syllabus copy is available on the RGUHS website for Optometry students, giving details of each subject, number of hours allotted and the marks given under each subject.

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

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

Response: 75.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
53	63	68	68	50

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

2020-21	2019-20	2018-19	2017-18	2016-17
90	86	81	77	78

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

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

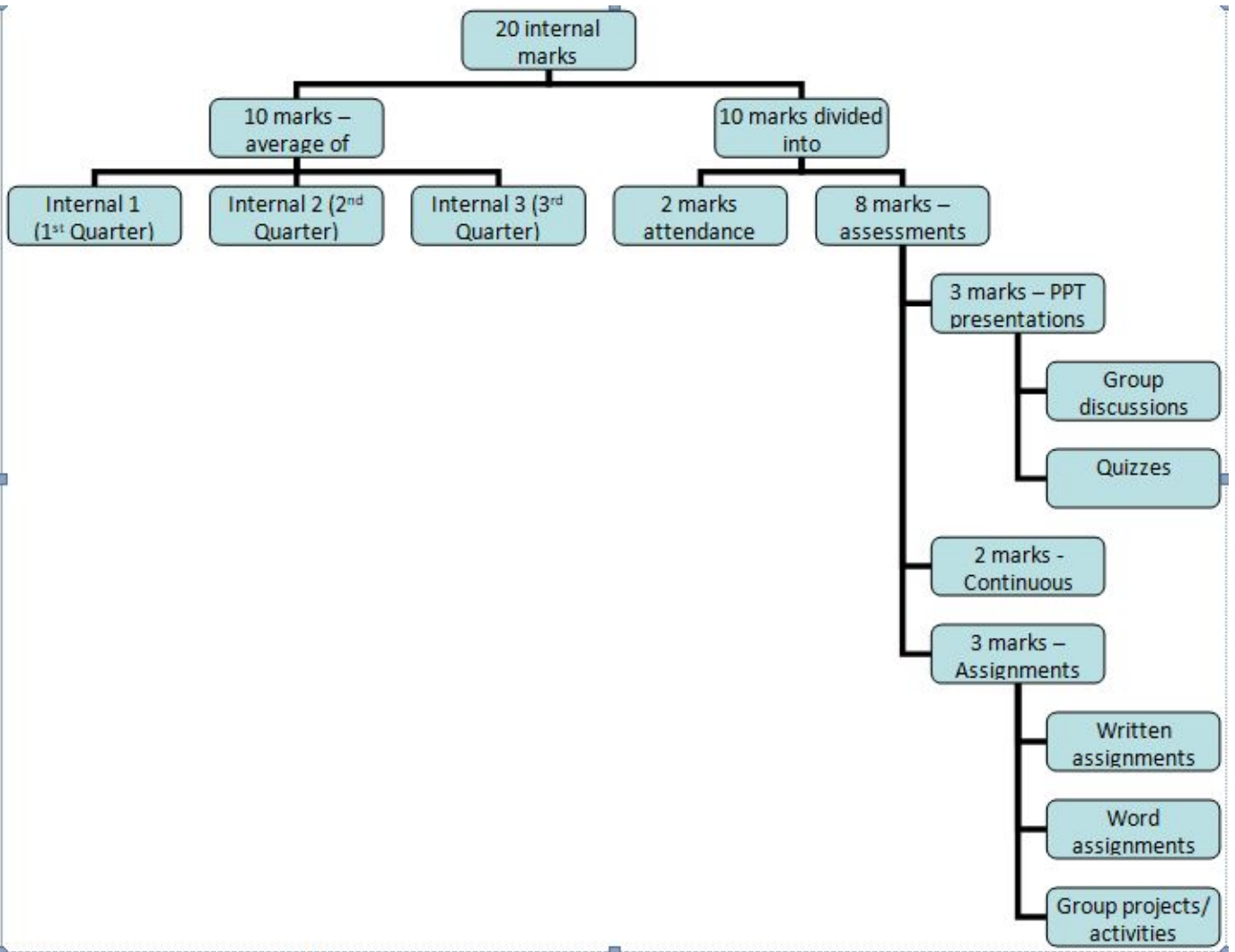
Response:

Evaluation process:

When it comes to evaluation of a student, we make sure that all non-bias techniques are taken into consideration. The final internal marks considered for university examination for each student is 20.

The 20 marks are divided into two. The first 10 marks are based on the average of the best of two internal marks. The second 10 marks are again further divided into attendance 2 marks, 8 marks for cumulative group presentations, class tests, quiz, projects, activities, written assignments, etc.

The break-up of the scoring is given below.



Assignments are graded based on the following criteria:

S.NO.	Criteria	Marks (20)
1	Presentation of assignment,	04
2	Meeting the learning objective	02
3	Clear descriptions	04
4	Support of ideas	02
5	Grade of knowledge Comprehensive/Sound/Basic (4/2/1)	04
6	References	04

Group discussions and other group activities are graded based on a few criteria

- **Cumulative assessment score**
- **Group interaction**
- **Networking**
- **Creativity**
- **Type of content presentation**
- **Spontaneity**

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

Response:

Parents are advised in the induction program, to keep close rapport with the Principal and the faculty to monitor the progress of their wards.

- **The in-house psychologist speaks to the parents and guardians to keep them assured regarding student safety and security, and other needs are also discussed.**
- **The student's absence on a daily basis for the classes as well as for internal examination is recorded and the same is informed to their parents.**
- **The seminar presentations and deliberations of the students are closely monitored by the subject teachers. The level of their performance is communicated to them before assigning their internal marks.**
- **While distributing the answer scripts, one-to-one discussions are held to monitor the performance and also to offer suggestions for improvement.**
- **The progress of the students is monitored in the meetings of the faculty and communicated by the department incharge/Principal to the Parents.**
- **A detailed report of all the programs organized during the academic year, achievements of students, their academic progression, placement details etc., is presented by the Principal, before the stakeholders on the Occasion of Annual Meeting with them.**

- **Interactive lecturing sessions in the form of group discussion, case study analysis and subject quiz are conducted regularly.**
- **Project work and field survey on topics based on subject and contemporary issues.**
- **Lectures and workshops by experts.**
- **Hands-on learning through industrial visits and workshops by MOU partner organizations**
- **Exposure through Associations in Specialization Subjects**
- **Deputation of students to college fests and conferences.**
- **Conduct of inter and intra collegiate fests at the Institute.**
- **Mechanism of evaluation under the dimensions such as – test performance, assignments, and seminar and presentations.**
- **Maximum transparency in the evaluation process.**

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.18

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 90

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	7	7	6

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 33.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	6	0

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

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 10

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government

agencies year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Sankara College of Optometry and Sankara Academy of vision support innovations done by students, faculty, and staff. Establishing an ecosystem to support and nurtures new ideas that can help for the betterment of patients and society. Sankara Academy of Vision has a Partner ecosystem for co-innovation like having MoU for collaborations with colleges & other industry partners who could complement the skills of the institutions. These MOUs would be signed by the Sankara Academy of Vision, Sri Kanchi Kamakoti Medical Trust. Sankara Academy of vision has spent lakhs in innovation-related activities in the last five years.

File Description	Document
Link for details of the facilities and innovations made	View Document

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

Response: 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	4	2

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

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

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

Response: B. Any 3 of the above

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

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

Response: 0.1

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

Response: 2

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the

last five years.

Response: 20

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 22.33

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	1	1

File Description	Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document

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

Response: 14.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	6	10	15	11

File Description	Document
Institutional data in prescribed forma	View Document

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

Response:

Sankara Academy of Vision is instrumental in inculcating values and commitment to society through learning activities. This is done through health screening, camps, awareness camps. The various initiatives were recognised on various platforms by government and non-governmental agencies with several awards.

1. International agency of Blindness (IAPB) i.e., Regional Achievement Award 2016 was awarded to Dr.R.V.Ramani for his great contribution in the field of Eye care.

2. 19th Bhagwan Mahaveer Foundation Award 2016 was awarded to Dr.R.V. Ramani for rendering exemplary services to the visually impaired for four decades.

3. Eye health hero 2018 for Dr Kaushil Murali by the International Agency for the Prevention of Blindness and Vision 2020

4. IMC RBNQ Milestone Merits Recognition award 2018 in the Operations focus category
5. Lifetime Achievement award for Dr. S. Balasubramanian our Board Member at TNOA Aug 2018
6. 20th Annual Polestar Award under Health Category, 2018
7. Padma Shri Award for our Founder and Managing director Trustee, Dr R V Ramani
8. QIMPRO Gold standard Health care award 2019
9. Our Founder and Managing trustee Dr R V Ramani received the Dr G Venkataswamy Oration in TNOA 2019
10. QIMPRO QUALTECH Prize for Healthcare edition in 2019
11. Sankara Eye Foundation, India quality initiative SANQALP has received the CAHQ Healthcare Award
12. ET News Award for Excellence in Healthcare Quality in 2019
13. Recognition by Readers Digest-Sankara Eye Hospital Bengaluru-One of the most trusted Eye hospitals in India
14. The Week survey- Sankara Eye Hospital Bengaluru-One of the Best Eye hospitals in India
15. Best Practices Learning-SEFI has taken best practices learning from other organisations to ensure we implement the best practices in our organisation for benefit of others
16. MQH Best practices competition award-SEFI won the First runner up award in MQH Best practices.
17. Sankara Eye Hospital, Bengaluru is Amongst top 3 rated Best Eye Hospital.
18. Won IMC Ramakrishana Bajaj National quality award 2020-21-Milestone merits recognition-Customer focus
19. Vision excellence award to Ms Srini Karthikeyan-Chief people officer-Sankara Eye foundation, India.
20. Best Paper Of 2nd International OCTA Conference, Florence, Italy, June 2018. Bangalore OCTA Characteristics of Choroidal Melanoma Dr. Rajesh R, Dr. Mahesh Shanmugam P, Dr. Pradeep S, Dr. Mishra D
21. Best Video Award for Dr. Vidhya at Strabismus & Paediatric Ophthalmological Society Of India Dec 2018, Bangalore
22. Best paper presentation award to Ms Namratha, among Health Sciences-Allied, Optometry & Physiotherapy. Chitkara University Doctoral Consortium, 2021

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

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

Response:

Sankara College of Optometry and Sankara Academy of vision have always supported and are active in creating a positive impact on society. Numerous activities, workshops, and projects are conducted in which all the students and faculty can contribute for the benefit of the needy in the community. We have conducted activities like child safety awareness, Road safety, World Environment Day celebration, etc. Also, Sankara College of Optometry collaborates with organizations like Young India which supports institutes and students to take part in various social activities.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	2	1

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

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

Response: 9

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

Response: 9

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Sankara College of Optometry, the Academic wing of Sankara Academy of Vision(SAV), was set up in year 2010 with the objective to train professionals in all spheres and levels of optometry and ophthalmic care. With the world's largest population of blind being desperate for drastic corrective measures, several organisations, including Sankara, face a huge demand for trained eye care professionals. SAV offers professional courses, program and consultancy to the entire eye care sector and develop the human resource critical to eye care including ophthalmologists, optometrists, paramedics, vision care technicians, eye care managers and support personnel. Excellent courseware, interactive session, demos, field work, 'hands on' (where required) and holistic evaluation are features of SAV courses/ programs. An alumnus of SAV would be a satisfied and elevated professional who will remember his/her training experience here and benefit from it for years to come.

Sankara Eye Hospital, Bangalore provides all super speciality Eye Care Services with State of the Art infrastructure.

There are different specialities under which the services are being provided in different sections like OPD, IPD, OT. They are -

- **Cornea** – Keratoplasty and other procedures
- **Cataract** – Small Incision, Phacoemulsification, Multifocals & Torics
- **Glaucoma-** LASERS, Trabeculectomy, Glaucoma Drainage services
- **Vitreoretina services-** Retinal Detachments, LASERS, Vitrectomy, Macular Degeneration, Electrophysiology
- **Paediatric ophthalmology and strabismus** – Amblyopia Care, ROP
- **Orbit and oculoplasty-** Aesthetics, Orbitotomies, BOTOX
- **Ocular oncology** – Ocular Brachytherapy, Transpupillary Thermo Therapy, Surgery
- **LASIK & Refractive Surgery** – LASIK, PRK, ICL, Refractive Lens Exchange
- **Ocular Diagnostic Services**

Optometry speciality clinics

- Low vision and Vision Rehabilitation Clinic – provides services to patients with mild to severe visual impairment and support services.
- Contact Lens Clinic – provides services like dispensing variety of contact lens and also deals with specialty contact lens services along with orthokeratology
- Binocular Vision (Computer Vision) Clinic – provides therapies to patients with non-strabismic binocular vision disorders and neurological conditions.
- Ocularistry Clinic – provides patients with ocular prosthesis (artificial eye)

- Eye Bank – Eye Bank is licensed with ‘Transplantation of Human Organ’s Act’ and is compliant with all the latest statutory guidelines.
- Optical Shop – SEFI has outsourced optical services to Ben Franklin, where the optical services are provided in the OPD area itself. Wide range of frames and lenses are made available for patients through this service.
- Pharmacy – equipped with all medications required for providing treatment for all OP and IPD patients, and following quality assurance norms like LASA, High risk medications, regular Prescription audits, etc.
- Laboratory Services – All required lab services are provided through well qualified and experienced lab staff with all quality protocols in place. Lab services are also evaluated externally by participating in EQUAS (External Quality Assurance Scheme) by CMC Vellore.
-

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

Sankara College of Optometry nurtures recreational & sports talent amongst staff & students & to achieve excellent infrastructure.

Sport area in the college portico is available for indoor (Carom, Chess) and outdoor (badminton, throwball, volleyball) games in backyard of the hospital.

Amenities are available for students to make use of sports activities in the college and first Aid kit is also available in case of emergency.

The following Sports and Games Activities are organised every year:

Inter class tournaments for Men and Women

Badminton, Chess, Cricket

Throw ball and Volley ball matches

Facilities for Cultural Activities

Auditorium- Air Conditioned Auditorium with state- of -art Audio visual facilities are available in campus which enables a seating of 125 capacity.

"REFLEKTIONZ" is an intercollegiate festival organised by Sankara College of Optometry, a part of Sankara Eye Hospital, Bangalore.

It is the only cultural program conducted for Optometry colleges across South India. 15 colleges participate and close to 450 s

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Sankara College of Optometry is spread across an area of approximately – acres being an integral part of Sankara Eye Hospital, Bangalore which caters to all eye care requirements of students and staff through the Medclaim scheme. The scheme allows access to the hospital facilities without the requirement of payment. The Akshaya Cafeteria caters to the dining needs of the campus.

Other amenities like ATM, car parking and two wheeler parking are located in the campus. All areas within the campus are connected with metaled roads, which are well maintained, with adequate signposts. Other major utilities like sewage treatment, grey water treatment plants, potable water treatment plants are centrally located and monitored to ensure seamless operation.

The department of facility management is responsible for the supervision of estates, security and maintenance of all support services like ancillary, civil, electrical, HVAC, telecommunication, transportation fleet, plumbing & water supply. The department maintains the entire infrastructure and by managing challenges, risks and crisis to ensure smooth and seamless functioning of the institution and hospital with the help of a software “freshworks”.

The institute has a full-time plumber available on the campus who focuses on repair of

wood, steel structures, painting. Outsource Housekeeping services work on housekeeping, road cleaning,

solid waste and garbage management, facade cleaning, pest control. The campus also has in-house gardeners who takes care of horticulture, landscaping and plantations, waste management and composting. Solar panels are huge resources for of energy for power maintenance.

Electrical department maintains the critical function of 24/7 power supply. Uninterrupted backup power supply is ensured for all the critical services.

Cauvery Water supply is ensured from the BWSSB and Plumbing works act on plumbing complaints, supervise and monitor water

supply system, operate and maintain sewage treatment plants and grey water treatment plants.

HVAC systems are upgraded to the best available energy efficient technology.

Telecommunications department enables SCO to communicate effectively with its constituent units via intercom and cellular services. Maintenance is pro-actively planned to deliver high standard of service including system upgradation.

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

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

Response: 10.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	8	10	12

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Sankara Eye Hospital, Bangalore provides all super specialty Eye Care Services with State of the Art infrastructure.

There are different specialties under which the services are being provided in different sections like OPD, IPD, OT. They are -

- **Cornea** – Keratoplasty and other procedures
- **Cataract** – Small Incision, Phacoemulsification, Multifocals & Torics
- **Glaucoma**- LASERS, Trabeculectomy, Glaucoma Drainage services
- **Vitreoretina services**- Retinal Detachments, LASERS, Vitrectomy, Macular Degeneration, Electrophysiology
- **Paediatric ophthalmology and strabismus** – Amblyopia Care, ROP
- **Orbit and oculoplasty**- Aesthetics, Orbitotomies, BOTOX
- **Ocular oncology** – Ocular Brachytherapy, Transpupillary Thermo Therapy, Surgery
- **LASIK & Refractive Surgery** – LASIK, PRK, ICL, Refractive Lens Exchange
- **Ocular Diagnostic Services**
- **IPD (In-patient Department)**
- SEHB has a total of 225 beds allocated for IPD services, where 200 are allotted for Community section and 25 allocated for speciality section. IPD department includes clean and well ventilated rooms, Nursing stations, and are equipped with all emergency medications and emergency crash carts needed to handle emergencies. Staff are BLS trained to ensure and medical emergencies are handled in the best possible manner.
- **OT (Operation Theatre)**
- Operation theatres are with State of the Art infrastructure, Modular OTs equipped with all items needed for eye care surgeries and handling medical emergencies too. A total of 10 major OTs and 2 minor OTs, and 1 Lasik procedure facility are available in the hospital. Detailed protocols for Infection control practices and ensuring hygiene inside the OT is followed. There is a dedicated OT manual that is available and all staff is trained regularly to follow the protocols. There is also a

Sterilization unit available inside the OT premises to ensure all instruments are properly sterilized before being used. All major OTs have HEPA filters to ensure clean air flows inside the OT.

Optometry specialty clinics-

1. Vision Therapy

2. Contact Lens

3. Low Vision and rehabilitation

4. Ocularistry

5. Neurovision Clinic

6. Milestone Clinic

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

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

Response: 131696.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
68418	119147	116647	109271	106196

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

2020-21	2019-20	2018-19	2017-18	2016-17
9667	32347	33640	34824	28325

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Link to hospital records / Hospital Management Information System	View Document

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

Response: 109.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
119	123	128	132	44

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View Document
Institutional data in prescribed format	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: D. Any one of the above

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

4.3 Library as a Learning Resource

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

Response:

Sankara College of Optometry has a vast library which enables the students to get access to huge volume of books, journals, e-journals and e-books. Besides the comfortable seating and reading environment, the library is well equipped with modern facilities.

The library is upgraded with Koha Library Management Software in the year 2022

Koha is an open access ILMS with comprehensive functionality including basic and advanced search options. Koha includes modules for acquisitions, circulation, cataloguing, serials management, flexible reporting with powerful searching, and an enhanced catalogue display. 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. Koha's OPAC, circulation management and self checkout interfaces are all based on standards-compliant World Wide Web technologies XHTML, CSS and Javascript—making Koha a truly platform-independent solution.

The library is enabled with Wi-Fi facilities and security systems and LAN facility enabling the users to access the library's subscribed e-resources from any part of the world (remote access). The libraries provide various research/project support services like Grammarly (online grammar and spelling checker), author workshops, literature search service and also access to bibliographical and citation tools (Scopus and Web of Science).

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

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

Response:

LIST OF JOURNAL AVAILABLE HARDCOPY

1. Indian journal of Ophthalmology. – (Hard Copy & Softcopy)
2. Journal of the Delhi Ophthalmological Society.
3. Retina – (Hard Copy & Softcopy)
4. Ophthalmic Plastic and reconstructive Surgery - (Hard Copy & Softcopy)
5. Contact Lens and Anterior Eye (Hard opy)

E- Journals:

1. JCRS (The Journal of Cataract and Refractive Surgery)
2. JAAPOS.
3. Retina.
4. Current Opinions in Ophthalmology.
5. AJO (American Journal of Ophthalmology)
6. Survey of Ophthalmology
7. Ophthalmology clinics in North America
8. British Journal of Ophthalmology
9. ISRAAO Journal of Refractive Surgery
10. Cornea.
11. The Glaucoma.
12. International Ophthalmology clinics
13. Optometry and Vision Science
14. Indian Journal of Ophthalmology
15. Ophthalmology
16. Ophthalmic Plastic and Reconstructive Surgery
17. ACTA Ophthalmology

SANKARA EYE HOSPITAL

Sankara College of Optometry

LIBRARY**E- JOURNAL AVAILABLE (Indian & foreign Journals)**

Sl.No	Title of the Journals	Available period	
		From	To
1	JCRS (Journal of Cataract and Refractive Surgery)	Jan – 2005	Mar – 2021
2	Retina	Jan – 2006	Jul – 2021
3	Current opinion in Ophthalmology	Feb – 2005	Aug – 2021
4	The Glaucoma	Jan – 2005	July – 2021
5	Ophthalmic Plastic & Reconstructive Surgery	Jan – 2012	Jun – 2021
6	ACTA Ophthalmology	Jan – 2019	Mar - 2021
7	Cornea	Jan – 2005	Dec – 2020
8	JAAPOS	Jan – 2004	Aug – 2020
9	AJO	Feb – 2009	Apr – 2018
10	Survey of Ophthalmology	Jan – 2005	Apr – 2018
11	Ophthalmology	Jan – 2007	Apr – 2018
12	British Journal of Ophthalmology	Mar – 2009	Apr – 2018
13	Optometry and Vision Science	Jan - 2005	Feb – 2014
14	International Ophthalmology Clinics	Jan – 2005	Jan – 2013
15	ISRAAO Journal of Refractive Surgery	Jan – 2009	May – 2013
16	Ophthalmology clinics in North America	Jan – 2005	Dec – 2006
17	Indian Journal of Ophthalmology	Jan – 2012	July – 2021

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

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

Databases**Response:** E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	View Document

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years**Response:** 1.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.42	2.87	1.91	2.08	1.03

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

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

The Library is open from 9:00AM to 6:00PM, except holidays, The librarian ensures to maintain clean and noise free environment and to maintain the register for outgoing books.

Also updates list of books or journals or DVDs when newly received, keeps record of books issued to staff and students keeps books and journals in separate cupboards or racks respectively and is labelled speciality clinic wise and subject wise for easy identification

The librarian also ensures all staff and students have access to all books and journals. Books will be issued for a period of 4 (4) days to the students, faculties and for consultants. Re- issue of books will be done in the set of 4(4) days each for a maximum of two times, or as long as no other user requires the book and keeps the request to reserve the same

For re-issue after the last date for return of the book, the book has to be physically brought to the notice of the librarian.

To aid the normal functioning of the library, information systems form an integral part. The library uses for administrative purposes and also for those accessing the library a variety of IT Hardware like computers (Desktop) printers, scanners and software like MS Office.

The librarian would ensure that these equipment are functional and AMC where needed is applied for. All software procured would be enabled through the Sankara Eye Hospital, Information Systems Department.

For any maintenance or troubleshooting, log or request would be raised on the Sapphire Management System. **Detailed IS policy can be accessed on request.**

Staff and students are discouraged from using USB drives or removable hard discs in any of the systems configured at the Library.

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

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

Response: Any Two of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 5

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

Response: 5

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

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

Response:

A total of 15 desktop computers and 2 laptops are available at SAV IT. related services are constantly upgraded. Five prominent initiatives implemented are listed below:

1. Oracle netsuite -Enterprise wide solutions for students finance management and admissions

Oracle Netsuite : recognizing the need for scale and the changing landscape of regulatory & administrative requirements , the institution has implemented

this cloud based ERP system. Earlier the organization was using Tally , this had limitations in data not being in a single place , data security and audit trail not available unable to support the leadership needs of dashboards & reports.

Medics is a new age, comprehensive, cloud-based Hospital Management IT solution , deployed out of a state-of-the-art datacenter and monitored round the clock. With a guaranteed 99.99% uptime the system has been an efficient front end for our Hospital Information System.

3. Freshworks for Maintenance of facilities

freshworks, is a Unified Service Management Solution , this is an Integrate service management on a single platform to bridge silos, improve time to resolution, reduce costs, and improve visibility

4.Design & Other software

Launched in 2013, Canva is an Australian graphic design platform, used to create social media graphics, presentations, posters, documents and other visual content.

This is currently being used to design collaterals & educational content that can be used across platforms. Canva has a library of different backgrounds, templates, images, fonts, stickers to ensure that you get the best results

4. Virtual Classroom Solution

Virtual classroom solution connects 10 locations : Bangalore, Ludhiana, Jaipur, Coimbatore, Guntur,

Anand, Kanpur, Shivamogga, Indore and Panvel

At Bangalore, the facility has been implemented at seminar hall, in 2010. It provides video collaboration opportunities to students, interns and faculty members of different campuses. It encourages students to have face to face collaboration with their counterparts and share common workspaces. Using this, faculty to student interaction happens both ways with AV in real time. Students can join live classes on web and online across devices. Further, universities will have a repository of all live sessions.

5. Koha Library Management Software

Koha is an open access ILMS with comprehensive functionality including basic and advanced search options. Koha includes modules for acquisitions, circulation, cataloguing, serials management, flexible reporting with powerful searching, and an enhanced catalogue display. 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. Koha's OPAC, circulation management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies—XHTML, CSS and Javascript—making Koha a truly platform-independent solution

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

4.5 Maintenance of Campus Infrastructure

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

Response: 4.82

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)

2020-21	2019-20	2018-19	2017-18	2016-17
4	3.5	3	2.9	2.8

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response:

Sankara college of Optometry has well -established systems and processes for maintaining its physical and academic support activities. Institutional buildings, housing laboratories and classrooms are under administrative control of the respective institutions or department heads. If there is any maintenance activity required, the head raises a request to the Facility and Maintenance department through software “Freshworks”.

Annual budget allocation happens every financial year and the budget is operated to provide repair and maintenance upon receipt of such requests.

The facility and maintenance department is responsible for the maintenance of all support

services including ancillary, civil, electrical, HVAC, telecommunication, transportation, plumbing & water supply. It is guided by the standard operating procedures set in line with the ISO 9001, 14001 and 50001 standards.

Routine maintenance activities such as external painting, overhead water tank cleaning, and water dispensing stations are carried out as per schedule. Other services like lifts and air conditioning are covered under annual maintenance contracts with respective approved service providers. Centrally operated services such as power supply, water supply, wastewater treatment, waste management are directly supervised.

The libraries provide a growing range of e-resources (online databases, online journals and e-books) on the campus network. The IT team has established a software SAPPHIRE and engages the services of various service providers for attending to all IT related issues both

hardware as well as software including internet connectivity within the campus network.

Audiovisual aids are available in all classrooms and the infrastructure is maintained by the IT department to ensure seamless connectivity during lectures in classrooms both within the campus as well as intra-campus.

The campus also has optics lab, refraction lanes, anatomy and physiology lab, biochemistry lab, demonstration room for clinical procedures and speciality optometry clinics like vision therapy, low vision and contact lens.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0.84

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	0	0	0

File Description	Document
List of students who received scholarships/freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document

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

Response: A. All of the above

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

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

Response: 22.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	51	57	30	0

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

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

Response:

The International Admission Office issues letters to the admitted students for obtaining a student Visa from the Indian Embassy/Consulate. The department also submits details of admitted foreign/NRI students to the relevant ministries to obtain a No Objection Certificate (NOC) for the students to pursue higher education at Sankara College of Optometry, Bangalore

The Department of student affairs looks after the day-to-day affairs of the foreign/NRI students. It ensures the physical safety and security of the International Students. The office also facilitates medical and legal assistance in case of emergencies.

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

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

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document

5.2 Student Progression

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

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 40

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	1	0	0

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 16.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	7	3	4	6

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 12.12

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

Response: 4

File Description	Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

There are different student committees active in Sankara College of Optometry, Bangalore for planning and coordinating different academic and co-curricular activities. Each committee have student representative for each year. These committees work harmoniously to achieve different goals.

We have committees for the planning and coordination of sports, cultural events, Outdoor activities, Student grievance, project support etc. The representatives of each committee are selected by the students by themselves.

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Sankara College of Optometry has a total number of 200+ alumni working in different parts of the country. The primary purpose of the Alumni association is to formally harness the huge potential of our Alumni for the common good, even while providing opportunities for networking and professional development.

We ensure the presence of alumni in the events organized in our college. Alumni meetings were also conducted periodically (online/Offline). We also arrange alumni talk for our students and were invited as guest speakers to address the students. The institute is on the process of expanding the alumni activities in the coming years by involving their participation in placement cells.

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

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

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

Response: E. Any one of the above

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:

Sankara Eye Foundation India (Sri Kanchi Kamakoti Medical Trust) has a strong institutional commitment to lawful and ethical behaviour.

All faculty and employees of Sankara Academy of Vision & the Sankara College of Optometry are expected to carry out their institutional responsibilities in accordance with applicable legal and ethical principles and the overall organizational philosophy.

SCO activities would be monitored every month at the Leadership Council meet of Sankara Eye Foundation , India. The internal and statutory auditors of Sankara Eye Foundation , India would also oversee the activities of the college & academy.

The leadership at Sankara Academy of Vision ensures that practise of non discrimination is followed. We also ensure adherence to policies regarding employment, compliance, research, and funding.

The SAV Academic Council takes ownership of ensuring that the curriculum is designed to comply with the requirements of affiliating & certifying bodies and is being adhered to by the faculty.

We will develop mechanisms for periodic feedback from students and faculty to look beyond the programme to ensure an ideal environment and culture for them to function optimally.

Continuous Quality Improvement has been core to all of Sankara's initiatives. Setting the Quality Agenda for Education the following pillars are critical ;

- **Transparency of processes involving admissions, teaching and assessment.**
- **The specification and achievement of competencies and outcomes**
- **Continuous feedback from students and faculty on the programme.**

The institutional Vision and Mission are as under:

Vision:

Affirming & building upon its heritage, the college aims to become the recognized leader in optometric education through engaged learning and developing leaders to address the global challenges.

The campus will be the model of an evolved and ethical focusing on civic responsibility, intellectual activity & cultural expression.

Mission:

To serve the optometric needs of society by educating optometrists to the highest level of proficiency, integrity & professionalism together with an emphasis on caring and ethical commitment to the welfare of patients.

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

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

Response:

The Institute supports a trend of a decentralized governance system with proper well-defined inter-relationships. The management of the institute has the President, the principal, and HOD.

Regular meetings of these committees are held for the effective and smooth functioning of the institute. There are three levels of the administrative structure under which all the activities of the institute are carried out.

Management level - The management of the institute is directed by a steering committee.

Institute level - All the main decisions related to the institute are taken by the President, Dean & Principal in consultations with the Head of departments. The principal is the academic and administrative head of the Institute and the Member of the Associations of Optometry School and colleges of India (ASCO).

Department level - The Department Heads are responsible for to look day-to-day administration of the department and reporting to the Principal. In addition, any institute staff member can give suggestions and ideas for improvement. Students also participate through different formal and informal feedback mechanisms. A suggestion box is kept on the campus for suggestions from students. Management and Trustees are approachable and accept all suggestions.

Participative management

The institute always promotes participative management culture by involving staff and students in various activities. All decisions of the institution are governed by management. The students and faculties are

allowed to express themselves with any suggestions to improve the excellence in any aspect of the Institute.

1.Strategic Level

The Principal, HODs, dean academics, and staff members are involved in defining the policies and procedures, making guidelines and rules/regulations about admission, placement, discipline, grievance, counseling, training & development, and library services, etc., Staff members are also involved in deciding academic activities and examinations to be conducted in the institute.

2.Functional Level

At the functional level, the faculty members share their knowledge by discussing the latest update during faculty meetings. Some Staff members are involved in the preparation of the annual budget of the department and institute.

3. Operational level

All the staff members actively participate in implementing the policies, procedures, and framework designed by the management to maintain and achieve the quality standards and achieve the vision and mission of the institution. The office staff is involved in executing day to day support services for students and faculties

File Description	Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

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

Response:

Objectives	Retain Culture & ethos as per founders vision	
	420000 Gift of Vision Surgeries by 2030	
	Innovation to help Sankara be identified as a leader	
	Create Sankara into a High Reliability Organisation	
Strategies	Tasks	
SOPs and Organogram	NAAC 7 Criteria completion with SOPs and Policies. Current SOPs relook.	

Alumni Cell	Alumni cell establishment, Newsletter/ blog for Sankara Alumni, Introduction of NABH for Alumni, Psychological Intervention for Alumni, Alumni interaction with dean.
Centre of Excellence	Faculty as CoE, Structured thesis publication, Myopia Clinic.
Ethics	SC & EC in all units, Research publication policy, student satisfaction survey, anti bullying policy, student Grievance Committee, GCP certification, transparent infection team building activities with ethics as a module
Patient Care Team	Patient care team establishment in all units. Modules on leadership, conflict resolution, etc. Monthly oration by faculty to students on best practices in patient care.
Innovation	SAV Eynovation - Workshops and hackathons for students, Shareanidea workshop. New the industry to be studied and utilized, Innovation lab to enable prototyping. Patent realization
AI	Introduce application of AI to students, 3D lab setup, Reading centre in Bangalore, Archivist upgradation
Near Miss Events	Near Miss Events SOP, Modules to staff on near miss events identification and avoidance. Audit calendar preparation and monitoring

File Description	Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: D. Any two of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Sankara College of Optometry has a well-formulated staff welfare policy in place for awareness and effective implementation of welfare measures at the workplace.

1. Transport facilities: Vehicle facility for faculties to visit universities and students for industry visits within Bangalore.
2. Leaves: The employees are given leaves as per the regulations. Employees are entitled to all kinds of leaves as mentioned below: Maternity leave, Paternity leave Special leaves like On-duty leaves, and academic leaves for faculties for research presentations, attending conferences, or guest lectures.
3. Health care facilities: Free health care to all employees in Hospitals along with family members is given. Special discount on Outpatient consultation, diagnostic investigations, and optical purchases for employees and their family members.
4. Financial assistance for attending conferences/workshops: Institute supports the growth and development of the employees by facilitating attendance and conference fees and travel reimbursement to employees attending the conferences or workshops to provide opportunities for job enrichment and career development to broaden the employee knowledge.
5. Professional Development and Career Advancement: Sankara College of Optometry is a research-driven organization where clinical care and the teaching-learning process go hand in hand. Employees are given not only support but also Incentives and Rewards for researchers. Other than the teaching staff non-teaching staff are also given orientation and training for computer literacy, accounts, soft skills, and lifesaving skills.
6. Appraisal linked incentives: It appreciates the hard work through timely promotions for deserving teaching and non-teaching staff to create a healthy competition among the employees. The annual performance appraisal is taken and the performance of employees is evaluated.
7. Insurance: Health insurance is given to employees/ faculties and families on annual basis. Premium amount for the employees is bared by Institution and concentrates on overall health and wellness of the employee.

8. COVID KAVACH Insurance: Faculties working in Sankara Eye Foundation are provided with Insurance for COVID free of cost. The insurance premium is bared by the institution and the medical cost during COVID is covered with the insurance.

9. PF /EPF, Gratuity: Institute has been registered under EPF in the year 2008 for the aim to provide a savings scheme to facilitate the habit of saving money with employee and employer contribution to build a substantial retirement corpus.

10. Leave Accumulation & Leave Encashment: 10 days of leave accumulation is allowed to each employee per year that can be carry forwarded to next year and utilized. Institute allows the employees to encash un-availed leaves.

12. Customary Bonus: Institute ensures bonus is paid to employees as per the provisions of payments of Bonus Act 1965. Bonus will be paid coinciding with Diwali and will be calculated based on the total number of working days in that year.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for additional information	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: 3.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document

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

programmes, Training programmes for administrative staff etc.,)

Response: 5.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	6	4	2

File Description

Document

Institutional data in prescribed format

[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: 36.67

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	2	2	1

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response:

Purpose Driving high performance is a key priority for the Institution. We value our people and their contribution to our success. This is best done through building a strong two-way relationship with employees in terms of clear performance expectations and returns. This is critical to make SEF, INDIA a preferred employer. To ensure that our employees are given feedback on their performance on a regular basis, it is the Institution's policy that all employees participate in the formal performance appraisal process twice a year. This provides an opportunity for employees and Reporting Authority to meet and discuss past performance, growth, training and development objectives and personal career aspirations.

Reporting authorities have a responsibility to manage the performance of their employees in a fair and equitable manner in accordance with the Institution's policies and the law relating to employment. The Reporting Authority's role involves setting, monitoring, reviewing and evaluating performance targets. Scope All confirmed employees on the rolls of SEF, INDIA. Objectives ? Cascade Institution and functional objectives to individual employees to ensure full alignment of personal delivery. ? Reinforce a high-performance culture. ? Provide employees with a clear understanding of the performance expectations. ? Effectively track and measure performance against expectations. ? Provide direction, guidance, feedback, and training & development opportunities to assist the employee in achieving the expected level of performance.

File Description	Document
Link for performance Appraisal System	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:

Sankara College of Optometry, maintains & follows a well-planned process for the mobilization of funds and resource. The budget of Revenue and Expenditure are recommended annually by the Finance Committee and approved by the Steering Committee of Sankara Eye Foundation after necessary analysis. The operational expenses and capital expenditures are projected within the budgeted resources of the institute. Financial results are compared and analyzed under different heads like

1. Infrastructure & Development
2. Purchase of Library Books / Journals
3. Academic Facilities
4. Physical facilities
5. Green Initiatives and management

The institute works on real time basis under internal control mechanism. Expenses are monitored, checked and controlled under vertical hierarchy through internal control system of day to day transactions.

The Financial Resource Management Department of the institute functions with an objective of "Ensuring the mechanism of resource mobilization and effective use of financial resources."

The Institute is a self – financed organization in which major financial resource is student's tuition fee coming from various courses offered by the institute. The institution makes all efforts to secure additional funding such event registration fee for the events/ CMEs conducted by the institute and Research grants for students on the research work conducted. Various non-government agencies sponsor events like seminars and workshops. Sponsorships are sought from various individual and corporates for various events and

fests conducted in the college.

Resource Mobilization is implemented and rigorously monitored, the institute is taking a keen interest to raise funds and has successfully managed to raise funds under research sponsorship by Rajiv Gandhi University of Health Sciences, Karnataka.

Expenses consist of Operational expenses like accreditation renewal fee, Establishment cost, Optometry amenities, Marketing expenses, Faculty welfare expenses, Career development programs for faculty, Conference reimbursements for faculty, and capital expenses like equipment, infrastructure and books cost, and other miscellaneous expenses.

All the major financial decisions are taken by the Institute's Dean in consultation with President of Medical Administration, Quality and Education. The Principal of the institute and heads of the department of the institute ensure;

- Optimum utilization of assets i.e. land, buildings, equipment, vehicles, furniture etc. which are already in place and to be created in future
- Feasibility studies are done before requesting for new infrastructure or equipment (Capital Expenditure).
- Effective administration that nurtures quality and promotes a competitive environment that results in additional revenue generation.
- Attracting Govt. / Private Grants and CSR funds to the maximum extent possible
- Identifying potential sources of funds by way of conducting new programs /courses/training schemes and in coordination with the institute.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

It is an independent and objective assurance and consulting activity that is guided by a philosophy of adding value to improve the operations of SEFI. It assists SEFI in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of the organization's governance, risk management and internal control. Objectives of Internal Audit: Internal audit will add value in the following areas: ? Risk management process ? Internal control effectiveness ? Compliance with policies, procedures and regulations ? Opportunities for process improvement ? Cost reduction opportunities ? Guidance on audit recommendations ? Management of change, and ? Fraud Risk Management Audit Process: ? Discussions and walkthrough tests were conducted in order to develop our understanding of the sub-processes identified for review; ? Based on discussions and walkthrough tests, a Risk and Control Matrix (RCM) and Audit Program were developed; ? Testing was carried out to evaluate effectiveness of the controls highlighted in the RCM. Testing also covered system based controls and

general level controls for the system used; ? An audit closing meeting was held with the auditees to discuss any issues identified; and ? An audit report was drafted to apprise Department Management / Audit Committee of the results of our review

EXTERNAL AUDIT For External audit, MoU will be created between Sankara and External Audit Agency. We hold an MoU with Consark Chartered Accountancy company. The auditors will spend 4-7 days time in each unit and audit the financial statements, expenses reports, sales and returns, billings, Fee collections and refunds, advance adjustments, deposits, purchases and purchase returns, petty cash, cash in hand reports, HR financials, Manpower recruitment and planning, Payroll processing, monitoring of monthly budget against actuals, stock reconciliations etc. Once audit is completed a detailed audit report is shared with Leadership team and Founders which will again be verified by Steering council. Post discussion, steering council and leadership council will arrive at action plan to mitigate risks if raised and monitor the same through out the financial year and plan for next financial year

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC -Mechanism

The IQAC of Sankara College of Optometry was established on 2nd July 2017 and a full-time IQAC

Coordinator has been appointed. It has well-documented Standard Operating Procedures, with the objective of continuous quality improvement of an institute.

Objectives: To strengthen the teaching-learning environment with outcome-based benchmarks for improving the institutions' academic and administrative performance.

Structure:

IQAC involves the Principal as a Chairperson, Member of Management, Dean of SAV, HOD, Faculty, UG Students, Alumni, and stakeholders. The quarterly meeting happens for smooth functioning and quality improvement of an institute.

Activities:

1. Development and application of quality benchmarks/parameters for various academic and administrative activities.
2. Dissemination of information on various quality parameters of higher education Organization of workshops/seminars on quality related themes and promotion of quality circles
3. Student Satisfaction in terms of quality of education and infrastructure.
4. Faculty and Student development program
5. Encourage research and Extention activity at the institute. Improve the quality of research and innovation every year.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document

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

Response: 26.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	3	1

File Description	Document
Institutional data in prescribed format	View Document

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

Response: D. Any one of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Institutional data in prescribed format	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	0

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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

Response:

The education institute is not only responsible for providing education of the highest standards, but it is also responsible for ensuring employment for its graduates. In order to fully prepare Sankara graduates for their careers, it has launched initiatives such as the Personality Development Program, Soft skills development, Industry Interactions, Guest Faculty from Industry forums, and the Language Lab in collaboration with Young Indians. The main objective is to ensure that our students have the personality, exposure, skills, and self-confidence to take on the most urgent challenges and assignments starting from day one of their employment. Institute conducts student mentor sessions. The Counseling of students **Mentors** helps mentees learn the ropes at a college, develop relationships across the organization, and identify skills that should be developed or improved upon High Job Satisfaction.

Institute has formed Internal Complaint Committee with the objective to review from time to time the existing provisions of the constitution and other laws affecting women and recommend amendments so as to suggest remedial legislative measures. Also to be aware boys and girls about Sexual Harassment.

Also Campus and classrooms are secured by 24 hr. surveillance of CCTV.

File Description	Document
Any additional information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Annual gender sensitization action plan	View Document

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

Response: D. Any two of the above

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

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

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

Response:

Biomedical waste management

Biomedical waste management is an integral part of the overall waste management process in the organization. Sa prescribed colour coding of waste containers for different types of wastes according to the Biomedical Waste (Ma introduced in 2016, amendment as per 2018.

The colour coding of waste containers:

- Assists staff in proper segregation of wastes;
- Identifies the types of wastes contained in the bag/receptacle;
- Identifies the potential hazard(s) that may be associated with those wastes; and
- Designates the prescribed treatment and disposal requirements for that waste.

All staff handling Biomedical waste are regularly trained for proper segregation and disposal of the biomedical wa

RED	YELLOW	BLACK	BLUE - (kept puncture proof bucket)	SHA Close
Any plastic materials like – Eye drop vials IV sets and IV fluid bottles Plastic syringe without needle Gloves Vacutainers Laboratory cultures, stocks, Dishes and devices used for cultures	Items contaminated with blood or body Fluids like – Cotton dressing Tissues used for wiping eyes Contaminated linen Discarded medicines Ear buds Cap & Mask, Gown (disposable) Human tissue Any soiled waste/linen	General non infective waste like – Paper Packaging items Paper cups Empty water bottles	Glass items like – Glassware Broken / discarded glass Vials / Ampules	Need Scalp Blade Other

◦ : Colour of covers is followed irrespective of bucket/drum colour

Segregation of waste

Type	Site of Generation	Dis gen
Non-Hazardous (General)	<ul style="list-style-type: none"> • Office, Kitchen, Cafeteria • Billing, • Administration, • Cashier, rest room, • Nursing hostel, Residential areas • Pantries in ward and Stores, etc. 	Ho
Hazardous station (Toxic)	<ul style="list-style-type: none"> • Wards • Operation theaters • Intensive care unit 	Ho

- Post-operative recovery room
- Medical stores
- laboratory
- OPDs
- Procedure room/minor OT

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Link for additional information	View Document

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Link for additional information	View Document

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

Response:

MRVP (Mobile Rural Vision Screening Program):

Mobile Rural Vision Screening Program – MRVP, A Comprehensive Mobile Eye Care Program enabled with Tele-Ophthalmology for providing Eye Care at the doorsteps of Rural House-Holds in Karnataka

MRVP project is aimed at giving a bright future to adults, by diagnosing their visual defects on-site and then providing them with required remedial measures/spectacles and surgical care. The organization has successfully executed the program for over 8 years now which has benefitted over one lakh beneficiaries directly.

Through this project, patients can have access to specialized eye care services, reduced travel expenses, early detection of disease and reduced burden of morbidity. This fully equipped mobile unit will provide following services to its stakeholders:

- Raise awareness on Eye Health
- Screening for Eye Ailments
- Refraction Services
- Spectacles
- Base Hospital Service

Gift of Vision: Launched in 1990, Gift of Vision is a massive community outreach programme through

which Sankara has performed over 2 million free Sight-Restoring cataract surgeries thus far and has become one of the major eye care providers in India. The Gift of Vision program operates by integrating with a community, capitalizing on pre-existing community networks and a highly efficient patient care system. It is aimed at reaching out to rural poor at their doorstep and providing free-of-cost eye care. It is one of the most far-reaching technologically enabled programs, covering rural areas over a 400 km radius of Sankara Eye Hospital

Nanna Kannu (A Comprehensive Paediatric Eye Care Program for Children of Karnataka): Currently this Nanna Kannu project is supported by Titan – Happy Eyes Project. On vision restoration, children will gain competent access to education enabling them to shape their future & obtain an improved quality of life and to shape their future.

Maitri Mobile vision rehabilitation:

The goal of vision rehabilitation is to enable persons who are living with permanent vision loss to lead independent, productive lives, to be integrated into their communities, and to achieve a high level of personal satisfaction with life.

Blind rehabilitation includes various steps based on the age and the needs of the individual. They broadly include

- Counseling of the patient and the family
- Activities of Daily living skills
- Integrated Education
- Home management
- LVDs assessment and training on devices.
- Provision of Govt. Pension , etc

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

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

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Web link of the code of conduct	View Document

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

Response:

Sankara College of Optometry strongly believes that it is paramount to preserve and protect our national identity and culture by increasing awareness in young students about our glorious heritage. Institute celebrates every year Independence Day (15th August) & Republic Day (26th January).

Sankara College of Optometry also celebrates the following International and National Festivals-

Karnataka Rajyotsava (1st Nov)

Teacher's Day (5th September)

International Women's Day (8th March) &

International Day of the Girl Child (11th October)

Children's Day (Bal Diwas) (14th November)

World Health Day (7th April)

World Optometry Day (23 March)

International Day of Yoga (21st June): Yoga demonstration and training session, and Community counselling on Yoga at local Health Training Centre.

Eye Donation Week

World Mental Health Day

International Day of Persons with Disabilities (3rd December)

World Sight Day (8th October)

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practice 1

1. Title of the practice: Mind Matters- Psychological services for students and staff of Sankara Academy of Vision

2. The context that required the initiation of the practice:

As the students move from school to college, there are several challenges that the students experience during this transition. Coming from different schools, cities, and socio-economic backgrounds, joining a professional college gives rise to adjustment difficulties. Also, through the college years, factors such as managing the curriculum, expectations from self and the college, academic pressure, teaching methodologies, shortcomings in infrastructure expectations, and relational aspects between teachers and students can impact their wellbeing. For the teachers, managing the expectations and demands of teaching, the load of administrative tasks, and continuing clinical practice can affect their wellbeing. Objectively measured stress using a stress scale showed moderate to high-stress levels among students and staff. Therefore, Mind Matters initiated psychological services for all the students and staff of the college.

3. Objectives of the practice

- Promote wellbeing and empower the students and the staff
- Improve students' overall learning experience and the staff's teaching experience by identifying the gaps through a constant feedback gathering process and making appropriate recommendations.

4. The Practice:

- An induction session for new joiners is held where the focus is on team building and skills required for adjusting to a new environment. Also, awareness of the Anti-Bullying and Anti-Ragging policies of the college is part of this session.
- Through workshops and campaign activities, students are also sensitised and made aware of the effects of substance use and abuse.
- Life-Skill classes are conducted for students of all years to encourage them to find new ways of thinking and problem-solving. It also enables them to build confidence and cooperation.
- Apart from life skills, classes are also conducted to understand and practice professional skills. These include topics like Communication and Patient Management.
- Examinations can be a stressful time for students; pre-exam counseling is conducted for the students.
- For the teachers, training to identify mental health signs is conducted. Provisions are made for periodic refresher courses.
- Bi-yearly Staff Feedback is conducted where the focus is on their teaching experience, training requirements, and research experience. Qualitative feedback is obtained through individual feedback sessions, and gaps identified are communicated to respective stakeholders.
- For all the students and staff of the college, individual consultation is made accessible. The staff

and students are encouraged to approach Mind Matters for any personal problems affecting their job role or academic performance.

- Opportunities for counselling for the parents of the students are made available.

5. Obstacles faced if any, and strategies adopted to overcome them:

- Lack of Awareness: There was a lack of awareness of how psychological wellbeing can impact an individual's performance among staff and students.

The strategy adopted: This obstacle was tackled by conducting campaigns and workshops about psychological wellbeing aimed at sensitizing the staff and students, which was well-attended. Furthermore, through these sessions, signposting for different services was made possible.

- Challenges in implementing changes: The initial challenge was getting everyone on board to change according to the recommendations received.

The strategy adopted: This obstacle was tackled by having all stakeholders, including students and staff, be part of the decision-making process and then implementing the recommendations. All recommendations are negotiated rather than being directive and finally agreed upon by all stakeholders.

6. Impact of the practice:

- Overall, student satisfaction improved, as reported on the yearly student satisfaction survey.
- There was a reduction in the grievances of staff and students by addressing the gaps identified through feedback.
- Identify training needs and facilitate those, including teacher-training workshops to improve teaching methodologies.
- Teachers can now recognise mental health signs among students and make referrals for individual counselling.
- Increase in individual consultations- Students and Staff readily access counselling services when faced with personal problems.
- On measuring the stress levels following these services, there has been a decline in the stress levels among students and staff, which were objectively measured using a stress scale.

7. Resources required

- The thorough groundwork for identifying and developing modules which are relevant to students.
- Trained Professionals: Two trained Psychologists are facilitating the services.
- An individual counselling room is available.
- Students and staff can make direct contact with Mind Matters through email.

Best Practice 2

1. Title of the practice

Design thinking as a tool to enhance the quality of care implementation in eye hospitals & for innovations

2. The context that required the initiation of the practice

Delivering 'best service' to our patients and ensuring patient delight has been a core motto of SEFI. Since consistently it was being observed that a lot of outpatients were dissatisfied, management decided to actively find out the reasons for dissatisfaction and improve the service.

The quality assurance calendar that includes the specific month-wise quality assurance activities like conducting training, committee meetings, mock drills, etc. was not being consistently followed.

Management then decided to conduct a fishbone analysis by pooling in cross-functional staff from various departments who could contribute to identifying the problem areas. Even for research, an idea has been built up for the construction of a prototype.

3. Objectives of the practice

We wanted to identify the problem areas.

Quality Eye Care - The project team was identified by a management team that consisted some of the departmental charges and an expert team from SAP labs that could guide and contribute by conducting design thinking sessions.

We also wanted to see how might we implement the quality assurance calendar consistently with everyone having a feeling of collective responsibility and enjoying doing it towards excellence in patient care across Sankara units.

Innovation- Improving problem-solving by designing better products/ services/ strategies in the area of interest.

Develop practical and innovative solutions in Optometry and Ophthalmology by students and faculty. Faculty to assist students to develop the products or services

File Description	Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

WORLD-CLASS EYE CARE WITH A SOCIAL IMPACT

Background:

Blindness is recognized as a public health problem worldwide affecting populations across socioeconomic boundaries. India has the largest number of irreversibly blind in the world. Every 5 seconds a person in our world goes blind and a child goes blind every minute. Blinding conditions increase child mortality - 50 percent of children who become blind die within two years. Further 90 % of children who are blind don't go to school.

At Sankara, we are passionate about eye care and we are motivated by the constant awareness that millions of visually handicapped people are seeking a lifeline. We live it, breathe it, sleep it and build future plans for it.

Objectives of the Organization:

- Compassionate High-Quality Care – State of the art medical methods delivered to the poor.
- Comprehensive Eye Care Services preventive, curative and rehabilitative care.
- Develop a qualified and passionate workforce to serve the needs of the community.
- Create awareness related to various preventable and curable eye disorders
- Financial Self Sufficiency – Every new hospital to be self-sufficient in 5 years or less
- Vision 2020 – Establish 20 centers across the country by 2020 and reach out to a million beneficiaries every year thereafter.

States Covered:

Tamil Nadu, Karnataka, Andhra Pradesh, Gujarat, Uttar Pradesh, Punjab, Maharashtra, Number of revenue districts covered: 146 (69 Districts under active coverage)

Service Delivery:

- Population within 300 km distance of each hospital. Targeted beneficiaries are provided comprehensive eye care through the “Gift of Vision” rural outreach program.
- Rural and Urban poor served. Our community-centric program provides structured care for children and adults.
- Patients from across the country access tertiary eye care facilities.
- Sankara has restored the vision of more than 943218 rural underprivileged.
- 41 million children were screened for eye ailments; 94037 spectacles & surgeries were performed on children.
- 150 children treated for eye cancers free of cost
- 3500 million rupees is the cumulative monetary value of eye care services provided to the nation.

Training and Capacity Building:

- Teachers from across states of Tamilnadu, Karnataka, Maharashtra, and Andhra Pradesh trained in eye ailments in children.
- 501 Rural girls trained in university diploma course as vision care technician.
- Over 88 ophthalmic postgraduates and over 150 ophthalmic surgeons trained.
- Through the volunteering program reduced the need for qualified human resources for screening over 4 million children
- Provided economic independence to the VCTs

- Cadre of surgeons providing high-quality care across the country available.

Measurable outcome:

- Sankara has conducted 14272 outreach camps. 2587166 men and women screened for eye ailments
- 41 million children in the age group new born – 18 years screened for eye care ailments
- Since inception Sankara has performed 943218 free vision restoration surgeries with a surgical success rate of 98.8% proof of high-quality eye care service
- 501 paramedical Staff, 7500 teachers as volunteer screeners, 233 ophthalmologists trained.
- 2 colleges of optometry were established in Bangalore and Ludhiana.
- 2 patents granted – IOL design and artificial cornea.

File Description	Document
Link for appropriate web page in the institutional website	View Document

8.Allied Health Sciences Part

8.1 Allied Health Sciences Indicator

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

Response:

Sankara Academy of vision with an undergraduate program offers a fellowship program in specialties like contact lenses, pediatric optometry, vision therapy, and Ocularistry. The Fellowship program will be a six months program, and the minimum amount of time to be devoted to clinical work will be 6 days per week. This clinical work will consist primarily of clinical posting in the Contact Lens Department. At least 85 percent of the clinical time must be in the Contact Lens Department, with the additional time determined in consultation with an advisor. Teaching and other requirements will fill the remainder of the week. Institute also offers a short-term primer program in different specialties. The short-term program allows working practitioners to learn and explore different specialties. Institute offers basic clinical training for optometry student which allow students to learn the basics of optometry during this period. The external internship program is also a certificate program for one year.

File Description	Document
Links for Details of the programs/courses offered during the last 5 years	View Document

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

Response:

Institute has all the necessary instruments required for demonstration and clinical practice. Institute has an Anatomy, Biochemistry, and Optics Laboratory, Demonstration room, and Refraction cubicles. Students have hands-on sessions during the Course, guided by the subject experts. First-year students are using Optics Laboratory containing, Spectrometer, Prisms (Crown, Flint, and Hollow prisms), Gratings, polarimeter, Michelson's interferometer, Vernier calipers, Travelling Microscopes, Newton's ring set up etc. Anatomy laboratory contains Skeleton and other general and ocular anatomy and physiology models, which helps students in the visualization of concepts learned in theory. Second years are practicing Retinoscopy and subjective refraction using refraction cubicles, which contain Trial sets, Visual acuity charts. Pelli Robson Contrast sensitivity testing, color vision charts, arc perimeters, and gonioscopes are additional equipment, which add to students' clinical skills.

Third years are mainly encouraged to do complete workup starting from history to Fundus evaluation and mastering in diagnosis and management of diseases. Great exposure for hands-on sessions of all specialty clinics such as contact lens, vision therapy, low vision and ocularistry practices, which is mentored by

well specialized subject faculties.

Demonstration of new techniques for all the batches will be done at demonstration room, which also contained well maintained slit lamps and Keratometers.

Overall Sankara College of Optometry is training students towards having excellent exposure for clinical skills and to manage any kind of specialty cases independently by the end of course completion.

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

Response:

Sankara Eye Hospital, Bangalore is not authorized to provide the Disability certificate but we guide them to get the certificate as mentioned below.

1. Personal details with bank account
2. Acknowledgement letter/percentage of vision from CMO
3. CMO office Verifiers & prepare the Disability certificate
4. UDID card will be dispatched to PWD
5. Certificate will receive by postal to the person
6. Monthly pension will be sent to the account
7. Travelling Allowances for Railway & roadway
8. Scholarship for educational support

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

Response:

1. Patient who has UDID cards can apply under the ADIP scheme
2. Referred to BIERT (Block Inclusive education resources teacher), they will collect all the documents from the person
3. From BRC/BEO, they want to get the application form & submit
4. BRC /BEO cross-check the application
5. Under the ADIP scheme, they will dispatch.

Besides this from our hospital, we have (Nanna Kannu / ARM) Project under which we are providing ADIP for patients in poverty. Under the Govt schemes, Institute helps them to get following the ADIP-

1. Smart cane
2. Folding cane

3. Laptop
4. Braille Watch
5. Taking watch
6. Signature guide
7. Hand held magnifier
8. Spectacles
9. Daisy player
10. Braille kit
11. Abacus Kit
12. Taylor frame
13. Chess board
14. Brailier typewriter

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

Response:

Sankara College of Optometry, Bangalore is affiliated with Rajiv Gandhi University of health sciences, Karnataka first time in the year 2010. The continuous affiliation process has been conducted by RGUHS university every year through LIC inspection. LIC inspection verifies the physical infrastructure, Number of teaching and nonteaching faculties at the institute. It also verifies clinical and diagnostic instruments available on the campus for students.

File Description	Document
Links for E-copies of approval letters from the Regulatory Bodies	View Document

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

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

Response: A. All of the above

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

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

Sankara College of Optometry provides the greatest clinical exposure in various aspects. Students are trained with various clinical skills using well-equipped Optics, Anatomy and Biochemistry laboratories. The demonstration room is a place of demonstration of all new techniques under the supervision of subject specialists. Multiple Refraction cubicles are utilized for learning refraction and other basic vital tests for all first, second and third-year students. An institute has specialty equipment such as Contact lenses, Binocular vision assessment kits, low vision optical and non-optical device training that helps students grow in all terms of specialties.

As the college is connected with hospital setup students from the second year onwards are allowed to see patients, and managing the patients according to their condition is encouraged. Students will be doing complete work up starting from history to fundus evaluation among community sector patients and are encouraged to diagnose and manage the patients depending upon clinical findings under supervision. Through internship programs, students are doing workups on various ocular pathology-related patients, and are able to manage them efficiently. Students are posted for all the specialty clinics postings, where they are doing specialty workups on patients. Students are posted to various rural community and marketing camps through which the ability to screen and identify various disease conditions among rural populations is achieved. During 4 year program students are provided with the opportunity of hands-on training in both clinical and community settings and get trained for diagnosing and managing patients independently by the end of the curriculum.

5. CONCLUSION

Additional Information :



SANKARA ACADEMY
OF VISION

तमसो मा ज्योतिर्गमया



SANKARA EYE FOUNDATION - INDIA®
SRI KANCHI KAMAROTI MEDICAL TRUST

SANKARA COLLEGE OF OPTOMETRY

SWOC Analysis

STRENGTHS: <ol style="list-style-type: none"> 1. Ethical Brand Positioning of the Institute. 2. NABH & ISO Accreditation of the Institute and Quality standards. 3. Clinical Infrastructure in Equipment and Speciality Clinics 4. Vision and strategic planning 5. Gift of Vision surgeries 	S	WEAKNESS: <ol style="list-style-type: none"> 1. Marketing strategies. 2. Faculty Development Program planning and implementation. 3. Lack of presence in community forums. 4. Lack of extra curricular activities to students 	W
OPPORTUNITIES: <ol style="list-style-type: none"> 1. Qualified Faculty. 2. Geographic spread. 3. Patient load for research and clinics 4. Collaboration with Tech and academia for Innovation 5. Formalization of Optometry under allied health sciences. 	O	CHALLENGES: <ol style="list-style-type: none"> 1. Consistent commitment to patient care. 2. Leveraging alumni. 3. Lack of admissions due to students interest in other professional courses and COVID scare in healthcare. 4. University's arbitrary change of the syllabus 	C

Concluding Remarks :

Sankara College of Optometry, Bangalore is one of the best optometry colleges in India. Sankara Eye Foundation serves world-class eye care with social impact. Institute has a DNA of community service, students get the opportunity not only to learn about the clinical practice they also learn about community service.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1	1	1	1	1	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	0	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	1	1	1	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	0	0	1																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 0</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 25</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>173</td> <td>61</td> <td>32</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>57</td> <td>148</td> <td>29</td> <td>05</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	81	173	61	32	32	2020-21	2019-20	2018-19	2017-18	2016-17	57	148	29	05	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
81	173	61	32	32																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
57	148	29	05	0																	
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life																				

skills.

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

Answer before DVV Verification : 4

Answer after DVV Verification: 00

Remark : As per the HEI statement in the response dialog box and the attached data during clarification.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	4	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : As per the HEI statement in the response dialog box and the attached data during clarification.

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

Answer before DVV Verification : D. Any 2 of the above

Answer After DVV Verification: E. Any 1 of the above

Remark : As per the HEI data and supporting documents provided during clarification. The HEI has provided feedback on curricula/syllabi from the faculty only.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

31	27	33	33	33
----	----	----	----	----

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
22	24	30	30	11

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	33	33	33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	33	33	11

Remark : As per the HEI statement in the response dialog box and the attached data during clarification.

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

The Institution:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any two of the above

Remark : As per the HEI data and supporting documents provided during clarification. Documents provided are not as per the SoP

2.3.4 Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year

Answer before DVV Verification : 11

Answer after DVV Verification: 06

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS

etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

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.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	01	01	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	0	0

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

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

Answer before DVV Verification : 57 years

Answer after DVV Verification: 56 years

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	0	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	1	0	1

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

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

Answer before DVV Verification:

--	--	--	--	--

2020-21	2019-20	2018-19	2017-18	2016-17
21	7	7	7	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	7	7	6

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	2	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	1	6	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	8	9	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	1	1

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

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

five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	43	62	64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	6	10	15	11

Remark : Number of students participating in extension and outreach activities in a year year-wise during any year cannot be more than the total students on rolls in that year.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	0	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	2	1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.64	12.64	8	10	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	7	8	10	12

Remark : As per the HEI statement in the response dialog box and the attached data during clarification.

4.2.3	<p>Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.</p> <p>4.2.3.1. Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>280</td> <td>160</td> <td>134</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>119</td> <td>123</td> <td>128</td> <td>132</td> <td>44</td> </tr> </tbody> </table> <p>4.2.3.2. Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 855 1046 990"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1068 1046 1202"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialog box and the attached data during clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	180	280	160	134	125	2020-21	2019-20	2018-19	2017-18	2016-17	119	123	128	132	44	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																																					
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0	0	0	0	0																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
0	0	0	0	0																																					
4.5.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1599 1046 1733"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>14.64</td> <td>12.64</td> <td>8</td> <td>10</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1812 1046 1946"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3.5</td> <td>3</td> <td>2.9</td> <td>2.8</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialog box and the attached data during clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	14.64	12.64	8	10	12	2020-21	2019-20	2018-19	2017-18	2016-17	4	3.5	3	2.9	2.8																				
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2020-21	2019-20	2018-19	2017-18	2016-17																																					
4	3.5	3	2.9	2.8																																					

6.2.2	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Academic Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any two of the above</p>																				
6.3.3	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years</p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 907 1046 1041"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>8</td> <td>9</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8</td> <td>6</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per the HEI statement in the response dialog box and the attached data during clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	7	8	8	9	7	2020-21	2019-20	2018-19	2017-18	2016-17	7	8	6	4	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	8	8	9	7																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	8	6	4	2																	
6.3.4	<p>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..</p> <p>6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1731 1046 1865"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>7</td> <td>6</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1946 1046 2080"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>2</td> <td>2</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	7	7	7	6	6	2020-21	2019-20	2018-19	2017-18	2016-17	3	3	2	2	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
7	7	7	6	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	3	2	2	1																	

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	6	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	1	3	1

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

	<p>Answer before DVV Verification : B. Any three of the above Answer After DVV Verification: D. Any one of the above</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : D. Any two of the above Answer After DVV Verification: D. Any two of the above Remark : As per the HEI data and supporting documents provided during clarification. 1. Solar energy and 2. Use of LED bulbs/ power efficient equipment considered.</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Four of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: D. Any two of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
180	280	160	134	125

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
119	121	128	127	44

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	31	30	27	28

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
33	33	32	32	31

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	24	30	30	30

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	24	30	30	11

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	13	11	11	06

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
06	06	06	06	06

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

2020-21	2019-20	2018-19	2017-18	2016-17
22	11	11	11	11

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
08	08	07	07	06

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49.23	122.36	101.4	74.53	116.93

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
49.23	75.06	59.84	74.53	116.93