



Swami Rama
Himalayan
University

LEARNING & DEVELOPMENT CENTRE

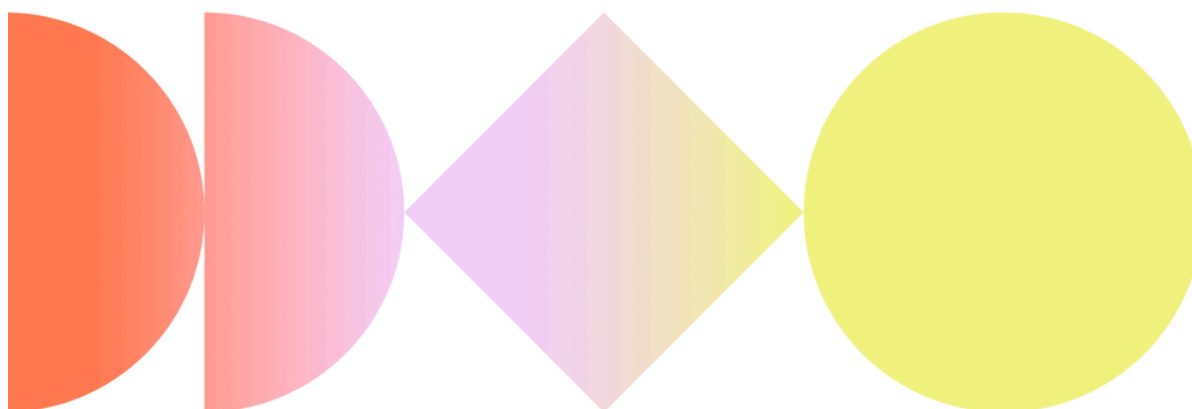


NAAC A+

Annual Report 2024-2025

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MESSAGE FROM THE **PRESIDENT'S DESK**



Dr. Vijay
Dhasmana

STAYING AHEAD OF THE TIMES WITH TIMELESS VALUES

At SRHU, our transformative approach nurtures holistic growth, equipping students with the skills, experiences and wisdom to navigate life's journey with purpose and confidence.

Our strong foundation in Medical, Paramedical, Nursing, Science and Technology, Management, Biosciences, Yoga Sciences and Social Outreach, has been the bedrock for shaping the future. SRHU's best-in-class academic resources, cutting-edge research opportunities and national and international collaborations create an unparalleled learning ecosystem.

Here, students don't just earn qualifications, they emerge as leaders, innovators and changemakers. Whether as doctors, scientists, technocrats, educators or entrepreneurs, they are driven by knowledge, values and a spirit of service. To those seeking a path of self-discovery, excellence, and meaningful impact, welcome to SRHU.

Welcome to the most transformative years of life! Our 'Life Ka Compass' help discover your path and set you on course for success!

MESSAGE FROM THE **VICE CHANCELLOR**



Dr Rajendra
Dobhal

SRHU

SHAPING THE FUTURE OF EDUCATION,
RESEARCH, INNOVATION AND
ENTREPRENEURSHIP

With 66% of its population under 35, India stands at the threshold of transformation. By 2047, our higher education system must not only equip young minds with knowledge but also drive innovation, research, and entrepreneurship to position India as a global leader.

At SRHU, we are deeply aligned with this vision. We are building not just a university, but a vibrant ecosystem that nurtures curiosity, encourages critical thinking, and empowers students to become pathbreakers. In line with the National Education Policy, we offer programmes designed to meet the evolving needs of the dynamic world.

I invite aspirants to join SRHU's thriving community, where education is not just about degrees, but about shaping a future of innovation, excellence, and global impact.

MESSAGE FROM THE **CHAIRPERSON LEARNING & DEVELOPMENT CENTRE**



Dr. Vijendra D.
Chauhan

Over the past year, the Learning and Development Center has continued to strengthen a culture of continuous learning across the institution. We introduced innovative training programs for both students and faculty, while our workshops and development sessions significantly enhanced academic, professional and personal skills. Our emphasis on experiential learning and holistic growth has further enriched teaching-learning practices.

I extend my sincere appreciation to our dedicated faculty and staff for their unwavering efforts, and I applaud our students for their active participation, curiosity, and commitment. Together, we have built a vibrant and supportive learning environment that inspires excellence.

As we move forward, the Center remains committed to innovation, collaboration, and impactful learning, and I look forward to another year of progress and shared achievements.

MESSAGE FROM THE **INCHARGE LEARNING & DEVELOPMENT CENTRE**



Dr. Grace
Madonna Singh

The Learning and Development Centre continues to strengthen its role in creating meaningful opportunities that connect students and faculty within an environment that values curiosity, skill-building, and purposeful learning.

The Centre remains committed to encouraging the exploration of new ideas, engagement with innovative methods, and the development of both personal and academic competencies. Through collaborative initiatives and active participation, a steady shift toward more confident, motivated, and self-directed learners has been observed.

Appreciation is extended to all who contribute to the Centre's ongoing efforts and uphold a spirit of growth and improvement.

Looking ahead, the focus remains on enhancing support systems, expanding learning opportunities, and cultivating an enriching space where every learner is empowered to realize their full potential.

ABOUT

SWAMI RAMA HIMALAYAN UNIVERSITY

Swami Rama Himalayan University (SRHU), established in 2013 and located near Jolly Grant Airport in Dehradun, Uttarakhand, is a premier private institution named after the renowned yogi Swami Rama. Spread over a 200+ acre eco-friendly campus, SRHU offers a diverse range of undergraduate, postgraduate, and doctoral programs through its key schools—Himalayan Institute of Medical Sciences (HIMS), Himalayan College of Nursing (HCN), School of Science & Technology (SST), School of Bioscience (SBS), School of Yoga Science (SYS), School of Pharmaceutical Sciences (SPS) and School of Management Studies (SMS). Recognized by the UGC, NMC, and Indian Nursing Council, and accredited with an NAAC A+ grade, the university is known for its academic excellence, state-of-the-art infrastructure, and strong focus on holistic development.



PREAMBLE

The Learning and Development Centre (LDC) at Swami Rama Himalayan University (SRHU) stands as a comprehensive, forward-looking, and transformative institutional entity dedicated to academic excellence, professional growth, and organizational capacity building. Its evolution reflects the University's long-standing commitment to fostering an ecosystem where learning thrives, faculty members progress continuously, and innovation becomes a natural and sustainable process. As a strategically significant component of the University, the LDC represents the culmination of decades of visioning, planning, and collaborative effort aimed at enhancing the quality of education, strengthening academic culture, and enabling SRHU to remain at the forefront of higher education in India.

The roots of the Learning and Development Centre (LDC) trace back to 1998, with the establishment of the Medical Education Unit (MEU), aimed at enhancing the quality of medical teaching and learning in the Himalayan region. By 2014, the unit had received formal recognition as a Regional Medical Centre, reflecting its growing significance and expanding influence.

As educational practices, accreditation standards, and professional expectations evolved, the University leadership recognized the need to broaden the MEU's mandate beyond medical education. This led to the strategic re-envisioning of its role and the establishment of the LDC in 2021. The Centre was designed to extend its expertise across all constituent units of SRHU, including nursing, allied health sciences,

management, engineering, and humanities. The creation of the LDC represented a natural progression and a strategic leap toward interdisciplinary learning, evidence-based teaching practices, and institution-wide capacity building.

The LDC's establishment aligns with the transformative objectives of the National Education Policy (NEP) 2020, emphasizing holistic education, faculty empowerment, continuous professional development, pedagogical innovation, and outcome-based academic frameworks. As a dynamic platform, the LDC strategically guides and supports SRHU's vision of becoming a premier institution of higher learning, rooted in Indian values and global best practices.

At its core, the LDC empowers educators with contemporary pedagogical tools, evidence-based instructional techniques, and opportunities for professional development to enhance student learning experiences. In today's rapidly changing educational landscape, teachers serve as facilitators, mentors, researchers, innovators, and leaders. The LDC strengthens these roles through programs that build pedagogical competence, research capability, digital literacy, academic leadership, and learner-centered educational approaches.

Research, curriculum innovation, and quality assurance are central to the Centre's mandate. The LDC supports faculty in research methodology, ethics, grant acquisition, interdisciplinary collaboration, and scientific writing. It also guides curriculum design aligned with NEP 2020, accreditation standards, and industry expectations, while promoting experiential learning, interdisciplinary education, and community engagement. Quality assurance initiatives, in collaboration with internal bodies, ensure continuous improvement across academic and administrative domains.

The LDC embodies SRHU's philosophy of holistic human development inspired by Swami Rama, integrating values of discipline, compassion, excellence, and service into its professional development programs. Initiatives are inclusive and interdisciplinary, addressing the unique needs of faculty across medicine, nursing, engineering, management,

The Centre also fosters digital transformation, leadership development, and community engagement, preparing faculty to excel in teaching, research, and governance while promoting socially responsive scholarship.

The Centre's success is rooted in its collaborative ethos, working closely with University leadership, academic departments, external experts, and partner institutions. Looking ahead, the LDC aims to expand its impact through advanced research support, international collaborations, innovative teaching technologies, and interdisciplinary learning. In essence, the LDC represents a harmonious convergence of tradition and innovation, academic rigor, and humanistic values, strengthening SRHU's academic foundation and supporting transformative education.

During 2021–22 and 2022–23, the LDC systematically addressed participant and stakeholder feedback, ensuring continuous enhancement of academic and professional development initiatives. Structured workshops improved faculty competencies in lesson planning, innovative pedagogy, and curriculum implementation. The Medical Education Unit conducted CME, CGR, and CDR sessions alongside orientation programs for new faculty and students, enhancing understanding of CBME and clinical teaching practices.

Government-sponsored programs on advanced molecular biology and bioethics were refined to include hands-on laboratory exposure, mentoring support, and case-based ethical discussions. Faculty Development Workshops emphasized leadership, emotional intelligence, teamwork, and reflective practices, fostering a culture of professional growth. Improvements in scheduling, logistics, cross-disciplinary participation, and training resources enhanced overall participant experience.

For sustainability and long-term impact, the LDC expanded its digital repository, implemented structured feedback mechanisms, and planned advanced pedagogical certification programs. These measures reinforced SRHU's position as a regional centre of academic excellence and strengthened capacity building across disciplines.

FEEDBACK REPORT

2023–2024

Section/Area	Feedback Received (2023–24)	Action to be Taken (2024–25)
1. Quality Enhancement & Capacity Building	Need for structured lesson planning, modern pedagogical tools, and practical demonstrations.	Conduct thematic workshops on Effective Teaching, Learning Content Enhancement, and Innovative Pedagogy; integrate NEP 2020 digital tools; add hands-on demonstrations; provide lesson-planning templates and resources.
2. Medical Education Unit Activities	Desire for more practical CME/CGR sessions, clarity on CBME, and strengthened simulation training.	Organize regular CME, CGR, and CDR sessions with national experts; conduct BCME & CISP programmes; expand simulation-based ToT workshops; provide structured orientation for new faculty.
3(i). Govt. Program – Advanced Molecular Biology Training	Need for more hands-on exposure and mentorship.	Increase lab-based practical sessions; provide access to advanced research equipment; ensure expert-guided mentoring.
3(ii). Govt. Program – Bioethics & GCP Training	Request for structured case discussions and clearer ethical guidance.	Strengthen case-based discussions; added modules on regulatory compliance and best clinical trial practices; provided follow-up materials.

4. Faculty Development Workshop and Training Programmes on Pedagogical Excellence and Leadership	Need for leadership development, interpersonal skill-building, reflective activities and Participants expressed the need for more practical training and enhanced pedagogical techniques.	Introduced communication, teamwork, emotional-intelligence, reflective, and leadership activities with real-life case studies, and added practical training and enhanced pedagogical techniques based on participant feedback.
5. Overall Participant Experience	Suggestions to improve coordination, logistics, and interdisciplinary opportunities.	Improved scheduling and logistics; developed manuals and resource materials; strengthened coordination with MEU and LDC; encouraged cross-disciplinary participation.
6. Continuous Improvement (Ongoing)	Need for long-term resource accessibility and advanced training pathways.	Initiated LDC Digital Repository; planned advanced pedagogical certification programs; implemented systematic feedback analysis; enhanced collaborations with government and national experts.

Over the three-year period from 2021–22 to 2023–24, the Learning and Development Centre has emerged as a cornerstone of SRHU’s academic ecosystem, systematically responding to feedback, strengthening faculty competencies, promoting research culture, and advancing interdisciplinary collaboration. Through targeted workshops, government-sponsored programs, and faculty development initiatives, the LDC has fostered leadership, innovation, and professional excellence across the University. The Centre’s emphasis on pedagogy, curriculum innovation, quality assurance, digital literacy, and community engagement reflects its commitment to holistic educational development.

By integrating tradition with innovation, NEP-aligned objectives with global best practices, and academic rigor with humanistic values, the LDC has enhanced SRHU’s institutional credibility and positioned the University as a regional leader in medical and multidisciplinary education. Looking forward, the Centre will continue to expand its impact, cultivate academic leadership, and serve as a dynamic hub for transformative education that benefits faculty, students, and society at large.



To be a leading catalyst in transforming higher education through innovative, holistic, and inclusive faculty development, fostering excellence in teaching, research, and lifelong learning.

To empower educators by co-creating and disseminating knowledge, integrating modern pedagogy and educational technologies, promoting professional competence, and nurturing a collaborative environment for academic and societal advancement.



OBJECTIVES

- To enhance the effectiveness of teaching and learning.
- To facilitate professional development and capacity building of educators.
- To support modern pedagogy, curriculum innovation, and assessment practices.
- To encourage the integration of educational technology in classrooms.
- To strengthen faculty research and development initiatives.
- To provide structured induction and orientation for new faculty members.

GOVERNANCE

LEADERSHIP

The governance framework of the LDC emphasizes collaborative decision-making, transparency, and evidence-based planning. Regular reviews, strategic meetings, and consultations with academic units enable the Centre to stay attuned to emerging needs, evolving pedagogical trends, and institutional priorities. This participatory approach ensures that the LDC's initiatives are not only visionary but also grounded in practical realities, making them relevant and impactful for faculty across diverse disciplines. The leadership's commitment to fostering open dialogue and cross-departmental engagement strengthens the Centre's capacity to design programs that address both current and future educational challenges.

Furthermore, the governance structure is designed to promote continuity, innovation, and accountability. By integrating insights from senior administrators, experienced educators, and quality assurance professionals, the LDC maintains a strong alignment with SRHU's mission of holistic and transformative education. The leadership team continuously evaluates the effectiveness of the Centre's activities, ensuring they contribute meaningfully to faculty development, curriculum enhancement, research capacity building, and institutional quality benchmarks. This dynamic and forward-looking governance model positions the LDC as a catalyst for academic advancement and a cornerstone of SRHU's long-term institutional excellence.

The Centre functions under the leadership of:

- Dr. Vijendra D. Chauhan – Chairperson, Learning and Development Centre
 - Dr. A. K. Deorari – Pro Vice Chancellor, SRHU
 - Dr. Pradeep K. Varshney – Director, IQAC
 - Lt. Gen. Dr. Daljit Singh – Dean cum Principal, HIMS
 - Dr. Grace Madonna Singh- Incharge, Learning and Development Centre
- (Along with a distinguished team of professors and academic leaders from across SRHU)



DR.VIJENDRA D. CHAUHAN
CHAIRPERSON, LEARNING & DEVELOPMENT CENTRE



DR A.K DEORARI
PRO VICE CHANCELLOR



DR.PRADEEP K. VARSHNEY
DIRECTOR, IQAC



LT. GEN. DR DALJIT SINGH
DEAN CUM PRINCIPAL HIMS



DR.GRACE MADONNA SINGH
INCHARGE, LEARNING & DEVELOPMENT CENTRE



DR.BINDU DEY
DIRECTOR RESEARCH



DR.YOGENDRA SINGH
UNIVERSITY LIBRARIAN



DR.ANURADHA KUSUM
PROFESSOR HIMS



DR.RESHMA KAUSHIK
PROFESSOR HIMS



DR.JUHI KALRA
PROFESSOR HIMS



DR.SANJOY DAS
PROFESSOR HIMS



DR.KIRAN BHATT
PROFESSOR HIMS



DR.BARNALI KAKATI
PROFESSOR HIMS



DR.RUCHI JUVAL
PROFESSOR HIMS



DR.DEEPA SINGH
PROFESSOR HIMS



DR. HEMANT NAUTIYAL
PROFESSOR HIMS



DR. ARTI KOTWAL
PROFESSOR HIMS



DR. DEEP SHIKHA
PROFESSOR HIMS



DR.SHAILI VYAS
PROFESSOR HIMS



DR. VIDISHA VALLABH
ASSOCIATE PROFESSOR, HIMS



DR.NEHA SHARMA
ASSOC. PROFESSOR HIMS



DR.NIKKU YADAV
ASSOC. PROFESSOR HIMS



DR.LOVNEESH KUMAR
PROFESSOR HIMS

The Learning and Development Centre (LDC) at Swami Rama Himalayan University stands as a vital pillar supporting the institution's commitment to academic excellence, innovation, and continuous growth. Guided by a visionary leadership team and strengthened by collaborative governance structures, the Centre plays a transformative role in enhancing the quality of teaching, fostering a vibrant research culture, and promoting evidence-based educational practices across the University. Its initiatives empower faculty, enrich student learning experiences, and contribute meaningfully to SRHU's long-term strategic objectives. As the higher education landscape continues to evolve, the LDC remains steadfast in its mission to cultivate a dynamic, future-ready academic community that embraces innovation, interdisciplinary learning, and global educational standards. With its strong foundation, dedicated leadership, and culture of continuous improvement, the Centre is well-positioned to shape the next generation of educators and drive SRHU's vision of delivering holistic and transformative education. The LDC's ongoing efforts reaffirm the University's unwavering commitment to nurturing academic excellence and societal impact for years to come.



KEY INITIATIVES

2024–2025

(a) Quality Enhancement and Capacity Building

- Faculty Development Workshop on Enhancing Teaching- Learning Quality
- Faculty Training Programme on Effective Team Building for Academic Excellence

EXCELLENCE

The Learning and Development Centre (LDC), has undertaken several strategic initiatives aimed at strengthening teaching quality, enhancing faculty competencies, and fostering a culture of continuous academic improvement across Swami Rama Himalayan University. In alignment with the National Education Policy (NEP) 2020, the Centre organized a comprehensive series of Faculty Development Workshops and Faculty Training Programme designed to equip educators with contemporary pedagogical skills, innovative instructional strategies, and a strong foundation in outcome-based teaching.

These workshops focused on four key thematic areas that form the backbone of effective and transformative teaching practices:

- Foundations of Effective Teaching
- Classroom, Communication and Management
- Assessment, Feedback and Continuous improvement
- Advanced Teaching Skills & Capstone

Faculty Training Programme focused on:

- Foundations of Team Building
- Applying Team Building in Academia

In 2024, the Learning and Development Centre (LDC) made significant strides in strengthening academic quality through targeted faculty development programmes. The Faculty Development Workshop on Enhancing Teaching–Learning Quality formed a major component of these initiatives. The workshop revolved around four core thematic areas—Foundations of Effective Teaching, Classroom Communication and Management, Assessment, Feedback and Continuous Improvement, and Advanced Teaching Skills & Capstone.

Through interactive sessions, practical demonstrations, and reflective learning activities, faculty members were equipped with contemporary pedagogical tools and strategies to enhance student engagement and promote deeper learning.

To further support collaborative academic environments, the LDC organised the Faculty Training Programme on Effective Team Building for Academic Excellence. This programme highlighted the importance of teamwork, communication, leadership, and conflict resolution within academic settings. Participants explored the foundational principles of team building and learned how these concepts could be effectively applied to departmental and institutional activities, thereby fostering stronger, more cohesive academic teams.

Complementing these efforts, the Faculty Training Programme on Foundations of Team Building and Applying Team Building in Academia provided faculty with both theoretical understanding and practical application opportunities. Through case studies, experiential exercises, and group discussions, the programme nurtured leadership skills and promoted a culture of cooperation and mutual respect. Collectively, these initiatives underscored the LDC's commitment to continuous professional development, pedagogical excellence, and the creation of a supportive and innovative academic ecosystem across the University.

(b) Academic Activities and Achievements of the Department of Medical Education (2024–25)

The academic year 2024–25 marked a period of substantial growth, innovation, and academic vibrancy for the Department of Medical Education (DME) at Swami Rama Himalayan University. Through a diverse array of meticulously planned educational activities, the Department strengthened its role as a central driver of faculty development, pedagogical excellence, and clinical skill enhancement within the University. Over the year, the DME successfully organized 47 academic events, including Continuing Medical Education (CME) programs, Clinicopathological Grand Rounds (CGR), Clinico-Diagnostic Rounds (CDR), and a series of Guest Lectures delivered by eminent experts. These programs collectively engaged more than 5,113 participants, reflecting the high level of interest, institutional support, and growing relevance of academic enrichment activities across SRHU.

A key highlight of the year was the successful organization of seven NMC-mandated Faculty Development Programs, including the Basic Course in Medical Education (BCME) and Curriculum Implementation Support Program (CISP). Conducted under the auspices of the National Medical Commission (NMC) and delivered at the Regional Centre located at the Himalayan Institute of Medical Sciences (HIMS), these programs trained 201 internal and external faculty members.

Through these initiatives, the DME played a critical role in strengthening faculty competencies in domains such as curriculum planning, assessment methods, educational leadership, and competency-based medical education. The programs reaffirmed SRHU's commitment to maintaining the highest standards of medical education and ensuring that its faculty remain aligned with evolving national guidelines.

In addition to faculty development, the DME placed significant emphasis on enhancing clinical training through innovative teaching methodologies. The Department organized two Simulation-Based Training of Trainers (ToT) Workshops, focusing on healthcare simulation—a rapidly emerging tool for improving clinical skills, patient safety, and interprofessional coordination. These workshops trained 76 participants from various medical colleges, equipping them with hands-on experience in simulation pedagogy, scenario creation, debriefing techniques, and the integration of simulation into routine teaching practices. The success of these workshops positioned SRHU as a leader in simulation-based education in the region.

The Department also prioritized learner orientation and academic preparedness. During the year, three comprehensive Orientation Programmes were conducted for newly admitted undergraduate and postgraduate students from Medical and Allied Health Sciences. These sessions, which benefitted 447 students, were designed to familiarize learners with institutional values, academic expectations, competency-based curriculum structures, and professional ethics. Through interactive sessions involving faculty, administrators, and experts, the orientations helped create a smooth and supportive transition for new students entering their professional programs.

Furthermore, as part of its continuous engagement with academic departments, the DME facilitated the delivery of Medical Education classes for Master of Physiotherapy (MPT) students, strengthening their understanding of teaching–learning principles, assessment strategies, professionalism, and research methodology. This curricular integration reflects the Department's commitment to supporting academic excellence beyond medical programs and extending its expertise to allied disciplines.

Collectively, these initiatives underscore the DME's central role in promoting academic innovation, enhancing clinical competence, and fostering a culture of continual learning at SRHU. Through its sustained efforts, the Department continues to elevate the University's academic standards, strengthen faculty capabilities, and contribute meaningfully to the development of skilled, compassionate, and future-ready healthcare professionals.

(c) Government-Sponsored Programs

The Learning and Development Centre (LDC) continued to strengthen its national footprint by hosting significant government-supported training initiatives aimed at advancing scientific skills, ethical research practices, and healthcare innovation. During 2024–25, two highly specialized training programs, sponsored by the Department of Health Research (DHR), Ministry of Health and Family Welfare, Government of India, were successfully organized under the leadership of the LDC. These programs brought together participants from across the country and contributed meaningfully to capacity building in key areas of biomedical education and research.

1. Modern Biology: Advanced Molecular Tools for Healthcare- (10th February – 8th March 2025)

This intensive four-week program, organized by the Himalayan School of Biosciences, focused on providing advanced hands-on training in cutting-edge molecular biology techniques. Designed for young researchers and academicians, the program covered essential methodologies used in diagnostics, biomedical research, and translational healthcare. A total of 30 participants representing diverse disciplines such as medicine, microbiology, biotechnology, and allied health sciences took part in the training. Through a blend of laboratory sessions, expert lectures, and problem-based discussions, participants gained practical proficiency in tools and technologies that are shaping modern healthcare research and innovation.

2. Bioethics and Good Clinical Practice (GCP) Training Programme- (6th January – 7th February 2025)

Conducted in collaboration with the ICMR Bioethics Unit, Bengaluru, this five-week program provided a comprehensive understanding of ethical principles and regulatory requirements governing biomedical and clinical research. The programme commenced with a two-day workshop on Bioethics (6th–7th January 2025), establishing foundational knowledge on ethical frameworks, participant rights, and responsible research conduct. This was followed by a structured and rigorous curriculum comprising 97 in-depth sessions on Good Clinical Practice (GCP)—a critical standard for ensuring scientific integrity and participant safety in clinical trials. A total of 31 participants engaged actively in the program, benefitting from case studies, expert interactions, and practical discussions on real-world ethical challenges.

These government-sponsored programs not only enhanced technical and ethical competencies among the participants but also reinforced SRHU's position as a trusted

national hub for high-quality training in biomedical sciences, research ethics, and clinical practice. By hosting such impactful initiatives, the LDC continues to contribute to national capacity building and the advancement of healthcare education and research in India.

Achievements of the Learning and Development Centre

The Learning and Development Centre (LDC) has continued to play a pivotal role in advancing academic excellence, fostering professional growth, and strengthening institutional capabilities across Swami Rama Himalayan University. During the reporting period, the Centre achieved several significant milestones that highlight its expanding influence and strategic contributions to the University's development.

One of the most noteworthy accomplishments has been the strengthening of SRHU's recognition as a Regional Medical Education Centre. Through sustained efforts in faculty development, curriculum support, pedagogical innovation, and the successful conduct of numerous NMC-mandated training programs, the LDC has reinforced SRHU's position as a leading hub for medical education in the region. This recognition not only enhances institutional credibility but also contributes to improving the quality of medical teaching and learning across affiliated institutions.

Another major achievement has been the expansion of engagement in government-sponsored research training programs. By successfully hosting specialized initiatives supported by the Department of Health Research (DHR) and collaborating with national bodies such as the ICMR Bioethics Unit, Bengaluru, the LDC has demonstrated its capability to execute high-impact, nationally relevant training programs. These initiatives have broadened the University's research footprint, strengthened national partnerships, and provided participants with advanced competencies in modern biology, research ethics, and clinical practice.

Additionally, the Centre has played a crucial role in fostering a culture of professional development across the University. Through a wide range of faculty development workshops, leadership programs, orientation sessions, and interdisciplinary training initiatives, the LDC has cultivated an environment where continuous learning and skill enhancement are integral to academic life. This culture of professional growth has contributed to improved teaching quality, enhanced research engagement, and a more collaborative and future-ready academic community.

QUALITY ENHANCEMENT & CAPACITY BUILDING



TRAINING ON EFFECTIVE TEAM BUILDING FOR ACADEMIC EXCELLENCE



GOVERNMENT SPONSORED PROGRAMS



PARTICIPANTS FEEDBACK

Consolidated Across all Programs

The Learning and Development Centre (LDC) remains committed to fostering a culture of academic excellence, professional growth, and continuous improvement across all departments. In alignment with institutional goals and national educational standards, the Centre undertook a series of initiatives during the academic year 2024–25 to strengthen teaching quality, enhance faculty competencies, and promote innovative pedagogical practices. Through targeted training programs, structured workshops, and collaborative academic activities, the LDC sought to address participant feedback, bridge skill gaps, and support the evolving demands of modern education. This report presents an overview of the feedback received and the corresponding actions taken, reflecting the Centre’s dedication to building capacity, enriching learning environments, and supporting faculty in delivering high-quality, learner-centered education.

The participant feedback was collected using a five-point Likert scale to measure satisfaction levels across all programs of the Learning and Development Centre:

Rating Category	Details
5 - Very Satisfied	Indicates exceptionally positive experience and high-quality program delivery.
4 – Satisfied	Reflects a positive experience with good overall program quality.
3 – Neutral	Suggests an average experience with neither positive nor negative inclination.
2 – Dissatisfied	Indicates concerns or gaps in meeting participant expectations.
1 – Very Dissatisfied	Reflects significant dissatisfaction with the program.

A) Quality Enhancement and Capacity Building

Rating Category	Percentage
5 - Very Satisfied	72%
4 – Satisfied	24%
3 – Neutral	4%
2 – Dissatisfied	0%
1 – Very Dissatisfied	0%

Participants expressed a high level of satisfaction with the faculty development initiatives conducted.. The thematic workshops on Foundations of Effective Teaching, Enhancing Learning Content, and Innovative Approaches in Teaching, Learning, and Feedback were described as timely, practical, and highly relevant to classroom needs.

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Faculty appreciated:

- Clear guidance on structuring effective lessons.
- Exposure to modern pedagogical tools aligned with NEP 2020.
- Practical demonstrations for improving student engagement and assessment strategies.

Many participants reported improved confidence in delivering learner-centric sessions and enhanced capability to design meaningful learning experiences.

B) Medical Education Unit Activities

Rating Category	Percentage
5 - Very Satisfied	68%
4 – Satisfied	26%
3 – Neutral	5%
2 – Dissatisfied	1%
1 – Very Dissatisfied	1%

Participants across CME, CGR, CDR, and guest lecture series found the academic sessions “enriching, updated, and clinically relevant.” They appreciated:

- Access to national-level resource persons and subject experts.
- Strengthening of competency-based medical education principles.
- Emphasis on clinical reasoning, case-based learning, and skill enhancement.

Feedback from BCME and CISP programs highlighted better understanding of curriculum planning, assessment methods, and professionalism. Simulation-based ToT participants valued the hands-on learning experience, noting improved confidence in running simulation sessions at their respective institutions.

Newly admitted faculties shared that orientation programs provided clarity on academic expectations, institutional culture, and their professional journey.

C) Government Sponsored Programs

Faculty participants described this workshop as transformative, especially in enhancing interpersonal and leadership skills. They valued engaging activities, emotional intelligence sessions, real-life case studies, and the collaborative environment.

1. Advanced Molecular Biology Training Programme

Rating Category	Percentage
5 - Very Satisfied	75%
4 – Satisfied	22%
3 – Neutral	3%
2 – Dissatisfied	0%
1 – Very Dissatisfied	0%

Participants appreciated the hands-on exposure to advanced molecular tools. Feedback emphasized strengthened technical competency, access to state-of-the-art research facilities, and relevance to ongoing research pursuits.

2. Bioethics and Good Clinical Practice (GCP) Training Programme

Participants consistently highlighted the structured curriculum, practical case discussions, and clarity of instruction. They noted improved understanding of ethical clinical research and strengthened capacity to ensure regulatory compliance.

Rating Category	Percentage
5 - Very Satisfied	75%
4 – Satisfied	20%
3 – Neutral	5%
2 – Dissatisfied	0%
1 – Very Dissatisfied	0%

Overall Participant Experience Across All Programs

Consolidated Likert-Scale Summary:

Rating Category	Percentage
5 - Very Satisfied	72%
4 – Satisfied	23%
3 – Neutral	5%
2 – Dissatisfied	0%
1 – Very Dissatisfied	0%

Participants consistently praised:

- High-quality facilitation and expert-led sessions.
- Balanced mix of theory, hands-on practice, and interactive discussions.
- Well-structured curriculum, logistics, and coordination by the LDC team.
- Opportunities for interdisciplinary collaboration and professional networking.

The consolidated participant feedback across all programs of the Learning and Development Centre (LDC) demonstrates a consistently high level of satisfaction and affirms the Centre’s effectiveness in achieving its objectives. With 72% of participants reporting “Very Satisfied” and 23% “Satisfied”, the feedback highlights the relevance, quality, and impact of the LDC’s initiatives in enhancing teaching, research, leadership, and professional competencies.

Faculty and participants particularly appreciated the practical, hands-on, and interactive nature of workshops and training programs, noting improvements in lesson planning, pedagogical skills, competency-based education, clinical reasoning, teamwork, and leadership abilities. Government-sponsored programs were recognized for strengthening technical proficiency, research ethics, and regulatory compliance, while interdisciplinary and collaborative learning opportunities were highly valued across all activities.

The near-universal positive response, with only a minimal percentage expressing neutral or dissatisfied experiences, reflects the Centre’s strong focus on participant-centric program design, meticulous planning, and effective execution. Overall, the feedback confirms that the LDC has successfully created a transformative and supportive learning ecosystem, contributing significantly to faculty development, academic excellence, and the broader institutional growth of SRHU.

In essence, the participant feedback underscores the LDC’s role as a catalyst for professional growth, pedagogical innovation, and academic leadership, reinforcing its position as a cornerstone of quality enhancement and capacity building within the University.

The Learning and Development Centre (LDC) Action Taken Report for 2023–24 highlights a comprehensive set of initiatives undertaken to strengthen teaching quality, faculty competencies, and institutional academic culture. In the area of Quality Enhancement and Capacity Building, structured lesson planning and modern pedagogical practices were emphasized through thematic workshops on effective teaching, innovative pedagogy, and content enhancement, supported by NEP 2020–aligned digital tools, hands-on demonstrations, and standardized lesson-planning templates. Within the Medical Education Unit, the need for more practical CME/CGR sessions, clarity on CBME, and improved simulation-based training was addressed by conducting regular expert-led academic sessions, organizing BCME and CISP programs, expanding Simulation-based ToT modules, and offering systematic orientation to new faculty members. For government-supported programs, the Advanced Molecular Biology Training initiative enhanced hands-on exposure by increasing laboratory-based practical sessions, providing access to advanced research equipment, and ensuring expert mentorship, while the Bioethics and GCP Training course strengthened case-based ethical discussions, incorporated modules on regulatory guidelines and clinical trial best practices, and offered follow-up materials to reinforce ethical conduct in research.

The Faculty Development Workshop on Pedagogical Excellence and Leadership responded to feedback on leadership and interpersonal skill-building by integrating sessions on communication, teamwork, emotional intelligence, real-life case-based problem-solving, reflective learning, peer collaboration, and academic leadership development. To enhance the overall participant experience, improvements were made in event coordination and logistics, supported by the development of training manuals, MEU, and LDC, and encouragement of interdisciplinary participation. Under Continuous Improvement, long-term accessibility to learning resources and advanced training pathways was strengthened through the initiation of an LDC Digital Repository, plans for advanced pedagogical certification programs, systematic feedback analysis, and expanded collaborations with government bodies and national experts. Overall, the actions taken reflect a dedicated commitment to continuous academic enhancement and professional growth.

CONCLUSION

The 2024–25 academic year has reaffirmed the Learning and Development Centre’s (LDC) pivotal role in fostering academic excellence, professional growth, and institutional capacity building across Swami Rama Himalayan University (SRHU). Through a well-coordinated blend of faculty development workshops, Medical Education Unit (DME) activities, government-sponsored programs, and leadership initiatives, the Centre has successfully addressed participant feedback and strengthened teaching, research, and leadership competencies across disciplines.

The Faculty Development Workshops, including thematic modules on effective teaching, learning content enhancement, innovative pedagogy, and team building, engaged over 260 faculty members and significantly enhanced pedagogical skills, learner-centric approaches, and collaborative leadership. DME-led activities—including 47 CME, CGR, CDR, guest lectures, simulation-based ToT workshops, and orientation programs—benefitted more than 5,000 participants, improving understanding of competency-based medical education, clinical reasoning, and educational best practices.

Government-sponsored programs on advanced molecular biology and bioethics reinforced technical proficiency, research ethics, and regulatory compliance, positioning SRHU as a trusted national hub for biomedical training. Across all initiatives, consolidated participant feedback demonstrates high satisfaction levels—72% “Very Satisfied” and 23% “Satisfied”—highlighting the Centre’s effectiveness in delivering relevant, practical, and high-quality learning experiences. The LDC’s achievements extend beyond immediate training outcomes, contributing to the University’s recognition as a Regional Medical Education Centre, expanding interdisciplinary collaboration, and fostering a culture of continuous professional development. By integrating innovative pedagogy, NEP 2020-aligned strategies, digital tools, and humanistic values, the Centre has enhanced the overall teaching–learning environment, faculty leadership, and institutional quality standards.

Looking forward, the LDC remains committed to expanding its transformative impact through advanced research support, international collaborations, and sustainable capacity-building initiatives. Its sustained focus on holistic, evidence-based, and future-ready faculty development positions SRHU as a model for academic excellence, interdisciplinary education, and societal contribution in higher education.

In essence, the 2024–25 ATR underscores that the LDC continues to serve as a catalyst for innovation, professional growth, and pedagogical excellence, consolidating its role as a cornerstone of SRHU’s academic and institutional advancement.



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