



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SANTOSH UNIVERSITY

**NO.1 SANTOSH NAGAR, GHAZIABAD 201009, DELHI NCR
201009**

www.santosh.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Santosh Deemed to be University is a Health Sciences Deemed to be University under Section 3 of UGC Act 1956 managed by the 'Santosh Trust'. A Campus is located in Ghaziabad spread over 26.616 acres with its 2 Constituent units- Medical, Dental College attached Teaching Hospitals. The hospital is strategically located in the heart of Ghaziabad City and has 740 beds and state of art infrastructure for teaching, learning and as a resources for research. The University has 48 programmes which include UG /PG/ Diploma and Ph.D programmes that approved by the respective Regulatory/ Statutory bodies like Medical Council of India, Dental Council of India and University Grants Commission. There has been 16% increase in Student strength from 1293 in 2015 to 1500 in 2022. The permanent faculty strength is 203 in 2022.

Vision

To be a global leader in Medical, Dental and Allied Health Science Education, Healthcare and Research.

Mission

To be a multidisciplinary Higher Education Institute providing Holistic teaching and training, affordable high quality integrated healthcare services and opportunities for translational and innovative research envisaged as an Institute of Eminence.

- To create compassionate globally competent Healthcare professionals, committed to the quest for excellence, ethical and global values.
- To provide equal opportunities and inclusive environment irrespective of gender, cultural, economical and regional backgrounds.
- To promote use of technology to enhance skill sets for life-long learning, Self-Employability and Entrepreneurship

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strategical Location
- Supportive Management
- Strong Leadership
- Focus on Competency based education with Choice based Credit system to suit the professional needs of the students for employability, entrepreneurship and skill development
- Pan India student community catering to satisfy needs of students from diverse backgrounds

- LMS for Self Directed Learning
- Promotion of Research Culture and serving the community through extension activities and technology transfer of concepts that are affordable for patient care
- Well established 740 bedded teaching hospital strategically located providing quality of academic and patient care and excellent practical learning for its students
- International Collaborations
- Promotes active participation of students in social and cultural activities
- Continuous improvement in its functioning
- Student Diversification & “All Round” Development

National Leadership in Bioethics

Institutional Weakness

- Less PhD qualified faculty to indulge in long term Research project
- Limit of ACB/ CBCS as restricted implementation due to regulatory norm of NMC and DCI
- Enrollment of International students
- Lack of Government funded Extramural projects
- Less NET qualified JRF/SRF or PhD scholars
- Retaining faculty for long term because of many new Government Medical Colleges coming up in the state

Institutional Opportunity

- To constantly innovate novel teaching learning methods
- Participation in accreditations and rankings providing visibility to attract faculty and students to improve the profile of the University
- To enhance collaborations with NGOs, philanthropists to contribute towards student free ships and scholarships
- To bring the University peer reviewed journal for indexing
- Networking with alumni on a broader platform
- Tie up with International University and Industry Partners

Institutional Challenge

- Increasing cost of Higher Education
- Introduction of syllabus change or courses which is challenging as prescribed norms and hours as per the regulatory bodies
- Limit of ACB/ CBCS as restricted implementation due to regulatory norm of NMC and DCI
- To achieve faculty publication ratio 1:2 / year because of their hardpressed schedules
- Time devoted for teaching, patient care is the biggest challenge for faculty giving time for research, publications, IPR and Consultancy
- Changing and adapting to parameters of statutory norms, ranking and accreditations is a constant challenge
- Retaining of faculty has been a big challenge since the Pandemic and new Government Medical

Colleges coming up in the state in recent years

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum developed and implemented is in alignment with the Statutory norms as well as with the Local, National, Regional and Global health-care needs. It offers 48 Programs under Medical (MBBS / MD / MS / MSc / PhD) and Dental faculties (BDS / MDS / PhD). Syllabus revisions to an extent of 68.75% have been done. Value-added courses, Skill enhancement courses are designed based on the feedback from all the stakeholders. Innovative curriculum reforms and revisions are made from the recommendations of Board of Studies (BoS), Academic Council (AC) and approval from Board of Management (BoM). The programs have well defined learning objectives/outcome. Student exchanges are facilitated through MoUs with various Institutions/Centres. 11 New programs have been introduced in the last 5 years. All 4 MSc and 2 Phd Programs follow the CBCS pattern. 74% of the courses are interdisciplinary in nature. All programs/courses are skill-based and competency based training that provide employability and entrepreneurship. Emerging Cross-cutting issues are embedded within the curriculum and includes Transgender Care, Yoga Therapy, Community orientation, Health determinants along with Human values, Professionalism and Ethics training which is an integral part of the Competency-based curriculum through the AETCOM modules and training provided on Bioethics. Basic Life Support Course is being conducted for training and certified by American Heart Association. 74 value-added courses have been introduced for curriculum enrichment which have been successfully completed by 80.49% of the students. Curriculum enrichment also includes experiential learning through healthcare camps, community postings, field and industry visits. Feedback on curriculum is collected from all stakeholders on regular basis in both online and offline mode and is analysed by IQAC for curricular revision & incorporated as desirable.

Teaching-learning and Evaluation

Student-centric and evidence-based education by qualified and experienced faculty culminate as impressive graduate-outcome making preferred choice for aspiring students. 1500 students are enrolled of which 781 are females and 719 are males. 645 (43%) students are from within state while 855 (57%) are from other states while 8 students are Non- Indian Residents. Student-teacher ratio is 7:1, facilitating early identification of advanced and slow-learners along with a robust mentee-mentor system with ratio of 17:1 Emphasis is given to patient-centric, integrated and evidence-based hospital teaching, community learning involving participatory, self- directed learning, project based learning, AETCOM and problem-based strategies and LMS. Experiential learning through environment protection and disaster management, gender-equity, ethics through co-curricular activities are also encouraged through well-equipped skills and simulation laboratory. There are 203 teaching faculty which include Professors - 31, Associate Professors - 35, Assistant Professors - 67, Readers – 24 and Lecturers - 46 with an average experience of >9 years. They are trained on CBME, ICT, e-content development and innovative teaching learning methodologies. 52.15% of them hold a degree in PG/ Ph.D./Diploma and are eligible PhD guides. 147 faculty of them have been awarded and acknowledged by recognized bodies/agencies and received awards. Examination Management Software (EMS) has been introduced enabled with Online process of Examination Form Submission, Online system of students list generation and data authentication including admit card generation, marking students examination attendance with time stamps and mark sheet generation. Paperless and Encrypted format methodology is followed for inviting panels of external examiners,

question paper setters, question papers from paper setters and their moderation. RFID supported students entry during offline examinations helped further in securing the examination attendance system. Online Examination System with AI proctoring, remote proctoring, windows proctoring and instant results generation features for Ph.D. Entrance tests and internal examinations. CBME (Marking System) curriculum with learning objectives and the outcome are disseminated to all stakeholders through integration in Teaching - Learning and Evaluation Methods and evidenced in students performance. Average pass percentage is 93.14% in both UG and PG which was achieved in last 5 years.

Research, Innovations and Extension

Identifying the Research as Core element and pathway to contribute to academics either directly or indirectly, the Santosh Deemed to be University has established the research ecosystem named Central Research Facility (CRF) to govern and facilitate the conduction of research, innovation and other scholarly activities.

Further, Santosh deemed to be university has created an organizational structure with role-based functions of Research and Development Cell to identify thrust areas of research and to play a pivotal role in catalyzing multidisciplinary/ transdisciplinary and translational research culture mandated in NEP 2020.

The components of the CRF include a Central instrumentation facility, Laboratories, Biostatistics unit, Bioethics unit and Santosh Innovation & Incubation center (SIIC) with an upcoming section on Stem cell and Regenerative medicine.

The CRF has facilitated 1200 plus indexed publications, 192 books/chapters and grants of 2.3 Crores for 359 projects during last 5 years.

Revenue of INR 157 lakhs has been generated through consultancy services and clinical research.

29 patents (24 published, 5 filed) and 41 copyrights have been achieved.

16 Start-Up ideas were registered and incubated.

Owing to the prominence of its research outcomes, the university has collaborated at national/international levels to achieve 92 MoUs (76 National, 16 International) to foster research and scholarly activities. Lately MoUs have been signed with Near East Boulevard, Nicosia; Dhurakij Pundit University, Bangkok; Lucia Blaga, University of Sibiu, Romania; Caucasus International University, Georgia etc. Also, a total of 300+ research collaborations at both national and international levels have been attained.

Thus, long term goal of the institution in terms of research output is to achieve self-sustenance and global visibility.

Infrastructure and Learning Resources

The campus is spread over an area of 26.616 acres and has academic, patient care, residential and other general facilities that make it an optimal abode. The campus has sports, cultural and yoga centre for overall development of student & staff. It has utilized 234.18 crores for infrastructure augmentation during the last five years. The Hospital bed strength is 740 with an occupancy of 85% with varied OPD and IPD patients and

provides teaching-learning-training facility to all level programs. RHTC/UHTC provides exposure to rural and urban population for hands on training and adequate opportunity for clinical learning. The Teaching learning facilities are ICT enabled supported by HIMS, LMS and skill laboratories. Central Research facilities provides Research resources, Blood bank 24 x 7 with components central clinical laboratory and all Radiological services. Institution Innovation Council and IPR Cell focuses on innovations IPR/Start-ups. Central Library has a good collection of more than 17000 books, e-books 18000, e-journals 14000+. It has access of e-resources such as DelNet, ProQuest, J-Gate, EBSCO, NDLI academic digital resources, Consortium of Academic Digital Library, SCOPUS abstract and citation databases for enhancing research. Free access to journals and books in INFLIBNET is also provided through Shodhsindhu. It has automated services with KOHA ILMS software with the latest Version 20.05. The entire campus is Wi-Fi enabled and digitally connected through an optical fibre with >1GBPS bandwidth. Classrooms and demonstration halls are ICT enabled with LCD projector, computers, Wi-Fi and Lecture Capturing Systems. A well-equipped Media Lab is used for the production of educational video content. Microsoft and Zoom platforms are available for Online teaching. The campus is well maintained by Estate Committee facilities with provision for hostels and residential facility staff, sports ground ,day care centre, ATM, cafeterias, temple. Facilities for differently abled are made available. The campus is embraced with an eco-friendly rain harvesting system and solar energy resources. The average percentage of expenditure incurred over last 5 years for infrastructure development and augmentation 234.18 crores that for the maintenance of physical and academic support facilities is 47.84 Crores and the average annual expenditure for library is 57.66 lakhs

Student Support and Progression

Santosh Deemed to be University strives for holistic development of students supporting and monitoring student's progress not only during their period of learning but also after their completion through its Alumni Association. 146 capacity building and enhancement programs were conducted on Soft skill, Yoga and Personality development. International student support cell ensures guidance at all levels for the students from other countries. We have a zero-tolerance Policy for Ragging and Gender harassment. University has systems and processes as per UGC norms for Redressal of Grievance, Prevention of Sexual harassment and Anti-ragging and Internal Complaints Cell providing a safe and secure educational environment. Career Counselling and Placement drives are organized with the help of the Career Guidance Cell. International Student Cell facilitates the enrolment and care for foreign students. 206 students appeared for qualification examination (NEET, USMLE etc.) and the success rate is 92.24%. On average, 10.34 % of students progress to higher education & 55.02% are placed / self-employed. More than 8.87% of the students were benefited by guidance for competitive examinations and career advancement offered by the Institution in the preceeding year. There is a proactive functional student council. Students are represented in various academic and cocurricular committees (IQAC, MEU, Cultural, Sports, Arts, Academics, Anti-ragging, Student Research and Institutional Innovation Council). The Dean Student Welfare over looks the activities of the student council and the various committees. They take part in intercollegiate and inter-university cultural and sports competitions and have won 96 awards and medals in sports and cultural competitions held at Regional, State and National level. There is a registered Alumni Association who have contributed funds, books, instrument, student placement and many have also been invited as resource persons, trainers and guest lectures to benefit students who are currently studying. The alumni residing in India and overseas guide students for competitive examinations and also assist in advocating them in securing jobs. All Departments hold regular alumni meets and has helped the Institute to connect with Alumni and grow globally.

Governance, Leadership and Management

Santosh Deemed to be University has a good governance with transparent, responsible and proactive management. It has a well defined Vision and Mission depicting the realization of quality medical education, research and health care services. It has statutory committees for BoM being the policy and decision-making committee, Academic Council, BoS, Finance Committee and non-statutory committees. Administrative is participative and includes stakeholders, academicians and experts. The regulations, By-laws, Rules and SOPs are duly approved by the relevant bodies for smooth functioning. Effective leadership, strategic plan, perspective and annual plans and the process of implementation are in place based on inputs from stakeholders and periodic reviews and Internal and External audit. The Institution has adopted e-Governance in administration, finance and accounts, student admission, support and examination. E-governance facilitates improvement in transparency, speedy dissemination of information, remote access to information, increased efficiency in administration. The University has instituted effective welfare measures for all its employees. IQAC, MEU and departments have conducted 153 professional development training programs per year and almost all teachers have been trained, and 162 administrative training programs per year are conducted for the non-teaching staff. The institution has a well-defined resource mobilization policy and its primary financial resource is fees from the students and revenue from hospital services are optimally utilized as per the approved budget as evidenced through audited balance and account sheets. The Institution follows both Internal and External financial audits as per the statutory norms. There is a structured and functional IQAC constituted as per the norms of the NAAC and ensures quality enhancement and sustenance. It has conducted numerous workshops and seminars on quality. Submission of AQAR has also been done. Institution participation in NIRF and AISHE survey are undertaken and also accreditation by ISO / NABH / NABL / GCP / GLP as well Green Audit, Energy Audit and Environment Audit.

Institutional Values and Best Practices

Santosh Deemed to be University is committed to upholding the societal values and in pursuit of its social responsibility by conducting various activities on and off Campus. Gender sensitization programs are held with women empowerment taking proactive lead roles in organizing sessions to sensitize women on social and psychological issues including counselling. 24x7 security system with CCTV surveillance and security guards are in place. Facilities like common rooms, day-care centre, indoor/outdoor sports facilities, sanitary dispensers and medical facilities make the campus safe and friendly. To ensure safety of women at workplace, special sessions on Vishakha guidelines are conducted which help enhance the fundamental rights of Women provided under the constitution of India. Commitment to environmental consciousness/sustainability is evidenced by Solar Rooftop Panels, Solar lights, Biogas Plant, Sensor-based energy conserving equipment, Power efficient equipment, Battery-powered vehicles. Stringent and efficient waste management system is available with emphasis to Reduce, Recycle and Reuse. Biomedical waste is managed as per UP State Pollution Control Board norms. MoU has been signed for Biomedical waste and e-waste. Solid wastes are converted to biogas and STP and ETP are fully functional for liquid waste management. Water conservation by rainwater harvesting, bore-well recharge and judicious water use is practiced. Green campus initiatives like nurturing trees/plants, ban on plastic-use, and restricted automobiles entry are undertaken. Disabled friendly Facilities like ramps, lifts, washrooms, signages, screen accessible websites are in place for special concern for the physically challenged. The University is proud of its diverse faculty and students and instills in them the concepts of tolerance and harmony towards cultural, regional, linguistic, socioeconomic and all diversities through year-round programs and events. Human values and Professionalism are also part of the curriculum and students and employees are sensitized to constitutional obligations. All stakeholders abide by the prescribed code of conduct strictly. Awareness programs on Medical Bioethics/Professional Ethics through lectures, seminars, workshops, role plays are conducted. National/International commemorative days with emphasis for health and hygiene-related events and festivals are celebrated around the year.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	SANTOSH UNIVERSITY
Address	No.1 Santosh Nagar, Ghaziabad 201009, Delhi NCR
City	Ghaziabad
State	Uttar pradesh
Pin	201009
Website	www.santosh.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Tripta S Bhagat	0120-4933363	9810646733	-	vicechancellor@santosh.ac.in
IQAC / CIQA coordinator	Dakshina Bisht	0120-4933353	9810510852	-	iqac@santosh.ac.in

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-06-2007
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	25-05-1995

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC		
12B of UGC		
Section 3	13-06-2007	View Document

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	No.1 Santosh Nagar, Ghaziabad 201009, Delhi NCR	Urban	26.61	64798.19	Forty Eight		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

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

<p>Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)</p>	<p>: Yes</p>
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SRA program	Document
DCI	105661_10225_5_1673594924.pdf
MCI	105661_10225_2_1673594918.pdf
DCI	105661_10225_5_1673594924.pdf
MCI	105661_10225_2_1673594918.pdf
MCI	105661_10225_2_1673594918.pdf
MCI	105661_10225_2_1673594918.pdf
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MCI	105661_10225_2_1673594918.pdf
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DCI	105661_10225_5_1673594924.pdf
DCI	105661_10225_5_1673594924.pdf
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MCI	105661_10225_2_1673594918.pd f
DCI	105661_8730_5_1653042581.pdf
MCI	105661_8730_2_1655277149.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	70				48				78			
Recruited	37	32	0	69	21	26	0	47	31	44	0	75
Yet to Recruit	1				1				3			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	51				34				37			
Recruited	36	13	0	49	15	17	0	32	16	19	0	35
Yet to Recruit	2				2				2			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				447
Recruited	136	227	84	447
Yet to Recruit				0
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				61
Recruited	36	11	11	58
Yet to Recruit				3
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	3	0	0	1	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	37	29	0	21	25	0	31	43	0	186
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	36	13	0	0	0	0	16	19	0	84
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/M CH	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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Department of General Surgery	Miss Meera Sethi Award for Best Post Graduate in the Department of General Surgery	Miss Meera Sethi
2	Department of General Medicine	Dr. Vinay Kumar Bhagat Award to the Best Post Graduate of General Medicine Department	Dr. Vinay Kumar Bhagat
3	Department of General Medicine	Dr. V K Arora Award for Excellence in Research Work	Dr. V K Arora
4	Ph.D	Dr. P Mahalingam Research Grant	Dr. P Mahalingam

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	171	239	0	0	410
	Female	219	322	0	0	541
	Others	0	0	0	0	0
PG	Male	59	101	0	0	160
	Female	87	103	0	0	190
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	42	38	5	0	85
	Female	29	22	0	0	51
	Others	0	0	0	0	0
Diploma	Male	34	29	0	0	63
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.56	NAAC 2015 Report.pdf

General Facilities	
Campus Type: No.1 Santosh Nagar, Ghaziabad 201009, Delhi NCR	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	203
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	381
* 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	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
Boys' hostel	1	240
Girls's hostel	1	256
Overseas students hostel	0	0
Hostel for interns	2	150
PG Hostel	2	180

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	4	1
* Orientation	2	1
* Refresher	4	3
* Post Graduate	2	1

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	At Santosh Deemed to be University we aspire for the highest global standards in quality education. Keeping in mind the key principles of NEP diversity in curriculum is coupled with flexible
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	<p>interdisciplinary approach facilitating creative combinations of various disciplines. Approvals were sought by the University and regulatory bodies and the guidelines of BOM. In view of this SDTBU has initiated new interdisciplinary specializations in PhD program integrating Orthopedics and Occupational therapy, Physiotherapy, Integrated Implantology and Clinical Psychology. These flexibilities and opportunities enhance research and conceptual understanding and critical thinking with emphasis on ethics, human and life skills. 74 Value added courses were initiated which has opened opportunity to students in emerging fields and promote their lifelong experiences. Workshops and activities were also conducted to aid students to learn skills apart from the curriculum. Santosh Innovation and Incubation Centre (SIIC) was started to incubate new ideas generated by students giving them necessary support to channelize their efforts towards building new entrepreneurs. Santosh Deemed to be University is also looking beyond its core discipline i.e., medical education with a global perspective in mind through it. International tie ups will start new programs as and when permissible by the regulators.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>At the University, the CBCS system has been introduced in PhD courses for PhD course in year 2018 and for MSc programs approved in 2019-20 and implemented in 20-21 . The CBCS pattern could not be introduce in MD/MS/MDS and MBBS and BDS at the undergraduate level as the regulatory bodies vis NMC and DCI do not permit CBCS pattern however university is working by introducing electives/credit hours beyond regulatory norms. The Academic Bank of credits promotes flexibility of curriculum framework and interdisciplinary or multidisciplinary academic mobility of students across HEIs in the country with appropriate credit transfer mechanism. The University has initiated the Academic Bank of Credits which will provide the students at the University to choose their own learning path to develop their required skills/ additional knowledge. The Dean academics is the nodal officer for the execution of the Academic Credit Bank. All details are shared with the students and uploaded on website . We are in the process to implement online courses for our students and considering for credits earned against elective courses</p>

3. Skill development:	<p>Improving the employability of students requires a new vision with curricular support. University has introduced courses in alignment with industry demand which is being offered as Fellowship courses apart from the curriculum augmenting the employability and skill base of the students. More than 85 MOU for Academic, Research and Industrial visits that help students diversify their skills in their field of interest. Specific skills have been introduced so that students acquire them during their academic programs. Life skills like communication, co-operation, team work and resilience is instilled amongst the learners to develop knowledge, skills, values and dispositions. 7 Electives each are offered by the University in MSc and PhD programs respectively encouraging students to take up subjects of their interest and increase their knowledge and skill in the same. In MBBS the students are offered 18 elective courses and student centric methods of teaching adopted by faculty gives Experiential learning to students with hands on experience on cases.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The guidelines issued by NEP 2020, aims at promoting cultural awareness and spirit of belongingness amongst the students. University offers sessions to focus on ways and means to preserve, strengthen, and promote the rich cultural heritage, art and languages of India through encouraging cultural diversity in its programs conducted during Founders day, AURA Cultural Fest and others. Traditional Sports like Kho Kho is well promoted and good participation from Students and Faculty is received during sports events. Emphasis is laid on Yoga and National Yoga week is celebrated in the University with Bhartiya Yog Sansthan. University is focusing to integrate the Indian Knowledge System with the curriculum at all levels by encouraging the students to attend Online Swayam and MOOCs courses.</p>
5. Focus on Outcome based education (OBE):	<p>The University has adopted and taken the initiative for better outcome by adopting Outcome based Education in MBBS and MD/MS and strives to include global skills and competencies. Choice Based Credit System in MSc and PhD programs has led to well defined Program Outcomes and Course Outcomes and supports all round development of the students that goes beyond the classroom. The</p>

	<p>students benefit from the curricula flexibility that help them to keep in tune with the latest demands of the industry and addresses various Cross cutting issues like Gender Equity, Environment and Sustainability , Professional Ethics giving students a global perspective and sensitization. Continuous academic feedback is taken from stakeholders like students, faculty, employers, alumni and professionals and relevant developments in the curriculum are hence brought about. 15 International collaborations and tie ups contribute to the growth along with student and faculty exchange in global perspective offering international standards and exposure. The University constantly focuses on creation of additional positions like Professor of Practice involving industry expertise having its effect in the academic environment.</p>
6. Distance education/online education:	<p>Digital empowerment in the field of education opens up a plethora of options for learners of today. University has planned and effectively utilization the online platform to help attain global quality standards and produce globally competent but yet locally relevant graduates. At the University, ICT tools are being used extensively by the faculty and students that include Virtual Labs/ CAL /Virtual Cadaveric Labs used for training and assessment. Regular training sessions are conducted for the faculty and non-teaching staff for technology upgradation. Lecture theatres are equipped with LCS and faculty create e content at the Media Centre and students can access the e content created by the faculty. Use of Microsoft Team and Zoom Platform helped to carry out online teaching, training and also evaluation during COVID-19 pandemic. Students and faculty have accessed SWAYAM courses like Basic course in Biomedical Research and other online courses</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. The club is being managed by Students Council and established in 2021
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs	<ul style="list-style-type: none"> • Coordinating Faculty • Students Coordinator <p>The ELCs are representative in character and club conducts thought provoking and interesting activities</p>

are representative in character?	to motivate the students to realize the importance of electoral rights.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	<ul style="list-style-type: none"> • Conducts Classroom based exercises • Nukkad Natak to bring about awareness and empower student voters. • Permission and attendance is given to the students, faculty and non teaching staff during voting • Voter awareness camp conducted in villages • Voter awareness guest lectures conducted at the University • Celebration of National Voters Day (25th January)
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Constituency voter awareness and registration drive
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	<ul style="list-style-type: none"> • Voter registration drive for 18 years of age students • Participation in Institutional Campaign along with District Administration

Extended Profile

1 Program

1.1

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

Response: 63

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1500	1237	1174	1233	1246
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	190	222	236	230
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	204	203	199	191

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
209	212	212	208	200

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
9622	8150	7547	6243	10774

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Santosh Deemed to be University offers an Outcome based curriculum that is flexible, focuses on core competency and analytical skills as per norms of the Regulatory bodies, and aligns its policy of curricular designing and development with its Vision and Mission statements which focus on academic excellence, cutting edge health care delivery, innovative research & nation building.

To make the curriculum innovative, curriculum design and development and syllabus revision are continuous processes.

The curriculum followed by MBBS Program and MD/MS program is Competency-Based Medical Education (CBME) as per NMC norms. Medical graduate programs are skill-based, facilitated through integrated teaching, and community-oriented, problem-based learning. The learning outcome for the Under Graduate Medical Program (MBBS) has been conceptualized by identifying and listing the diseases and disorders of National importance.

MBBS course curriculum was revised to include multifaceted attributes like attitude and ethics module (AETCOM), computer literacy, and communication skills. The introduction of medical simulation and skill lab-based training is a relevant global practice adopted by University.

University has various statutory bodies which take academic decisions which are approved by the Board of Management.

The Medical Education Unit is involved in developing integrated assessment methods for the UG programs and has started training faculty in this regard with the help of National experts.

University has implemented a Choice Based Credit System (CBCS) in all the programs of M.Sc. & Ph.D and electives for MBBS with emphasis on defining and revising program outcomes, program-specific outcomes, and course outcomes of all the programs through a defined mechanism involving feedback obtained from all stakeholders and analyzing to understand whether the program brings out the attributes and competencies defined in the students.

Each program has a well-defined Program Educational Objective (PEO) which is reflected in the Program Outcomes (PO) and Program Specific Outcomes (PSO) which in turn is reflected in the curriculum of the course.

Academic programs offered in the institution explore three major areas in different dimensions namely education, research, and health care. The curriculum is offered through Student centered learning, competency-based learning, integrated multidisciplinary approach, periodical assessment, and case-based learning that helps in being relevant to health care needs and are in sync with the Program Outcomes and Course Outcomes.

University takes an effort to fine-tune the curriculum according to the scenario to satisfy urgent modifications by emphasizing National/ Regional Health Care policy through patient care and creating awareness in the community, especially during the Pandemic including research

To contribute towards the development of a healthier society, extension programs with social responsibilities, and field outreach activities are also incorporated as a part of the UG and PG curriculum. Community-based studies, research programs, and continuing education programs for the dissemination of knowledge in all disciplines are regular features in the curricular design contributing to the development of a holistic approach to health issues.

Moral values and ethics have been inculcated across all programs and disciplines, especially with training by the UNESCO chair in Bioethics, Haifa.

File Description	Document
Any additional information	View Document
Link for Curricula implemented by the University	View Document
Link for Outcome analysis of POs, COs	View Document
Link for Additional Information	View Document

1.1.2

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

Response: 49.21

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

Response: 31

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

1.1.3

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

Response:

University aims to create professionals that are competent in clinics and their work with a high degree of employability and communication skills. The students are offered courses to provide them with this holistic approach which includes the objectives of knowledge enhancement, skill development, and training for entrepreneurship.

The healthcare delivery system being a sensitive area of offering care and services requires a competent team of Health professionals. University strives for quality education through its programs and courses with an emphasis on Dynamic Professionalism, Exemplary leadership, Effective Communication Skills, Scholarly Attitude, Element of Critical Thinking, Enthusiasm for Research, Social Commitment, and Global Competencies Competencies/ Skill development which helps in Employability and Entrepreneurship.

Indian Medical Graduates are trained to be Clinician, Communicator, Leaders and member of team, Professional and Lifelong Learners. Simulation training provides hands-on training for learners giving them opportunities for competency acquisition. Rural Health Centre and the Urban Health Centre enable competency acquirement in community settings. In addition, the internship provides a guided fieldwork experience in most programs focusing on employment. Various value-added courses are being offered that help enable knowledge enhancement and give value addition.

The dental curriculum also has a structured competency framework to impart skill-based training. The teaching hospital with a spectrum of clinical environments for outpatient, emergency, and intensive care provides an arena for competency and employability & entrepreneurship - start-up muskan.

Post Graduate Training Programs are structured to provide dedicated competent experts in patient care. Training incorporates clinical skills, communication skills, counselling, community postings, and hands-on training. The curriculum includes sound fundamentals and practical training in the Hospital. Simulation Laboratories are used as a tool in pre-clinical departments to teach experiments on animal

models. Simulation Advanced level of Simulation-based learning is taught in clinical subjects as well as health Skill conclave is a regular event in the University to upgrade the skills of students.

Ph.D. scholars are trained to have research aptitude, Bioethics, and Biostatistics forming a major component of the Research degree offered. Training in expertise in the area of research is offered through various collaborations with other departments for interdisciplinary research.

The University has MOUs with several other Universities, institutions, and Industries to promote competency building, research, exchange of students and faculty members in specialized areas, and internships which help in enhancing employability skills.

Thus, the educational programs are embodied in multi-dimensional training of students in theory, practice, and skill sets to make them lucratively employed or to evolve them as successful entrepreneurs. Students graduating from these programs have been employed in various Government and non-Governmental organizations not only in India but abroad. Students from professional courses are successfully practicing and many have their entrepreneurial healthcare establishments.

The Incubation and Innovation Centre of the University promotes new ideas & designs and provides a platform for innovations and start-ups for young budding students and Healthcare professionals to enhance entrepreneurship skills.

Value-added programs help to supplement the curriculum to make students better prepared to meet industry demands as well as develop their interests and aptitudes.

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

1.2 Academic Flexibility

1.2.1

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

Response: 33.33

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

Response: 4

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

Response: 12

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

1.2.2

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

Response: 42.86

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

Response: 27

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

1.2.3

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

Response: 39.84

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

Response: 98

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

Response: 246

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	View Document
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

The students at Santosh Deemed to be University are made aware and sensitized to various cross-cutting issues like Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, emerging demographic changes, and Professional Ethics.

Orientation programs for first-year undergraduates of both Medical and Dental students focus on human values, the right to health and health determinants, and gender issues. The cross-cutting issues are integrated and expressed through lectures, role plays, videos and short films, etc. The interdisciplinary lectures cover gender issues, environmental protection and sustainability, and professional ethics.

The curriculum for all programs includes Workshops, Essay-writing, Skits, Role-plays, Slogan writing, and Open house discussions to promote Gender Equity. On International Women's Day, interactive sessions on women's empowerment are taken every year. Self-defence training is conducted to develop confidence & make them proactive. Workshops are organized for students to make them aware of the constitutional legal rights of women. Regular camps are an integral part of the curriculum comprising of promotion of female health and sensitization of women on sexual harassment. Various webinars have been conducted to sensitize about the Rights and Responsibilities of Indian Citizens, Legislation related to Women's Empowerment, and Gender Equity.

During Induction and Orientation Program, students are familiarized with various Pro- Environment initiatives like Sewage Treatment Plants, Solar Panels, Rainwater Harvesting, etc. The curriculum gives orientation towards environment protection and conservation to undergraduate and postgraduate students in the final year of their programs and during internship through special training sessions. Students participate and promote Swachh Bharat Abhiyan through health education & role plays.

The University emphasizes observing Nation Constitution Day to inculcate human values in all its students and sensitize them toward their responsibility to the nation. Various activities are conducted to inculcate moral values like self-discipline, the attitude of Service, Yoga, Meditation, Personality development, Communications skill, Peace, nonviolence, Stress Management & Time management.

The curriculum of all PG and Ph.D. students includes topics of plagiarism, human values, ethics, and animal rights, and for the protocol taking consent for research to protect human rights. Behavioural Science Orientation for the students is undertaken by Clinical Psychology Department.

Professional ethics, including basic principles of Autonomy, Beneficence, non-maleficence, and Justice are conveyed to the UG and PG students through lectures as well as workshops and seminars. Encouragement to participate in various National & International Webinars is sought which Includes those by National Dental Bioethics Unit, UNESCO chair in Bioethics, and HAIFIA.

The quality initiative is taken to train all students in Biomedical Waste Management, Infection Control, Donning and Doffing, Hand Wash, and Sanitization. A team has been identified by the University to impart training on Infection Prevention and Control to all the students and staff of the University.

Online training workshops were conducted by the University on Hospital Preparedness in Disasters and Epidemics, in collaboration with the Centre for Disaster and Emergency Preparedness and Touch life Foundation Trust.

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

1.3.2

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

Response: 24

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

Response: 24

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

1.3.3

Percentage of students successfully completed the value-added courses during the last five years

Response: 78.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
1400	1100	815	750	925

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

1.3.4

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

Response:

The University provides opportunities for students to break open from the classroom environment through field visits that are mandatory curriculum activities. The field visits/community visits for 15 hours/week organized by departments' help students learn from real-life scenarios and practical experiences shared by the people from the society. Students learn beyond the textbook blackboard by reorienting their knowledge to the scenarios they are exposed to. Moreover, they also get to know the working of any organization/society at a grass-root level.

Field visits to Water Treatment Plant, Sewage Treatment Plant, Anganwadi Centre, and DOTS Centre are being made by the Undergraduate students. School health check-ups, Dental health check-ups in urban societies are also being undertaken. Postgraduate students from various Departments attend camps at regular intervals where they screen patients for various diseases and spread awareness in preventing Infectious diseases and students undertake research projects.

Various Oral Health Screening and treatment camps are conducted wherein undergraduate and postgraduate students from different dental departments carry out patient education and motivation activities. Dental students also undertake industry visits to various industries like Shriram Institute for Industrial Research, Institute of Genomic and Interactive Biology, Ifix Dental Implant, Maulana Azad Medical College, Microtrol Sterilisation Services, etc. This bridges the gap between academics and industries.

Various activities are organized in the community from time to time on important health-related issues as well as to observe important National Health Days. Medical and dental undergraduate and postgraduate students and faculty participate in these activities every year as a part of their field visits that include Swachh Bharat Abhiyan, Polio awareness drive, World Health Day, National Malaria Day, World No Tobacco Day, World Oral Health Day, etc.

Research-based projects are regularly taken up by undergraduates and postgraduates. 8 STS ICMR projects have been awarded to MBBS students, some community-based projects.

The Induction program for the postgraduates incorporates a mandatory workshop on Research Methodology. Students are trained to formulate a research hypothesis, conduct a literature review, arrive at a logical conclusion, and write a scientific research paper. Their projects are to be approved by Institutional, Scientific, Ethics, and Animal Ethics Committees. Innovative idea competitions are held every year by the Incubation and innovation centre.

MD and Ph.D. students undertake community-based/school-based research projects either in the field practice areas or schools in Ghaziabad. Many Post Graduate students have utilized these field visits and data thus generated, in presenting papers at State and National conferences of respective Departments.

During the Internship, students are actively involved in treating the patients under supervision. Students maintain logbooks containing skills to be achieved and reflect upon their experiences in the field, industry, and community visits & postings.

The Mandatory Industrial Visits / Community Postings and elective subjects offered by the university curriculum helps student in integrating knowledge of various subject and enriching their professional portfolio.

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

1.4 Feedback System

1.4.1

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

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

Response: C. Any 3 of the above

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

1.4.2

Feedback process of the Institution may be classified as:

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 51.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
104	49	46	49	44

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

2021-22	2020-21	2019-20	2018-19	2017-18
198	117	87	96	75

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

2.1.2

Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
988	794	752	683	592

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

2021-22	2020-21	2019-20	2018-19	2017-18
988	794	752	683	592

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Extract of No. of application received in each program	View Document
Document relating to Sanction of intake	View Document

2.1.3

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

Response: 60.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
246	206	147	186	158

2.1.3.2 Total number of students enrolled in that year

2021-22	2020-21	2019-20	2018-19	2017-18
484	352	225	284	263

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: C. Any 2 of the above

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

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)**Response:** 7.39

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

2.3 Teaching- Learning Process**2.3.1**

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

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

Response:

At the University, the focus is shifted from Teacher to Learner making all the methods adopted to be Learner centric or Student centric. Students are encouraged to participate in a series of tasks including speaking, listening, writing, and collaborating with other students. They are exposed to patients in the hospital and community apart from the ICT enabled smart classrooms and labs

1. **Experiential learning-** Students learn through demonstrations, practicals, clinical skills, simulation lab and also hands-on workshops. Community postings of students in RHTC and UHTC where demographic, socio-cultural factors and epidemiology of common diseases in the community are learnt. Internship postings are undertaken in the OPD, IPD, OT, casualty and camps, evidence-based discussions on diagnosis and management of Cases are done under the supervision of faculty. Students also attend training program at the institute of higher repute.
2. **Integrated/Inter-disciplinary learning-** Integrated teaching is being conducted both horizontally and vertically with inputs from internal and external experts. Various Interdisciplinary courses are being run by the university. Interdepartmental clinical meets, death audits, and case discussions with clinicopathological correlation are conducted.
3. **Participatory learning** Quiz Small group and micro-teaching sessions are conducted with active

learning method which improves lateral thinking and critical decision making with clinical correlations that are projected with basic concepts to make understanding easy. Student seminars, quizzes, model making, debates, case discussions, group discussions Family studies are conducted in the field practice areas of Community Medicine and Public Health Dentistry Wherein Community out-reach activities through Organ donation camps, Dental awareness camps, Swachh-Bharat are conducted regularly

4. Problem-solving methodologies Clinico-pathological conferences, Case-based discussions for critical thinking, Differential diagnosis OSPE OSCE Assignments, Quiz, Case based scenarios, and research projects orient the student to find ways on approaching the given problem and finding appropriate solutions enhances their acumen, communication, teamwork, and social skills.

1. Self-directed learning- Topics are selected for self-directed learning where Institutional e content for powerpoints, videos of procedures and skills e-resources, MOOC platforms like Swayam, assignments and seminars

2. Patient-centric and Evidence-based learning Clinical postings- exposure to the patients in the OPD, IPD, OT, ICU, emergency and trauma care unit that includes rounds and discussions, bedside case discussions, clinical meets, Journal clubs, recent advances, and guest lectures which gives them a platform for patient-centric and evidence-based learning.

1. Humanities Bioethics, Communication Skills, Gender equity and social responsibility for health awareness in the Community, Professional Ethics and Co-curricular activities like visit to orphanages, distribution of food and medicines

1. Project-based learning Project work is included as an additional requirement across all programs to enhance analytical and creative skills that includes ICMR-STs projects, student projects, Thesis by PG and PhD for PGs

Roleplay Students are regularly trained in communication skills, Professionalism, and value-based education through the AETCOM module also incorporates topics of Bioethics. They are organised on special days observed by the university example World breast-feeding week, ORS week, Tuberculosis Day, World Mental health Day, Cerebral palsy day, National nutrition week, etc.

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

2.3.2

Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

The Institution:

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

Response: C. Any two of the above

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

2.3.3

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

Response:

In the era of digitalization, ICT-enabled tools are the technological tools and resources which are an integral part of Teaching Learning process in the HEI. The Faculty are trained regularly for judicious use of ICT in case of any upgradations in the technology, workshops are conducted for LCS, e-content development, etc. for the Faculty and Non- teaching staff for them to be updated. Faculty regularly uses ICT-enabled tools for record-keeping, lesson plan development, presentations, etc.

The entire campus is Wi-Fi and Broad Band Internet enabled. The university has facilities for Lecture Capturing in lecture theatres to contribute to e-content. At the Media Lab, faculty create and archive E-content. All lecture theatres, seminar rooms, and labs are connected through LAN and are all ICT-enabled. Smart boards are also available for interactive learning. All classrooms are ICT-equipped and

Wi-Fi-enabled.

The institution has well established Computer Assisted Learning facility with dedicated software which is well-equipped with animal simulation software. CAL facility helps in the demonstration of the effect of drugs on various models like tissues or on whole animals which is an integral and essential part of practical pharmacology teaching for medical students.

There are various E-databases, E-books, and E-journals for students and faculty. Soft copies of the thesis are also maintained on CDs and drives drive. A Digital Library with a multimedia facility for the faculty with archives of CD is available.

The institution uses the SWAYAM portal to enhance the teaching-learning process and Web-open-access modules are being used for Basic courses in Biomedical Research for faculty and students and other courses making it possible to take the best teaching-learning resources to all.

Video and teleconferencing is another modality, the use of which was maximized during the Covid-19 period. During the Covid-19 period, teaching was not hampered and online classes were conducted using Microsoft teams and Zoom platforms and also online assessments and evaluations including Ph.D. examination vivas also conducted.

HIS is installed in the teaching hospital that enhances the ability of health care professionals to coordinate care by providing a patient's health information and visit history at the place and time that it is needed. HIS also maintains records of patients which can be used later for research work.

The teaching hospital has a facility for PACS installed in the Department of Radiology with connectivity in the emergency and ICU.

The institution has Telemedicine/and Tele-education facilities which are effectively utilized as a learning system. Virtual ICU rounds through CCTV and Zoom platforms are regularly conducted.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 83.33

2.3.4.1 Total number of mentors in the preceding academic year

Response: 18

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 96.06

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

2.4.2

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

Response: 52.15

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.

2021-22	2020-21	2019-20	2018-19	2017-18
103	92	121	95	110

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

2.4.3

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

Response: 9.44

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

Response: 1915.7

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

2.4.4

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	204	203	199	191

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

2.4.5

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

Response: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	0

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 12.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	14	11	11

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

2.5.2

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

Response: 0.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	7	2	6	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
744	705	753	724	753

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

2.5.3**Evaluation-related Grievance Redressal mechanism followed by the Institution: ...****The University adopts the following mechanism for the redressal of evaluation-related grievances.****Options(Opt one which is applicable to you):**

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

4. Single valuation and appeal process for revaluation**5. Grievance Redressal mechanism does not exist**

Response: C. Double Valuation/Multiple valuation with appeal process for retotalling only

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

2.5.4

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

Response:

Examinations processes have become more transparent and faster through IT inclusion within the examination system. The following reforms within Examinations Practices & Procedures have been introduced.

Examination Management Software: This e-governance system in Examinations improved the speed and accuracy of the data retrieved. It helped in retrieving student-specific examination profiles too. EMS supports online applications from students for university examinations, student data authentication, Admit Card generation, Marking Examination attendance with Time Stamps, and compilation of results.

Online Examination System: Online terminal Examinations were held during COVID times. Also, the University Entrance Test was conducted in online mode with AI Proctoring, Remote Proctoring, Windows Proctoring, and an Instant results generation feature.

Use of faster communication methods and data encryption to check system leakages: Paperless methodology of inviting Question Paper Setters and External Examiners, Question Paper Setting, and Moderation.

Prevention of Unfair means by Students: 4G Jammers and CCTV cameras are installed in and around examination premises. RFID-supported Students Entry during Examinations has ensured the timely arrival of all students within the Examination Hall. AI-driven proctoring system during online examinations has helped in conducting the online examinations in a fair manner.

Evaluation-related Grievances: The Standard Procedure for submitting Evaluation Related grievances is available online to students for any time of reference. Students can submit their application in the Dean's Office so as to apply for the Retotaling of the concerned examination answer sheet and evaluation of unchecked answers, if any.

Continuous Internal Assessments:

Continuous internal assessment for each course is designed to test knowledge skills learning abilities soft skills and competencies. The objective is to achieve high academic standards in medical education. Formative assessments improve clinical competence and helped in assessing a wide array of graduate attributes without a large amount of paperwork.

20-30% of marks are allocated for internal assessment. The formative assessment is done by way of assignments, case studies, oral viva-voce, and a sessional exam/class evaluation system. Student's improvement is continuously monitored by their mentors and also intimated to their parents during Parents-Teacher meetings by the respective departments and institutional heads. Marks secured in formative and summative examinations are continuously analyzed for statistical correlation and feedback is presented before the Board of examination.

OSCE and OSPE helped students to improve cognitive function and professional competency. Mandatory clinical rotations are evaluated as per the regulations. Mandatory Community postings are evaluated for the final results of OSCE/OSPE.

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

2.5.5

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

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

Response: Any three of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

At Santosh deemed to be University Graduate attributes includes core competency of medical knowledge, clinical skills, professional attitude, analytical reasoning with innovative thinking that is well supported through its Outcome-based Curriculum. This helps in the innovation of the teaching-learning process each course has a well-defined outcome that is attained by the learner in order to meet the Program Outcome including those stipulated by the Regulatory Body to make students competent with respect to all domains of learning (Cognitive, Affective, Psychomotor domains). Course Outcomes and objectives are printed in student handbooks and syllabi with respect to each subject. The students are oriented during the orientation program to the strong fundamentals of Graduate Medical Education.

The programs and courses are designed to address these goals. Graduates are holistic in their approach and attitude, and are professional, life-long learners and leaders in their domains. The objectives of the programs and the outcomes of the courses are mapped in compliance with the regulatory bodies. The objective of POs & COs helps in focused teaching and redefined objective evaluation and its utility.

The learning outcomes focus apart from the domains of learning also includes communication skills, analytical reasoning, Problem-solving, Scientific research-related skills, Self-directed learning, Professional ethics, and community engagement along with assessments. These are disseminated through Lectures, Practicals, Assignments, Seminars, Field visits, Community postings, Guest lectures, Workshops, and Projects.

PG students are subject to Continuous Internal Assessment with respect to their Performance in Journal Club, Seminars, CME, CPC, and Thesis work

Summative assessment is done at the level of the University where the Comprehensive evaluation of learning outcomes is carried out at the end of the academic year.

The Program outcomes and course outcomes are available on the University website for all stakeholders. Feedback obtained from stakeholders helps to review and revise the outcomes of the programs that are beneficial to the students.

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

2.6.2

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

Response: 93.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
203	190	222	236	230

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

2021-22	2020-21	2019-20	2018-19	2017-18
209	192	242	248	253

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.56

File Description	Document
Institutional data in prescribed format	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The policy was initially approved on in March 2011. It has been revised and approved by the Academic Council and Board of Management in July 2020.

The policy has the following objectives:

1. Be a catalyst for faculty orientation and research development by publishing as well as research grant applications
2. Foster an inclusive, equitable and diverse culture of excellence and continuous strategic improvement
3. To nurture research by providing logistics, monetary support and expert mentoring
4. To imbibe the research culture in the beginning amongst undergraduate students as well
5. To bring out quality publications for dissemination of new knowledge generated as an outcome of the research projects and enhanced visibility of the university on national as well as international platforms
6. To facilitate the conduction of clinical trials to prove the safety and efficacy of newer drugs and to generate funds for monetary sustainability
7. Provide incentives as per research promotion policies for faculty who receive state, national or international awards and give out grants for research to the students at both UG and PG levels and various faculty members.
8. To oversee the ethical conduct of basic biomedical and clinical research and prevent research misconduct such as fabrication, falsification, plagiarism or deception in proposing, carrying out or reporting the results of research
9. To do capacity building in research by conducting faculty development programs regularly

The university has made immense progress towards these objectives and continues to work towards them. Various committees such as Departmental Research, Screening, Research Co-ordination, Monitoring, Publication Oversight have been set up to review, recommend, award and monitor research in the university. The institutional ethical committee has been set up as per guidelines of ICMR and has also been registered with the same.

The university is in the process of setting up World Class Research Centre of excellence in Molecular Biology for interdisciplinary/multidisciplinary collaborations to offer academic and training programs in the area of molecular biology and bio-medical research.

The university has introduced the Research Seed Money for the Faculty members, : Publication support grants etc. As a consequence to adoption of robust research policy, the university has published over 1500 publications in indexed databases including Scopus, Web of Science, PubMed and UGC care and

over 100 books and chapters have been published by faculties. The quality of the published research is identified by an h-index of 24 and publications in journal of high repute and impact factor ?7. A total of 337 (154 Intramural and 183 Extramural) research projects received more than INR 4 Crores of funding including approximately equal funding from intramural seed money funding (INR 212.26 Lakhs) and extramural funding (INR 203.4 Lakhs) from various non-government resources.

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

3.1.2

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

Response: 41.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
51.09	52.34	45.70	30.12	27.68

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

3.1.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.1.4

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

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	9	3	3	3

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

3.1.5

University has the following facilities

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

Response: All of the above

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

3.1.6

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 38

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	2	4	2	5

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

3.2.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	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 agencies	View Document
Link for additional information	View Document

3.2.3

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

Response: 0.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	2	1	3

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

In order to facilitate Innovation & Incubation support and mentor the entrepreneurial ambitions of its students, alumni, faculty and the community at large; the university has an enabling ecosystem namely; Santosh Startups Forum (SSF) to foster the entrepreneurial culture, empower the early-stage businesses & startups: while they innovate and create business ventures, lead and think entrepreneurially to be job creators and role models.

The innovation and entrepreneurship ecosystem provides a one stop solution to innovators and entrepreneurs with an advantage of all facilities being available under one roof.

In order to facilitate Innovation and Incubation in the Bio-Medical Domain, an E-Cell was developed in 2019, with an aim to upscale innovations specializing in technology, propelling innovative ideas towards product commercialization. It has been developed into a fully functional Innovation and Incubation Center named Santosh Incubation and Innovation Centre (SIIC). Further, to facilitate the development of entrepreneurial ecosystem as per National Innovation and Start-up policy (NISP) by Ministry of Human Resource Development, the university has also constituted Institution Innovation council (IIC).

The incubator facilitates the entrepreneurial support by providing required infrastructure in the form of office space, computers and internet connectivity as well as common infrastructure like conference rooms and teleconferencing facilities. In addition to this, the start-ups can also avail other services like the network of mentors and experts. The incubator also organizes events and meetings with industry leaders, to facilitate networking of companies to help showcase their technologies. A dedicated full time incubation manager has been engaged by university for mentoring to develop entrepreneurship ideas.

Students are also offered courses on basics of entrepreneurships and guidance, ideation as well as new business models. A total of 40 capacity building programs have been conducted on IPR and Entrepreneurship development for faculty as well as students. Students are offered 1:1 session on pitch

deck development by Incubation manager as well as by external experts such as Mr Himanshu Mehlawat (CEO, Intravarsity), Mr Pawan Hora (CEO, Wishbox communications Pvt Ltd) and Wavemakers Ventures Pvt Ltd, India. Further, the ideathons are also conducted for design thinking and innovative learning practices to ideate and collaborate on possible solutions.

As an outcome of efforts of the SIIC, following three start-ups have been developed:

Name of Business Start Up	Details
Khariyat Private Limited (Founders: Arjit Bansal and Lakshya Khandelwal)	A mobile based application for Immunization & Vaccination and Anti Natal Care services
Blocktomy Phase Private Limited (Supriya Singh and Dushyant Kumar Singh)	A blockchain based app for keeping medical records of the patients
Marvel Toothbrush: (Founders Muskan Sachdeva, Afrin Ali, Arshdeep Singh)	A sensor-based toothbrush for dental hygiene

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

3.3.2

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

Response:

Santosh deemed to be University has conducted 125 workshops and seminars over the last five years on IPR, Research Methodology, Good Clinical Practice, Research Grant Writing and Industry-Academia Collaborations. All of these workshops were aimed at providing knowledge and skill sets to faculty members and students with aim to raise their standards in research outcomes and translation benchmarks.

The university has organized successfully a number of workshops on different aspects of entrepreneurship including patents/ IPR and innovation/ startups for faculty members ,Ph.D./PG students and undergraduates.

Series of online orientation sessions were organized in June 2020, with Dr. Shaleen Raizada, MD & CEO Sanshadow Consultants and later with Mr Srinivasan (CEO, 4A IP Solutions) as guest speaker. The sessions focused on intellectual property and its relevance for medical institutions followed by an interactive session to future reinforce the concept and application.

Relevant policies on research, consultancy and IPR have been developed by the university and are being implemented with rigor. Workshops have been conducted on research methodology and research grant writing for the benefit of faculty and students.

ICMR workshop on research grant writing was conducted in November 2019 and was attended by over 50 faculty members. This was followed by ICMR workshop on Effective Thesis Writing in December 2019 and was attended by over 150 students. Also, few webinars on Integrating Scopus in Research Workflow and understanding Scopus database were conducted by central Research Facility with Dr. Shubra Dutta, Customer Consultant, Elsevier, as guest speaker

A plethora of workshops/seminars on good clinical practices and principles of Ethical research were organized over the last 5 years. Bioethics week is celebrated in October every year and in addition to student's competitions with theme, "Bioethics as good clinical practice", training sessions of faculty and students are also conducted to imbibe bioethics in clinical and research culture. Similarly, in 2019, Bioethics workshop on "Relevance of medical ethics in today's clinical practice" was organized in November. Recently in 2020, an international seminar on "Role of bioethics in COVID 19 pandemic" was organized at the university in association with Directorate of Asia Pacific Division and Education Department, Melbourne, Australia in October.

Numerous other workshops on good clinical practices are organized by various departments regularly and several training programs on biomedical waste management and basic life support are routinely conducted under the good clinical practices.

NABH accreditation of Santosh Hospital blood bank has been obtained with the aim to focus on good medical and laboratory practices.

The university is continuously working on strengthening its industry-academic collaborations by identifying new partners and encouraging faculty to explore collaborative opportunities. Key collaborations of the university include those with Reliance Life Sciences, Dharamshila Narayana Super specialty hospital, Clove Dental Groups of Clinics, Novoalign Clear Aligners, Kailash Hospital & Heart Institute, Insignia Clinical Services, Wavemakers Ventures Pvt Ltd, Wishbox Communications Pvt Ltd and GR Bioure Surgical System.

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

3.3.3

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

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

3.3.4

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

Response: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	1	0	0	0

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

3.4 Research Publications and Awards

3.4.1

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

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

Response: All of the above

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

3.4.2

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

Option

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

Response: A. All of the above

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

3.4.3

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

Response: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	0	0	0

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

3.4.4

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

Response: 0.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	76	57	73	57

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

2021-22	2020-21	2019-20	2018-19	2017-18
103	92	121	95	110

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

3.4.5

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

Response: 2.42

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

3.4.6

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

Response: 0.01

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

3.4.7

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

Response: 0.02

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

3.4.8

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

Response: 1.13

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

3.4.9

Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 7.5

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

3.5 Consultancy**3.5.1**

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

Response:

Yes, the institute has intellectual property rights (IPR) and consultancy policies in place after due approval by board of management in August, 2020. To facilitate the smooth provision of consultancy services to third parties and to maintain transparency as well as to protect the legitimate rights of faculty and the institution, the policies are amended periodically.

Intellectual property could result from research supported by the University or government funding agencies or from research supported by industries/non-government organizations. Funded research may impose a contractual obligation on the University with respect to ownership/licensing of intellectual property, which has to be agreed upon clearly at the time the contracts are signed.

The IPR policy mentions the constitution, role and responsibilities of IPR cell. The IPR cell evaluates the ideas/innovations and facilitates their conversion from conceptual stage to deployment stage and acts as an advisory body to inventors for guidance towards protection of their interest. The IPR cells facilitates the filing of IPR by faculty and students, addresses any conflicts regarding ownership of IPR and

infringement of IPR , including faculty, students and university. As per the policy the University is bearing all the expenses related to filing of patent and maintenance of protection through yearly protection fees.

Further, the IPR policy states that the university shall retain the rights for usage of the patent for commercialization. In case the university does not utilize the patent for any commercial venture after two years of invention disclosure, the inventor shall be eligible to apply for ownership transfer of patents. However, to promote the inventors, the royalty accruing from commercialization of patent is to be shared with inventor as well and the rules state that 60% of the share should go to the inventor/s. However ,the division of royalty amongst multiple inventors can be decided by lead inventor.

The consultancy policy of the university has been framed to facilitate and progress the smooth provision of consultancy to third party. The policy clearly prohibits the use of university resources including university name or logo for private consultancy. The consultancy services by staff should not adversely interfere with faculty member's academic, research or administrative duties and no more than 20 days leave per year are allowed for consultancy services. The compensation towards consultancy services is shared based on whether or not the resources of university are utilized in the process. In case the resources of the university are employed for provision of consultancy services, the university will retain 70% of the share of the revenue and 30% will be provided to the consultant/s.

Till date 38 capacity building programs have been conducted to enhance the generation of IPs and 20 such programs have been conducted for capacity building in research methodology and promote consultancy services in the university and this has culminated in over 500 projects worth revenue of over INR 260 Lakhs.

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

3.5.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.6 Extension Activities

3.6.1

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	6	6	7	5

File Description	Document
Reports of the events organized	View Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of events / activities	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Link for additional information	View Document

3.6.2

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

Response: 8.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
32	54	101	241	91

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

3.6.3

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

Response:

Santosh Deemed to be University (SDTU) believes in holistic development pertaining to academics, research, patient care, including community and extension services. Towards this direction, SDTU has received accolades and recognition for the noteworthy contributions.

Being a Health Sciences Institution, SDTU starts to inculcate the value and significances of social responsibilities to the students and involve them in various outreach and extension right from the beginning of their professional academic career activities, in addition to the regular curricula as per regulatory bodies. As an outcome of such instill, SDTU has organized nearly 250+ extension and outreach activities by involving around 73.3% of the total number of students and 80.1% of teaching faculty members in the last five years.

SDTU is a predominant health care service provider in this region, having creditably accounted itself in the realms of extension and outreach activities. SDTU confers basic health awareness and has made people realize the significance of basic health facilities whenever and wherever necessary.

Health screening camps are organized for communicable diseases relevant to public health, non-communicable diseases including cancers and various other diseases which have gained importance in the national health programmes and health related goals. Such screening camps are organized in schools, residential societies and colonies and villages where a team of doctors along with undergraduate and post graduate students visit and screen the population.

Similarly, different health camps are organized regularly by the medical as well as dental college departments at various locations in both urban and rural areas of District Ghaziabad for the underprivileged population. These camps cover both clinical examination and management of cases.

The efforts of SDTU have culminated in 87 awards and recognitions bestowed by various level Governmental and non-governmental bodies, during the period 2017-22.

Various innovative outreach activities have been introduced post pandemic since 2020 including Telemedicine Services.

During the crisis of COVID 19 pandemic, SDTU has taken various initiatives by involving the faculty and students. As Santosh hospital was designated L3 facility by the state of UP, we extended 24 X 7 help to local community to save the human life. In this regard the hospital and the faculty members have been recognized for their effort and contribution in fighting COVID pandemic and successfully saving lives with minimum mortality. Six of our faculty received COVID Warrior awards from the State of U.P., and honored Santosh Hospital appreciating its efforts towards successfully treating COVID patients.

A plethora of activities aimed at realizing the ideals of SDTU towards Institutional Social Responsibility has been well received and recognized by the news and media as well.

General health camps and Specialty health camps are conducted periodically so that these quality health care services are extended mainly to the under privileged section society. Many of these

recognition/awards for the outreach activities vouch for our sustained commitment for promoting civic engagement in the neighborhoods by the student, faculty and staff of SDTU to promote the quality of health and life of the people in our neighborhood.

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

3.6.4

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

Response:

Extension and outreach activities form an integral part of SDTU. These help students to become global citizens getting aware of their social responsibilities, moral and ethical values, conforming to the Vision, Mission and Core Values of SDTU. Extension activities are designed and implemented to sensitize students as well for the development and empowerment of the neighborhood community, by promoting University-Neighborhood-Community network at very gross root levels. Major emphasis is given on student engagement, service orientation and holistic development of students.

SDTU has organized nearly 250+ extension and outreach activities by involving around 73.3% of the total number of students and 80.1% of teaching faculty in the last five years.

Regular extension and outreach activities conducted by SDTU includes, but are not limited to,

- Awareness Classes-orientation programme
- Health camps, Village adoption and community orientation programmes
- Swach Bharath Program, socio-economic surveys, epidemic awareness campaigns
- Flagship project for Quality Health Care Community Hospital - free consultancy and medicines
- Energy conservation techniques have started LED light assembling unit, anti-plastic campaigns
- Celebrations of Doctors day, Yoga day, World Cancer day, World Tuberculosis day, etc.,

- Multispecialty services at Rural health center

Such activities are being regularly carried out in the different areas of the district Ghaziabad and the neighboring districts as well in collaboration with various local organizations and clubs like Lion's Club, Rotary Club and IMA, Ghaziabad. Many activities are held in collaboration with government health staff like Chief Medical Officer or Medical Superintendent of Community Health Centre in Muradnagar. The university has also adopted 5 villages in Muradnagar area and various slums in the District of Ghaziabad.

Health screening camps are organized for communicable diseases relevant to public health, non-communicable diseases including cancers and various other diseases which have gained importance in the national health programmes and health related goals. Such screening camps are organized in schools, residential societies and colonies and villages where a team of doctors along with undergraduate and post graduate students visit and screen the population.

The dental college departments also organize oral health camps & school health programs in both rural and urban areas where the school children were examined for their oral health. Identified problems are adequately treated either at the camp or are advised accordingly on the feasibility of the treatment.

Some of the social and health issues identified have been resolved by generating awareness in the community regarding hygiene, hand wash, environmental sanitation etc., with the involvement of students' council.

The university has allocated funds for the various community and outreach activities every year. The university organizes over 250+ such activities every year. SDTU is allocating and spending a budget of Rs. 4.5 lakhs/ annum on an average every year towards these activities.

Apart from community outreach, the university is also involved in other activities. Every year as part of "Armed Force Flag Day", students and faculty organize donation drive facilitating donations towards our respected armed forces. These are forwarded to "Zila Sainik Kalyan Evam Purnarvas Adhikari" at Ghaziabad.

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

3.7 Collaboration

3.7.1

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

Response: 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	0	0	0

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

3.7.2

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

Response: 16

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

Response: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The University has always ensured the availability of physical infrastructure as specified by all the Statutory Councils and constant efforts are taken to provide a safe, comfortable, and clean facility. To ensure optimum utilization of the provided infrastructure & facilities, several administrative steps are taken for a well-structured timetable / schedules / logbooks and auditing of facilities.

University has the following facilities for effective teaching and learning:

- 100% ICT-enabled Lecture theatres.
- Lecture Capturing System.
- Demonstration Rooms equipped with audio visual aids and Internet
- Seminar Rooms in respective departments
- Departmental Museums fulfilling all the requirements
- Well-equipped laboratories including separate labs for Post graduate research
- Central Research Laboratory
- Skills Laboratory
- Bio-statistical Unit
- Animal House – CPCSEA approved for animal breeding and experimentation
- Rural Health Training Centre and Urban Health Training Centre for community-based Learning

- Ayush OPD

Santosh Hospital has 740 beds including 33 beds(3 Triage Beds, 6 ICU Beds, 4 Red Beds, 15 Yellow Beds & 5 Green Beds) fully air-conditioned state of art trauma care center with decontamination room, a Modular Emergency Operation theatre, an Emergency labor room Minor OT and facilities for Emergency bronchoscopy and Endoscopy. The Emergency and trauma centre is equipped with 12 ventilators, multipara monitors, Ultrasound, ECHO ABG machine Body and Fluid warmers, High Flow Nasal Cannula, ECG Machines, and 500 MA X-machine installed in it. It is supported with Central Oxygen and suction hangers, Defibrillators, and Crash carts, supported by critical care consultants round the clock offering their service to the needy and poor.

The Hospital has 65 ICU beds – 10 Medical ICUs 10 for the Intensive cardiac care unit 5 beds for the Respiratory ICU 10 beds for the surgical ICU 10 ICU beds for Obstetric and Gynaecological critical care and 10 beds each for neonatal and pediatric intensive care. All the critical care areas are laden with ventilators for invasive and non-invasive ventilation, Multipara monitors few with ETCO2 Bipap machines Air beds Central monitoring system Bedside sonography with ECHO cardiography inbuilt dialysis units to cater to patients needing critical care. All the ICUs are manned by trained staff and

expert doctors.

The hospital is equipped with 8 major operation theatres with an average of 38-42 major surgeries per day. Minimally invasive surgeries using laparoscopes are being conducted in surgery OBG and ENT. Facilities and equipment are available for neurosurgery, urosurgery, pediatric surgery, and Gastrointestinal surgery. The Santosh Medical College Hospital also caters to various super specialty related ailments such as Polytrauma, Spinal Injuries, Head Injuries, Stroke, etc.

The ophthalmology department is equipped with Phaco machine Autorefr, OCT, and several other high ends.

The hospital offers diverse radiological facilities like MRI CT scan CT angiography Mammography 6 ultrasound machines with a facility for color doppler. The PACS installed not only helps in quick reporting but is also a good teaching tool.

Department of Pulmonary medicine is equipped with a computerized PFT machine DLCO sleep lab and facilities for rigid and flexible bronchoscopy for pediatric patients and adults. Advanced Video bronchoscopy and Thoracoscopy are routinely done.

Department of Internal medicine is routinely performing Upper and Lower GI Endoscopies TMT Stress Echo. The department has a mobile cath Lab unit and offers specialty clinics on Diabetology and Hypertension.

The laboratory in the hospital is equipped with fully automated machines and offers a wide array of biochemical pathological and microbiological tests. The NABL accredited BSL2 laboratory is equipped with PCR, Trunat, biosafety cabinets, deep freezers, etc.

The hospital owns a licensed NABH accredited blood bank with an apheresis machine that can be used for immunotherapy as well fully automated machine IH 500 for doing immune markers and other highly sensitive equipment for component therapy.

Santosh Medical College & Hospital is the only teaching hospital established on par with the corporate hospitals in and around the location with excellent and untiring services. It boasts of well-qualified and well-experienced staff members to treat the patients who are readily available to the students as a guide and facilitators which ascertains the institution in offering the best education.

State of the art facilities for teaching learning and skills acquisition has helped the Hospital immensely in imparting instructions and skills to all faculty, staff, and students for proper and ethical management of patients during the COVID-19 pandemic and was selected and attached to help the state in dealing COVID 19 pandemic.

The Dental College has 5 skill labs, 3 preclinical labs, and 8 clinical laboratories with 3 Hi-tech Lecture Halls. It is equipped with 250 dental chairs and it also has an in-patient facility that includes minor OT and 3 Major OTs and a separate male and female ward with a well-equipped mobile dental clinic that is functional for its community reach-out activities. It also runs two satellite clinics. All the departments have all the equipment, and instruments as per DCI norms. It is also equipped with all advanced equipment and facilities like Implantology and Clear Aligners following the proper guidelines for sanitization provided by WHO and Dental Council.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	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:

The adequacy and optimal use of the facilities available in the institution are essential to maintain the quality of academic and other sports & cultural activities on the campus.

The University has adequate facilities to support the Physical and Recreational requirements of Students and Staff for sports and games that include both Outdoor and Indoor games facilities Gymnasium, a Yoga Centre and support for Cultural Activities for all students of the University.

It has spacious grounds designed for organizing cultural events and various sports and athletic activities with all important amenities. A Multipurpose sports ground is also available on the campus where all these are organized with the participation of all students and staff who create a vibrant environment on the campus.

As part of the holistic development, co-curricular and extra-curricular activities are encouraged in the Institute. Students are motivated to participate in Local, Zonal, University and National level events. Over the years many students have won laurels at various levels in such events and competitions. Adequate facilities are available to host the annual sports and cultural festival of the University. These programmes help the students to take part in various competitions to win awards and medals for the University.

The Indoor Infrastructure Facilities include a Fitness centre (Gym), Indoor Sports like Tennis, Chess, Carrom Board, Badminton & Yoga Centre which are available for students & faculty. Yoga is an integral component of the university and regular sessions of Yoga are conducted under the supervision of qualified yoga instructors from Bhartiya Yog Sansthan

The Outdoor Infrastructure Facilities has multipurpose ground for Cricket, Football, Basketball Court, Volleyball Court, Tennis Court, Track for Athletics and Throw Ball Court available on the campus of the University.

Dance, Song (Group and Solo), Writing, Debate, Rangoli, Flower Decoration and Poster Making, Painting etc. are held every year for encouraging students towards cultural activities and to provide a platform for the students for their hidden talents.

Annual cultural event AURA is celebrated with much fanfare.

The university has employed a full-time sports teacher who guides students in both indoor and outdoor sports and also facilitates them to participate in intercollege and inter-university sports activities. This has enabled to instil keen interest in sports and other recreational activities among students. The university also felicitates such achievers during annual functions to boost their confidence.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The campus has an area of 26.616 acres of land that directly connects to the National Highway (NH-9) building of the Santosh Medical College & Hospital and Santosh Dental College & Hospital

Adjacent to the are the Girls Hostel, Boys Hostel, Faculty accommodation and the Staff Quarters are also situated.

The campus in surrounding areas of the campus has designated parking with separate parking for the faculty and students; there is a provision of Battery Cars to ply between the Medical and Dental College so as to reduce pollution.

SU has a walled campus with landscaping and about 300 trees, Tar Roads all around, lit by LED street lights, and tiled footpaths with ample Signages. There is a provision of Ramps with hand Rails for the disabled and every floor of both the colleges has male and female washrooms. There is a Sick Bay on the College premises with an Ambulance facility to provide Emergency First Aid for the Staff and students to ferry them to the Hospital.

An elegant Temple structure is located on campus for creating a divine ambience.

The Campus has installed a 210 KW Solar Energy Plant on the terrace of the Medical College to provide electricity to the college and also has a backup from 1000 KW Genset. Rain Harvesting and STP plants are in place for water Conservation and effluent treatment respectively.

For security purpose, the whole Campus is under CCTV Surveillance and is 24x7 manned by security guards in shift duties.

There is a Central kitchen on the campus with mess facilities for at least 300 students at a time and has

separate rooms for Boys, Girls, Faculty, and Staff. There is a Central RO for drinking water with water coolers on each floor. In addition, there is a cafeteria to serve refreshments to the students on campus.

Separate Girls and Boy's Hostels with single and twin-sharing rooms which can accommodate about 70 % of the students are located near the main Campus. Food is provided by the Central Kitchen in Self-Serviced Mess.

The Hospital is located in a separate Campus about 4.7 km from the Main University in the heart of Ghaziabad City and provides healthcare Services to the local population and the adjoining areas of Ghaziabad District. It is a State of Art Medical College Hospital with a capacity of 740 beds. The Hospital has a modern 33 bedded Triage and Emergency with Trauma Facilities. It houses 13 Specialties each department having the latest technology with Upgraded Equipment. The campus has sufficient parking, an Electricity backup 1000 KVA Genset, a Central RO system, firefighting facilities, a Refreshment centre, Ambulances, and a temple located at the entrance of the Hospital for blessings of the Almighty.

In the Reception, there is a 24 x7 Pharmacy, where all the drugs are available at a subsidized rate. The whole Hospital is under CCTV surveillance and round the clock security guards to take care of the security services.

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

4.1.4

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

Response: 22.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
2525.28	1328.54	4331.56	467.79	762.57

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

The Hospital is a 740 Bedded Hospital with a distribution of 95 Beds Catering to Critical Care and 645 beds dedicated to General Medicine, Surgery, Obstetrics and Gynecology, Orthopedics, Pediatrics, ENT Ophthalmology, Dermatology, Psychiatry, and Pulmonary Medicine.

All facilities including equipments, lab, and clinical teaching /learning tools are in place and meet the regulations of the regulatory bodies.

Emergency Medicine department is a self-contained unit wherein all the requirements for complete trauma and emergency services are available under one roof. It functions round the clock on all days throughout the year. 3 ambulances are commissioned to transport patients within the campus, totally free of cost. All types of emergency and medico-legal cases are attended to and admitted if necessary.

10 Bedded Pediatric ICU at Santosh hospital is well equipped with Multipara monitors Defibrillators, ventilators, centralized suction system, emergency drugs, infusion pumps, etc. to cater to all kinds of emergencies in children.

10 bedded NICU is equipped with warmer beds phototherapy units equipment for exchange transfusion portable Ultrasound portable X-Ray. It also has ventilators Bubble CPAPs., Multipara monitors centralized oxygen supply and suction system, and infusion pumps for critical management of the neonates.

Medical ICU is 20 bedded with 10 beds each allocated to ICU and ICCU. Each bed is equipped with Ventilator multipara monitors central oxygen supply and central suction facilities ECGs machine defibrillators, Bipap machines, and infusion pumps are available in sufficient quantities. There is also a facility for central monitoring ABG machine Ultrasound with Cardiac probe mobile X-ray Unit exclusively for the Critical care unit. Emergency dialysis and endoscopy can also be performed in the ICU.

10 Bedded Surgical ICU 10 bedded Gynae HDU and a 5 bedded Respiratory ICU are also available in the hospital to cater to patients requiring critical care in their respective domains.

Besides critical care, Santosh hospital has fully equipped 8 Major operation theatres with facilities and equipment for minimally invasive surgery using Laparoscope GI surgery, Neurosurgery, Urosurgery Burns, and plastic surgery, Oncosurgery, and pediatric surgery. Hip and knee transplant surgeries are routinely performed. Rare and complex surgeries in ENT Ophthalmology and Gynecology are often taken up as challenges by our expert surgical teams.

Physiotherapy facilities along with Dieticians and Nutritionists are available for post-surgical care.

Internal medicine has facilities for cardiology (ECHO TMT Mobile Cath lab) neurology endocrinology gastroenterology (Upper and lower GI Endoscopy) Nephrology (3 dialysis machines)

Santosh hospital was selected as a level 3 Covid facility to provide comprehensive care to severe and critical Covid patients. ICUs and HDUs are well equipped with central oxygen supply, suction facilities, ventilators, defibrillators, etc. It was also named as “LIGHTHOUSE OF GHAZIABAD”

Animal laboratory in the research lab of Department of Pharmacology, various animal experiments are being conducted. Experimental work conducted includes reversible as well as irreversible experiments on rats, mice, and guinea pigs.

Biochemistry laboratory includes Biochemistry analysers fully and semi-automatic, coagulation analysers, ABG analyser, and electrolyte analyser.

Routine parameters done in the Biochemistry laboratory include Diabetes Assessment Tests: Glucose, glucose tolerance test (GTT), glycosylated haemoglobin, BUN, creatinine, uric acid, calcium, phosphorus, sodium, potassium, chloride cholesterol, microalbumin (urine). The entire testing process occurs in the laboratory.

The microbiology section includes full labs providing facilities for Bacteriology, Serology, Immunology, Virology, Mycology, Mycobacteriology, and Parasitology in addition to these there is a separate molecular lab designated as BSL-2. The Labs have a facility for ELISA and PCR helps to accomplish various ongoing research projects in collaboration with the Department of Microbiology.

The pathology section includes specific pathology services including both anatomic (Surgical Pathology, Cytopathology) and clinical (laboratory medicine) pathology.

Blood Bank is responsible for the collection and testing of the blood to be given to patients at Santosh Hospital. It is fully equipped with state of the art technology for component separation.

BSL-2 LAB (Molecular Lab) in the Department of microbiology has been upgraded with molecular virology laboratory specially designed for the diagnosis of deadly viruses like Influenza H1N1, & COVID-19. It consists of 2 distinct areas namely RNA extraction area & PCR area.

College has computer labs with 25 computers where faculty and students can browse the internet and access online books and e-journals.

Basic clinical skills and advanced skills laboratory are established under the aegis of the University and the department. This center contains all the facilities, simulators, equipment, and other audiovisual facilities. The Department of Surgery also has an end trainer facility which includes an orientation with the modality of Laparoscopy and theatre discipline.

High-quality telemedicine service has been provided in our hospitals enabling telephonic and online doctor consultations.

There is a facility of well-equipped Central Research Lab in the University which includes an Entrepreneurship Cell, Incubation Cell, and Biostatistics Unit. The Clinical trials center is available in the hospital. Clinical trials are conducted in the Hospital with MOUs signed with different Consultancies. So far clinical trials have been conducted.

Department of Medical Education has been established as per the directions of the Medical Council of India. The faculty of Santosh Medical College & Hospital are trained in the Revised Basic Course Workshop, AETCOM, and Curriculum Implementation Sensitization Program under the MAMC Regional Centre.

Santosh Dental College and Hospital is a super specialty hospital serving clinical teaching and learning skills and quality patient care work. It has skill labs, preclinical labs, and clinical laboratories, and Hi-tech Lecture Halls. It is equipped with 250 dental chairs. It also has an inpatient facility that includes minor OT and 3 Major OTs and a separate male and female ward.

In Dental College CSSD, Clear retainer Auto Pressure, Molding unit Endodontic Microscope, Casting machine, Digital OPG/Cephalometric, and Implant centre with Physio Dispenser are available.

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

4.2.2

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

Response:

Santosh Deemed to be University has a well-developed Medical Education and Health Care facilities

including Medical and Dental and state of the art Hospital that efficiently caters to the educational needs of the students.

Santosh Hospital is upgraded periodically to provide quality and affordable health care to all. The hospital has facilities that include OPDs, IPD, ICU, OT, Lab, Radiology, and other treatment facilities. Central Laboratory, Pharmacy, and Blood Bank run round the clock to cater to the needs of the patient. All departments have well-qualified and experienced faculty imparting knowledge to students as well as taking good care of patients. The hospital provides complete and compassionate care which attracts a good number of patients and is adequate for teaching as per the guidelines of regulatory bodies.

A good influx of patients by virtue of its strategically well-connected location due to its proximity to the Railway Station, Bus Stand, and Metro Station and thickly populated nearby areas. It is at the cross-section of two major highways connecting to major cities and receives patients from all strata of society who have shown trust in the services offered to them for the last two decades.

Students begin their clinical posting in all departments from the second year onwards and are given the environment to incorporate hands-on learning. Experienced hands-on training like outpatient case discussions, bedside teaching during ward rounds with the clinicians, and interactive discussions like seminars, symposiums, journal clubs, and CME are initiated on a daily basis for students. This enables the learning platform with live demonstrations for students to actively understand cases and enhance their learning process.

Objective structured Case Evaluations (OSCE) and Objective Structured Practical Evaluations (OSPE) are all used as learning resources for case discussions for the undergraduate and postgraduate students

Dental Hospital also houses various Dental Specialty Outpatient Clinics where a team of experienced clinicians provides complete and compassionate patient care. The commitment of top management, well-experienced Dental Staff, and commitment of staff is the strength of the Hospital. The teaching Hospital maintains the standards of teaching as well as patient care and attracts a good number of patients every year. It has an adequate number of outpatients every year to meet the norms set by the regulatory bodies.

Support services include an effective system for Biomedical Waste Management. Public Health Department organizes various events which raise awareness amongst the students on relevant issues about the environment in which they live and their acceptance, participation, and tolerance towards the same. In addition, the team of HR professionals works tirelessly in coordination with the team of Doctors to spread awareness about the benefits of good health.

The Hospital has fully automated software for Hospital Information and Management Systems (HIMS) for its OPD, IPD, laboratory, Pharmacy, Radiology, etc. Record maintenance of patients both inpatient and outpatient and have benefited from the use of HIMS. The platform eases the storage of data pertaining to each patient and is readily accessible.

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

4.2.3

Availability of infrastructure for community based learning

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

Response: Any 3 of the above

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

4.2.4

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

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.**Response:** B. Any Four of the above

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

4.3 Library as a Learning Resource**4.3.1****Library is automated using Integrated Library Management System (ILMS)****Response:**

Name of the Software	Area of Commencement	Automation (Full/Partial)	Period
KOHA Computer Software	2015-2016	Fully Automatic	2015-2021
SIMWEB ERP – Enterprise Resource Planning Digital Campus	2021-2022	Fully Automatic	2021 – Till Date

The library has been using SIMWEB ERP - Enterprise Resource Planning software for full automation, as part of the Digital Campus initiative.

The Central Library of the University seems to have a comprehensive and advanced Integrated Library Management System (ILMS) in place. Some of the key features of the ILMS are:

Automated System: The system is fully automated, which means that most library operations are carried out electronically. This leads to greater efficiency and accuracy in managing library resources and services.

Integration with Codification of Topics: The system has integration with the codification of topics of books, which helps in organizing the library's assets into various categories based on publisher, author, topic, subtopic, course, college, year, and country. This makes it easier for users to search for and locate specific resources.

Master Books Catalogue: The library has a comprehensive catalogue of resources available in the library, which includes books, journals, CDs, and other collections. The catalogue is loaded with over 13,000 items, which makes it easier for users to find what they are looking for.

Call Numbers: The library uses the DDC 22 international numbering system for libraries to assign call numbers to its resources. This helps in identifying and locating specific items within the library's collection.

Control over Issuing of Books: The library has a system in place to control the ratio of books based on member type. The system also allows for configuring the number of books and duration for each member type, and it captures violations of delay in returning books.

Fine Calculation: The system calculates fines for delays and loss of books automatically, which helps in streamlining the process of managing fines.

Real-time Tracking: The system provides the facility to track people entering and exiting the library premises in real-time, which helps in monitoring library access.

Intra-day Reading Tracking: The library also has a system to track intra-day reading, which helps in ensuring that resources are returned within the stipulated time frame.

Extensive Reporting: The ILMS provides extensive reporting features through WEB OPAC, which makes it easier for users to access library access details, and for the librarian and administration to monitor library operations.

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

4.3.2

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

Response:

SDTBU Library is dedicated to optimizing its collection to provide enriched knowledge and insights related to medical health sciences for all learners. The library has made significant progress in expanding its collection, which currently includes 16,752 books in medical and dental subjects, both as textbooks and reference books. Additionally, the Central Library maintains a Book Bank Section with over 500 books for the benefit of economically weaker and minority students.

To encourage e-learning, the library provides access to e-books for both national and international books. Reference volumes are available for in-library use only, while all departments have their own libraries that offer medical and dental specialty books.

The Library also maintains ancient books, including Ayurveda Ancient Medicine and Siddha Medicine, as well as other books that add value to students' knowledge, such as Rani of Jhansi, Gita, Ramayana, and Mahabharata.

Membership in the Developing Library Network (DELNET) provides access to interlibrary loans (ILL), union catalogs of books, current periodicals and journals, and other research databases. Membership with the British Council Library (BCL) provides ILL for research and reference.

Users have access to vast electronic resources through the National Digital Library Repository and World eBook collections related to traditional medicines and specialty resources. Additionally, the National Manuscript Mission and indianmanuscripts.com provide details on ancient books, including palm leaf manuscripts, Indian Rare Manuscripts (200 to 350 years old), antique books, historical ancient documents, and inscriptions.

The library has access to the South Asian archives and the World Digital Library through its Shodh Sindhu membership. These resources offer access to cultural treasures and significant historical documents, including books, manuscripts, maps, newspapers, journals, prints, photographs, sound recordings, and films.

The Rare Book Society of India is a virtual space for rare book collectors, showcasing rare Indian books, prints, and art that have been digitized. Members of RBSI can create a digital collection of rare and valuable books by downloading the digitized books that are made available.

The Library's web portal offers links to important resources related to ancient traditional medicines, including digital collections of ancient books, manuscripts, traditional manuscripts, discipline-specific learning resources from ancient Indian languages, special reports, and other knowledge resources for library enrichment, especially in reference to traditional systems of medicine.

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

4.3.3

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

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

Response: All of the above

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

4.3.4

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

Response: 57.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
101	61	59	57	8

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

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Two of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 65

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

Response: 65

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

4.4.2

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

Response:

Santosh Deemed to be University has made an effort to keep up to date with the latest evolving technology. IT in the University ensures the usage of technology to store and access information for the benefit of students and faculty. There are over 350 computers available on the campus which help in achieving the goal of IT in the academic setup for dissemination of quality and updated information to keep students and faculty in sync with the latest.

University has a G5 Platform from Global Ventures that has an integrated database, modules, and sub-modules. It has Digital Identification technology for Smart ID cards and Biometrics. The reporting Engine includes Interactive MIS, reports, dashboards, and Predictive Analytics. The platform is fortified with three portals for Students, Parents, and for HR. The Collaborative Business Services include Payment gateways, an SMS and email center, and a knowledge center. There are mobile apps in G5 for Students and Parents. This platform also takes care of areas of inventory management, generation of the purchase order, employee leaves the application, and Finance and Accounts. There is an Examination Management System in place for marks entry, tabulation, and result sheet generation with progress

reports.

There is a well-established HIMS- Histree for the management of patients and data for the Medical Hospital. Saral software is effectively utilized as patient management software for the Dental Hospital, managing the data effectively for the patient treatment and needs.

5 Lecture capturing systems from Impartus have been installed in the lecture halls that ensure schedule-based automated lecture recording. It also has a mechanism of effective screen capture and ensures a real classroom experience for students. The students can access the lectures anytime from anywhere.

The faculty, students, and non-teaching staff are consistently trained to handle global challenges and the University ensures that they keep in tune with the latest technology. For this, the University makes constant efforts towards the upgradation of the IT facilities available on the campus.

- At the beginning of the academic year need assessment for replacement/gradation/addition of the existing infrastructure is carried out based on the suggestions from BOS members through the Heads of Departments
- HOD after reviewing course requirements, working conditions of the existing equipment, and students' grievances (if any) including the suggestions of the Faculty members, Lab Technicians, and System Administrator and recommendations for the above.
- Optimal deployment of infrastructure is ensured through conducting workshops/training programs for faculty on the use of new technology.
- The University has always been reviewing the current needs and accordingly the internet bandwidth in the campus was upgraded from time to time. The current bandwidth of the Internet Facility is 1GBPS.

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

4.4.4

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

Response:

Faculty at Santosh deemed to be University uses the ICT-enabled tools in the teaching-learning process for both undergraduate and postgraduate students across all disciplines. The Faculty is regularly trained and upgraded to the latest requirements of ICT tools.

The university has 5 state-of-the-art Lecture Capture systems, IMPARTUS installed in the university. Twenty-Nine departments from Medical & Dental Colleges are currently using it. The Lecture Capture System is an automated audio-video recording solution for classroom lectures and for the creation of e-Content based material for the faculty of the university. Provision has been made for the students to access the recorded video lectures and other materials anytime and anywhere through their laptops, tablets, and android phones by using the URL link provided.

The University ensures that the faculty members can plan and schedule their lectures beforehand with the help of the IT support team. Faculty members can walk into the class after scheduling it, and the lecture is automatically captured and recorded. Recordings are uploaded online and can be accessed by students and faculty.

The University has a Media Room which is well equipped with mics, a light, green background, and a camera for the faculty to create e-content. The Faculty has full support from the IT team to create animations and graphics for the e-content created.

The lecture recordings and e-content help improve their comprehension level and application of knowledge and provide them with a deeper understanding of the subject matter. With lecture recordings available online, students can have more focused interactions with faculty during lectures, rather than taking notes. This system was also utilized a lot by the students during the present pandemic when classroom teaching was not possible.

Training has been imparted to faculty members of pre and para-clinical departments to use these lecture-

capturing systems. Multiple workshops were organized where faculty were given a demo and an opportunity to have hands-on training by using the deployed lecture capturing systems to conduct high-quality, web-compliant audio, and video recordings

The University has a robust IT support team for all IT-related programs for the faculty. Another team designs content for social media interaction activities.

Thus implementation and usage of ICT features at levels like classroom teaching, presentations, information sharing, and dissemination, thereby digitizing the learning process.

File Description	Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 4.89

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)

2021-22	2020-21	2019-20	2018-19	2017-18
633.90	367.42	444.82	431.06	61.19

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

4.5.2

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

Response:

SDTBU has an elaborate system and process for maintaining physical and academic support facilities for its stakeholders. Administrative steps are used to ensure infrastructural support involving maintenance and monitoring the progress and facilities to ensure optimal allocation and utilization of available resources facilities.

For General maintenance an Engineer is the Maintenance Head and under whom a team of skilled people is employed that include Electrician, Carpenter, Plumber, etc. who work shift duties and are available round the clock in the Campus

All the General complaints are entered in a Complaints register and a Maintenance from where the Engineer assigns the job to the concerned person and makes sure that rectification is done at the earliest depending on the nature of the complaint.

The Hospital and College maintenance for Equipment of individual Departments and OTs, ICU, Labor Room, Nursery Radiology, Blood Bank, and Labs are under the care of the Biomedical Engineer and HOD.

All major equipment are under annual and comprehensive maintenance with a contract of quarterly services of the equipment and urgent correction of breakdown in an emergency. Any breakdown of equipment complaint is made through the complaint register and telephonic call by the technician to the Biomedical Engineer while minor complaints are dealt by the Biomedical Engineer but for all major breakdowns, the concerned customer care services people are informed for repair.

Faults in Dental Chairs are rectified by the dental mechanic and records of all repairs done is maintained.

Classrooms are checked weekly and any repair if needed is done on weekend by the maintenance department while day-to-day faults are rectified daily. The cleanliness of classrooms is supervised by the housekeeping department.

An inventory is available with the IT Head for all ICT tools and complaints are received by the IT head and then work is assigned to the assistants who correct the system and inform the IT heads and also the concerned Heads of Departments.

Maintenance of the Infrastructure, Civil Work, and Electrical work of the Campus is done by the Civil Engineer, Electrical Engineer, and his team. For all major repairs and maintenance a budget is prepared and discussed in the Financial Group meeting and with their approval, the projects are completed.

Landscaping and Greenery are taken care of by a horticulturist with his team of gardeners keeping in mind the seasonal plantations and flowering.

Transport includes a fleet of buses, cars, and ambulances. Two transport managers with drivers take care of the transport and an account of the fuel consumption is recorded. They also make sure about the day-to-day washing of all the vehicles and regular servicing of the vehicles is done at the service centers.

The sports complex and Indoor recreation room facilities are maintained by the assigned supervisor with the help of the maintenance department.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 29.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
448	410	576	391	30

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

5.1.2

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

1.Soft skills development

2.Language and communication skill development

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

Response: All of the above

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

5.1.3

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

Response: 54.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
985	466	561	785	692

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

5.1.4

The institution has an active international student cell

Response:

University has a well-established International Student Cell that caters to students from overseas applying for diverse Programs offered by Santosh Deemed to be University. Acting as a single point of contact, the International Student Cell is responsible for advertising and communication with the prospective students providing broad support to the applicants and clarifying queries to help them with the documentation needed.

International Students Cell (ISC) was established in April 2021 to deal with the academic processes and the concerns of international students. A Senior Faculty coordinates all the processes of the ISC and directs the exploring of international connections and opportunities at Santosh Deemed to be University.

University has almost 15 International MoUs with reputed international partners and includes activities relating to international collaborations, short term projects, student exchange program international student observerships etc. ISC coordinator also oversees the activities conducted under the International MoUs.

Objectives of International Student Cell

- To take utmost care of International students during their stay from the time of admission to the completion of their study.
- To promote cordial student-student and student-teacher relationship.
- To ensure assistance, support and integrate international students in various events of the Institution.
- To provide for medical needs of students during their stay at the University.
- To help in support services while their stay, currency exchange, transportation etc

ISC works to

- Exemplify updated UGC / NMC / DCI / NAAC guidelines for admission of International Students periodically.
- Maintains details of presently enrolled 14 International students admitted to various Programs of the University and coordinate with the concerned Departments.
- Periodically assess and evaluate the requirements of the International students on the existence and functioning of the cell.
- Conducts meetings to cater to the grievances of international students and resolve them.
- Introduce International students to the college premises and activities without any obstacles.
- Provide students with the awareness on local laws, customs, language and civic facilities.
- International students are provided with contact numbers to facilitate 24/7 assistance in case of emergency and also encouraged to directly contact the concerned person in case of grievance.

ISC further assists in addressing immigration issue and help to effectively manage the required documents as well as facilitates the entire admission process and Visa Application and processing. Besides the facilities available it facilitates arrangements for travel and extends logistic support. Importance is given to grievance redressal and provisions for health and holistic welfare. Placement assistance and general counselling are imparted by qualified professionals and plenty of opportunities created for the promotion of cultural understanding through interactive events and diverse activities.

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

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

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

Response: 92.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	41	51	49	31

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	44	56	51	34

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

5.2.2

Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 34.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	122	67	71	63

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

5.2.3

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

Response: 8.87

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

Response: 18

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

5.3 Student Participation and Activities

5.3.1

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

Response: 46

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	14	6	0

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters and certificates.	View Document
Any additional information	View Document
Link for additional information	View Document

5.3.2

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

Response:

Santosh Deemed to be University considers its students as the most important stakeholders. With the objective of inculcating the qualities of leadership, organization and responsibility in the students, active student committees are in place. The university has created its own system of Student Council to ensure participation of student representatives of the university through

Student Class Representative:

Student Class Representatives are fundamental to student representation as their leaders. Class representative meetings play a major role to assess teaching, learning and support services provided to the students by the University.

Across each cohort, 2 Class representative (CR) are appointed through a transparent and well defined process. To ensure equal participation from all genders, 1 female and 1 male representative is appointed. Class Representatives are responsible for voicing student feedback on the teaching, learning and functioning of the university.

Participation of Students in Committee:

Students are members of various committees at the university including academics, sports, cultural, arts, hostel discipline, mess committee, IQAC and MEU.

Students are also part of administrative committees including Anti Ragging Committee, Sexual Harassment Committee and the Disciplinary Committee as per the UGC recommended guidelines/constitutions. Additionally, the university has a Women's Welfare Cell that takes care of the needs and issues related to women faculty, staff and students with the required student representation.

The student members of each of the above committees play an important role in promoting a student friendly environment. These members work under the guidance of the Dean Student Welfare who monitors the effectiveness and outcome of all such activities. Meetings are held to discuss issues related to students and their campus life.

They help organize conferences, domain specific and extra-curricular events, technical and cultural competitions. The extra curricular activities are initiated at both inter and intra collegiate levels with great passion and sheer hard work bringing laurels to the University.

Students committees offer a plethora of opportunities to students to shed their inhibitions and voice their opinions. The students plan and execute various activities in each committee. All such committee activities, organizing such events help students enhance their communication/time management/resource management/ team management/ leadership skills and capabilities, and above all build their self confidence.

Student members work cohesively to organise campaigns on various initiatives undertaken by the university. They ensure that all student related communications are streamlined and encourage student's participation in university operations.

Members ensure that student participation is also evident in academic activities and there is frequent communication between faculty and students. They organise "Annual Teachers Day" especially crafted to honour the faculty.

Annual cultural fest AURA is elaborated with much fan face.

Best practices from other universities have been adopted and transmitted across the various functions and departments to strengthen student participation. Their valuable feedback and support are of immense value to the University.

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

5.3.3

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

Response: 30

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

2021-22	2020-21	2019-20	2018-19	2017-18
66	31	22	11	20

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

5.4 Alumni Engagement

5.4.1

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

Response:

All students (including graduate and postgraduate (degree/diploma) or postdoctoral degree or diploma or certificate) having completed their education from Santosh Deemed to be University are eligible to become members of the alumni association.

- Alumni association of the university is a registered body (Registration No: GHA/03245/2020-2021 dated 15.09.2020) and has the following aims and objectives:
- It helps to communicate on a regular basis with the alumni and the university keeping mutually informed the developments of the alumni as well as the university.
- To create a more extended relationship between present students and staff and the others associated with the University.
- To organize social, educational and networking events locally at the university, college/institution/school/center and at batch level.
- To encourage alumni to act as ambassadors of the university and assist in the further development of the university.
- To provide continuing education enrichment experience for alumni and friends of the university.
- To provide alumni with a platform to connect to university and to assist recent graduates and current students in shaping their career.
- To participate in activities contributing to improvement of infrastructure and academic activities of the university.
- To institute prizes, scholarships to merit students and financial aid to poor and deserving students

of the university.

- To hold periodic meetings at local, regional, national and international levels and at university, college and batch level.
- To raise funds for promotion of objectives of the association.

Alumni association organizes periodic meetings for administration, faculty, alumni members and guest alumni members, to plan organize and coordinate alumni association activities. Issues related to membership drive and alumni contribution are discussed and all efforts all made to work at strengthening the association.

Sources of funds for alumni activities are raised by collecting voluntary contribution from the members and donations received from the members. Integrated approach of the Alumni association is to bring all the alumni under one roof and serve as a platform to spread the Aura of Santosh Deemed to be University to every nook and corner of the world.

Alumni have come forward and contributed through financial donations, Books and kind. Rs.10.11 Lakh and more than 176 Books have been contributed by UG & PG Alumni students. They have also been constantly involved in providing career and competitive exams guidance programmes. Alumni have also provided information/opportunities relating to jobs/ placements/ internships. Alumni have been supporting students through talks and virtual sessions to motivate and provide them with the required guidance for career advancement and placement opportunities.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Link for details of Alumni Association activities	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Links 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: C. Any three of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Santosh Deemed to be University provides high-quality Medical and Dental education in accord with its vision and mission and excellent Academic and Infrastructural facilities. It is an Institution of Higher learning committed to fulfilling its responsibilities and accomplishing its goal of providing holistic education yielding significant results.

The administrative governance is in accordance with the principles of participatory mode of governance working both with statutory and non-statutory committees including Board of Management, Finance Committee, Academic Council and Planning and Monitoring Board strongly encouraging best practice solutions to complex problems. The governing body delegates authority to various levels of leadership who facilitate meetings at Dean and Department level along with the College Council, IQAC, Board of Studies, Academic Council along with stakeholders from Academia, Industry, Alumni, Students and Professionals as members. Stakeholders significantly impact the development and implementation of Institutional policies, preparation of rules and regulations and Quality Research strategies. Different committees constituted at different levels monitors the proper functioning of the University and its constituent bodies at all levels.

In aligning with the vision and mission the University has provided Inspirational teaching-learning modules with relevant curriculum design and effective delivery done with focuss on employability and entrepreneurship promotion. The University has adopted global concepts in medical education like SDL, CBME and Practice-based learning. Advanced clinical skill/simulation/research laboratory are established to enhance the skills of our graduates so that they are competent in handling real-life scenarios

Implementation of learning Management Information System was made operational to facilitate students, staff and administration to get hassle-free access to the information, design and implementation of digital campus. Registration on SWAYAM & MOOC's Platform enhanced the opportunities for educational delivery and knowledge dissemination. Innovation and Entrepreneurship development to foster student entrepreneurial initiatives were undertaken. 89 MOU's collaboration with various associations industries and institution for active Industry Academic Interactive and knowledge exchange were done for experiential learning. Alumni Association was registered to help enhance the networking and allow alumni to serve many valuable roles in their contribution to the alma mater.

For affordable high quality integrated Health care services it has engaged in creating health awareness, academic activities, preventive and promotive services as a multidisciplinary team of health care professionals . With a robust teaching program, field learning and vast man-power trained health care providers and infrastructure during the COVID pandemic, Santosh Hospital was referred as the lighthouse of Ghaziabad by Govt of U.P. The University was awarded TCS and CII Award for Most Innovative Health Care Practices for its E-ICU model. Post Covid stress management has also been a key area of focus for the stakeholders.

Our Institution has grown to recognise both National and International bodies as evidenced by collaborations and accreditation by bodies like UNESCO, NABL, ISO, NAAC etc. Overall, the Vision and Mission are reflected in our academic and administrative Governance.

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

6.1.2

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

Response:

SDTBU practices decentralized and participative approach in all its academic and administrative procedures. The academic, administrative structure, function and evaluation is based on various statutory bodies NMC,DCI including UGC .BoM is the central administrative body that approves policies which are recommended by the PMB, Academic Council, Board of Studies and Finance Committee. Different committees are formed for the participation in the decision-making process by stakeholders. Composition and functions of all statutory and non-statutory committees includes nominees from experts in the statutory bodies. Vice-chancellor is the Chairperson of the BoM and provides the academic and administrative leadership.

Case Study

To enhance the research output and disseminate the accountability for research outcome from a single governing locus of Central Research Facility to individual faculties to execute as an expanded team, “Scope of research” with 12 distinct functional task groups

1. Ph.D. Programs: To monitor the conduct and delivery of program for providing desirable research outcomes in terms of funding/publication/well-trained research man-power, timely completion of course work and degree.
2. Incubation: To help incubate startup and achieve entrepreneurial goal/ self-employment.
3. IPR & Consultancy: To promote innovation and new ideas to lead pathway for translational research and commercialization from Patents and Copyrights.
4. Student Research Cell: To inculcate research culture at an early stage of their professional career.
5. Publication Team: Dissemination of research outcome by regular publishing in reputed databases for global visibility, increased publication rate, H-index and citations.
6. University Journal: To ensure the quality and timely publication of the University journal and efforts for indexing in reputed databases.
7. Outreach/Extension Activity: To mark institutional presence in community to fulfill social responsibilities by serving the marginalized and underserved population.
8. Collaborations /MoUs: Resource sharing, academic and knowledge exchange with other institutes/ organization of repute.
9. Clinical Trials: Capacity building for revenue generation through clinical trials and Consultancy (R&D) to prove the safety and efficacy of newer drugs.
10. Awards & Fellowships: To felicitate the Regional/National/International recognitions and achievements of faculty and students.
11. Ethical Committee: To facilitate and monitor the ethical conduction of biomedical/ stem cell and tissue regeneration research as per the guidelines of regulatory bodies/agencies.

Extramural Research Support Team: Support faculty members to apply and secure extramural research grants from various funding agencies for their research proposals.

Outcomes:

A steady and significant growth at SDU have been achieved by different arms of the research which is evidenced through the research projects, research publications including books and chapters, IPR, consultancy and revenue generation, incubation of start-up ideas and external collaborations as well. Almost 86 MoUs have been created at both National and International academic and industrial agencies. Based on the overall outcomes the long-term goals of the institution in terms of research output is to achieve self-sustenance, extramural funding, global visibility and recognition in field of research.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

Vision and Mission forms the foundation of the strategic plan that is developed in a phased manner by discussion, developments, review and periodic updates by each unit of the Institution that involves students, faculty and society by the Governing Council of the University. The Institution plans to achieve its goal of being an institution of eminence nationally and globally by 2030, thereby accomplishing its vision. It is prepared in the form of short term, intermediate and long-term goals and by collating annual strategic plans of institutions and revised once after every 5 years as benchmarks are achieved. Stakeholders are integrated into the strategic plan outlining and the recommendations and action plans for implementing the strategy. IQAC requests all Heads of Departments and various Cells and Committees to prepare their respective Annual Strategic Perspective Plans and collate all the plans and forwards the strategic plan to the BoM for necessary approval. Once the approvals are accorded, the respective stakeholders implement the strategic plans subjected to review by the IQAC. At the end of the academic year, Heads of Department and Committees submit the report to the IQAC, creating the basis for the preparation of the Annual Quality Assurance Report (AQAR) which is submitted to the BOM and after approval submitted to NAAC.

Mechanisms for its deployment: IQAC assigns effective implementation of the plan with the recommendations given by the NAAC peer team to the respective heads of the institutions who then are responsible for its implementation and documentation of progress. IQAC involves external experts for review and evaluation of quarterly compliance reports collected as part of the monitoring mechanism. With the vision known by all employees the strategies which are critical and need immediate attention were identified. Infrastructure and other resources are diverted in a coordinated manner to bring about the organizations changes which included Introduction of new programs, up-gradation of I.T. facilities and creation of new infrastructure.

Monitoring of deliverables: The plan will not be effective without processes and metrics that ensure everyone is doing their part. The program needs to be monitored continuously and performance needs to be measured by conducting an interim analysis with indicators of change. With the regular inputs the PMB of the University ensures effective implementation of the approved plan

Assessment: A definite measurable outcome towards new and carry-over targets through the next five years with changing trends as and when needed is done. Internal monitoring is done by the Institutional Committees and external evaluation is done by the accreditation bodies like NAAC, NABH, NABL, ISO.

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

6.2.2

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

Response:

In order to facilitate a transparent and consistent decision-making process the University has well defined organizational hierarchy and structure and has all the bodies in place that are mandatory. The Organizational structure enables effective functioning through stakeholders participation in boards and various committees. Each department prepare in a time bound manner departmental initiatives which are done in a planned manner.

Statutory bodies like Board of Management (BOM), Academic Council, Finance Committee, Board of Studies (BOS), Planning and Monitoring Board , Board of Examination along with other committees include external members in an effort to increase system accountability.

There is an active participation of the Vice Chancellor in all institutional bodies for maintaining a quality culture in academic administration and management by following the norms of statutory/non-statutory bodies. University has leave rules, service rules, promotion policy, welfare schemes and internal complaint cell in place. It also has regulations and decisions involving active and contributory participation of Deans of constituent faculties, Dean-Academics, Head of Departments, Faculty members, student representatives along with members of various statutory and non- statutory committees

Board of Management is the primary executive body of management and authority of the University. It directs, supervises and executes out a variety of tasks to help the University reach its goals while upholding our principles.

Finance Committee is responsible for University's overall financial plans and policies. They must also approve the budgets put forth by other boards and committees.

Planning and Monitoring Board is the University's main planning body in charge of supervising the development programmes and strategies.

Board of Studies The detailed syllabi for each department courses must be prepared, revised and updated by the Board of Studies for that department before being submitted to the Academic Council for approval and publication.

Board of Examination prepares manuals and instructions for exams.

Academic Council is the core academic body of the University and in accordance with the terms of the Memorandum of Association and the regulations and bylaws of the institution has authority and responsibility for maintaining academic quality and educational outcomes.

Director Personnel oversees the management of teaching and non-teaching staff. Periodic meetings are held with an effective and efficient implementation system.

IQAC prepares a strategic plan based on the recommendations from the faculty, stakeholders, f departmental level and departmental heads and committees.

Ethics Committee reviews research proposals involving human participants and their data to ensure that they are in line with International ethical guidelines.

The University also has requisite policies for its smooth functioning. All the given policies and its procedures and processes are regulated under the authority of statutory bodies like BoM/Academic Council/Planning & Monitoring Board/Finance Committee.

Various Policies include:

- Code of Conduct
- Research Promotion
- Welfare Policies
- Anti-Ragging Committee
- Internal Complaint Committee
- Gender Sensitization Committee

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

6.2.3

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

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

Response: Any Four of the above

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

6.3 Faculty and Staff Empowerment Strategies

6.3.1

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

Response:

- The University believes in welfare at large to ensure that the vision is inculcated into every sphere of its functioning for all the stakeholders. It has comprehensive welfare measures including various services, facilities and amenities for the benefit of faculty staff and students.
- University has various financial benefits in place for all its employees: The University has provision for EPF and gratuity for employees that is given as per the policy/rules. Festival bonus is also given as per University policy on Diwali. Gifts are given to all employees during founders day celebrations
- University provides various healthcare benefits to its employees: All faculty and staff and their kin are eligible for discounted medical consultancy and management. All staff are provided free medicine worth the value of a months salary. Healthcare welfare schemes were also introduced for all employees during COVID 19 pandemic. This included setting up of appropriate quarantine stay facility and providing nutritional food to all healthcare workers. All healthcare workers were provided COVID 19 allowance and free Laboratory tests for COVID 19 for them and their kin.
- University provides living benefits to its staff: Residential quarters are provided on nominal charges.

- All employees are entitled to avail leave such as Earned leave (30 Days), Casual leave (12 Days), Medical leave (10 Days) , Academic leave (15 Days) and Maternity leave (6 Months) as per the University norms and policy.
- University encourages faculty and staff both to engage in trainings for learning and skill development: The University ensures FDP and PDP are conducted for development of employees intellectually and bring about improvements in their skills professionally.
- University also encourages faculty to engage in Research: Research Policy has been formed and implemented to provide seed money to various research proposals that may bring impact on improving healthcare for all sections of society. The University also provides financial support to faculty on publications, patents and copyrights as per the Research Policy. Students and faculty are also supported for attending /presenting paper at National & International seminars & conferences.
- University also has special schemes to support its staff from economically challenging sections of the society: Free accommodation in campus or in vicinity is provided to economically challenged staff. Food from the hospital kitchen is provided at a subsidized rate to them. Free uniforms are also provided for departments where uniform is mandatory.

File Description	Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on 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: 33.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	65	63	75	63

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

6.3.3

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

Response: 60.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
81	92	65	45	18

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

6.3.4

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

Response: 75.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	130	192	118	144

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

6.3.5

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

Response:

Performance Appraisal System (PAS) is used to improve staff efficiency and performance, providing an opportunity for the employees to assess the duties they performed and seeking out ways to improve their performance which is associated to their promotion and being rewarded. It is a well-structured system and is conducted yearly seeking annual performance of staff on the basis of their research, academic and other extra-curricular activities. Faculty performance appraisal is done within a framework that incorporates feedback from the students, peer faculty and the academic leadership. Clarification of performance objectives and acceptable behaviours is provided through the appraisal system which also encourages faculty members to reconcile their objectives and actions with those of the University.

Performance objectives and career improvement plans are maintained in the performance appraisal system in accordance with UGC standards and other statutory council regulations. Teaching, research, clinical and administrative endeavours all fall under this category. All eligible faculty members are reviewed annually at the end of the academic year on their performance and progress toward these objectives/ goals. All staff members fill the performance appraisal forms from the institute and submit it to the Head of Department with relevant documentary evidence.

The Academic Performance Indicators (API) consists of three basic categories including CATEGORY I relating to academic duties, knowledge domain, participation in teaching learning and innovative teaching methods. CATEGORY- II includes work pertaining to co-curricular, extracurricular, and professional development activities that involves administrative management and societal responsibility. CATEGORY-III is associated with scholarly contributions with any patent rights and research. The

aggregated API score is commuted for each cadre of faculty members and minimum weightage points are required to be scored for Categories I, II and II. This scoring scale is variable for faculty positions like Assistant Professors, Associate Professors and Professors. The cumulative score is submitted with supporting documentation to the Department head for verification on the basis of the results before being sent to the dean of faculties for analysis. Subsequently, Dean Medical and Dental College provide their recommendations for the increment / change of position from one cadre to higher cadre.

Performance appraisal for HODs and Deans is carried out by Vice Chancellor and reviewed by Chancellor.

Regular training programs are organized for staff to ensure they are up to date with their knowledge domain. Multiple workshops have been organized for faculty and non teaching staff to understand various new processes

The Departmental heads use a defined prospectus to undertake performance reviews and conducts an appraisal interview to evaluate the appraisee's performance and to identify the training requirements for the upcoming year. In accordance with the reviewing authorities recommendations the HR department creates the relevant directives to be given to the employee.

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

Santosh Deemed to be University is a self-financing university, run by the Santosh Trust and is neither funded by the State government nor Central Government. The Santosh Deemed to be University is governed by the BoM, which ensures that all the generated resources are utilized for the Institutions' academic, research, and administrative activities.

The primary source of funds is from the students' Tuition fees as well as other fees like hostel and examination fees and revenue is also generated from the Hospital, Laboratory facilities, Consultancy programs, etc.. Resource generation from Government, Semi-Govt agencies, and clinical trials also enable the Institution to generate funds. The Institution also receives financial support from Individuals, Philanthropists, Government/NGOs and Alumni. Interest generated from the fixed deposit in the Bank is another source of income.

The finances are utilized under the standard heads of recurring and non-recurring expenses. The recurring budget head includes salary, capital expenditure, research, academic and administrative expenditure, maintenance component, and miscellaneous like scholarship and welfare schemes. Non-recurring head of accounts consists of movable and immovable assets like buildings, lab equipments, infrastructure and support facilities, etc.

The Purchase Committee looks after the process of procurement of equipment, essential goods (both recurring and non-recurring) and other materials based on a comparative evaluation procedure. The appropriate authorities approve all the purchases of the University.

The internal auditor ensures the utility of funds under the specific heads of allocation. Income and expenditure are reconciled on a daily and monthly basis. Report of the external auditors statement of accounts/balance sheet are placed the authorities and Government. The resources on the campus are also optimally utilized based on the indenting system, checks and balances, through supervisory mechanisms to avoid wastage of resources like electricity, water, food, medicine and other hospital materials. The University has solar plant to generate maximum amount of electric energy required and it has been linked with the main grid. Recycled water is used for gardens and lawns. Thus, the Institution ensures a well-structured strategy for most of funds and optimal utilization of resources.

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

6.4.2

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	8	0	0	0

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

6.4.3

Institution conducts internal and external financial audits regularly

Response:

Accounts Section of the University and Statutory external auditing agency conducts internal and external audits of acquisition of financial resources and their utilization to support the University's objectives thus maintaining integrity in all financial dealings.

Internal audit ensures that the overall financial system operates efficiently. Internal audit is essential to the financial function and all procedures for authenticating and validating a transaction which are put up during the transaction processing in the accounts department which is the first level of oversight and a point of control. This entails submitting a purchase requisition, setting up a budget provision, providing the supporting documentation and obtaining the necessary authorizations and approvals and creating a vendor master/ account. Prior to entering a transaction in the accounting system all these actions are verified.

The accounts section thoroughly audits every payment and internal auditors check each transaction. A pre-audit may also be performed in some circumstances. If variations are studied and analyzed, proposed corrective measures are implemented. Internal audit submits reports to management on a regular basis

and reports are sent quarterly to the external auditors (Ramanand Aiyar & Co.) as well as to the management asking for any necessary corrective actions if any are required.

The internal audit team functions as an extension of the Finance and Accounts Department and conducts annual stock verification.

External audit process is clearly defined for auditing University books of accounts annually. An external audit is conducted every year in order to ensure that expenditures have been made in compliance with objectives/ guidelines as per the established norms of the University with rules set forth by the State laws coupled with Rules framed by Management as well as best State/Central Government best practices. All financial matters are taken care by Finance Committee which is headed by management of the University. External auditing entails meticulous verification of all statutory commitments and compliance with them taking into account the regular internal audit reports. Furthermore, all financial transactions including statutory compliances and the filing of such returns are strictly monitored, verified and certified in time.

If objections or queries are raised during the audit process by the external auditor they are settled by the Accounts department of the University within a specified period of time. The external auditor submits the final audit report with audit findings. The final audit reports are submitted to statutory/ regulatory bodies as and when needed. All the financial audited reports for the past five years are available with the Finance controller of the University. The accuracy of the financials is attained and maintained by the technique of implementing both internal and external audits. The audit teams report is promptly amended and precautionary measures are taken to prevent similar errors in the future to comply with known accounting standards.

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

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Santosh Deemed to be University concretizes quality education and practices through its Internal Quality Assurance Cell which was established in 9th October 2013 and has been constituted as per the norms laid down by NAAC. The quality initiatives taken by IQAC are internalized and ultimately leads to consistent improvement in the overall performance of the University.

Objectives of IQAC: To promote measures for participative and facilitative manner towards the quality parameters ensuring academic excellence, quality sustenance and enhancement strategies focusing on academic improvement, curriculum development, graduate outcomes, facilitating collaborative research through collaborations, infrastructural improvements and discuss their student issues or requirement.

Structure: It is constituted as per NAAC requirements and reconstituted to bring in new ideas and activities in the University. It has representation from various clinical, administrative and academic departments as members along with external stakeholders. It meets 4- 5 times a year and the agenda of the minutes of meeting and Action taken report are documented and uploaded on the website. All the members ensure that all their responsibilities to promote quality awareness in the University is taken up in a timely manner efficiently and effectively. Thus IQAC has established procedures to collect data and information on various aspects of the functioning of the University

The annual report of IQAC, AQAR is prepared through collection and collation of information from all departments. This information subsequently helps in creation of the Self study report.

The Internal Quality Assurance Cell has always functioned as a dynamic cell for all quality initiatives and best practices evolved by taking charge of all types of accreditation. IQAC takes the responsibility of developing a system for conscious and consistent improvement in the overall performance of University. It takes the responsibility for development, application and monitoring of quality bench marks for various academic and administrative activities of their University. IQAC also works towards development and maintenance of Institutional database for the purpose of maintaining and enhancing the Quality of University. IQAC has promoted and established many polices and elevated outcomes for student satisfaction.

Major Quality Initiatives of IQAC

- Organised dissemination of information of all quality parameters of higher education to all the stakeholders
- Worked on the recommendations of NAAC peer team
- Assisted in the preparation and implementation of the strategic plan document
- Prepared AQAR for submission to NAAC
- Participation in NIRF

- Data submission in AISHE
- Worked on the preparedness for NEP
- Academic and Curriculum changes have been contributed by IQAC
- Implementation of outcome based education and choice based credit system
- Introduction of Value added courses for students for skill development
- Introduction of cross cutting themes, value added courses into the curriculum.
- Coordinating collection and processing of feedback on curriculum from stakeholders was institutionalized taking feedback leading to relevant changes in the curriculum
- Organising FDP for student centric teaching learning methodologies
- Structured methodology for Teaching learning for advance and slow learners
- Automation of EMS
- Inputs for Research Support and Incentive Policy revised with benefits for faculty
- Creation of Research Equipment and Facilities.
- Improved Research outcomes in publications, patents, copyrights, research projects for students and faculty
- Initiation of health care delivery camps.
- Up gradation of Wi-Fi network
- Digitilization initiatives for ICT based education
- Establishment of local chapter of SWAYAM
- Establishment of media centre for recording of e content
- Implementation of ERP
- Successful career Guidance for competitive examinations and counselling sessions
- Registering of alumni association
- Organising alumni meets
- Students Council Formation for conducting inter and intra collegiate student events
- Involvements of all stakeholders for quality enhancement activities
- Strengthening of faculty through orientation programmes
- Regular conduct of FDP for teaching and non teaching staff
- Conduct of Academic and Administrative Audits
- Support for NABH and NABL, ISO accreditation process
- Initiation of Green, Energy and Environmental Audit
- Introduction of electric vehicles in the campus

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

6.5.2

Quality assurance initiatives of the Institution include:

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

Response: D. Any three of the above

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

6.5.3

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

Response:

The impact analyses of various initiatives are evaluated through student feedback, performance and administrative reforms. The impact of these initiatives are monitored by both internal and external mechanisms. The ATR reports are placed before the relevant Statutory bodies. External mechanisms includes, periodic inspections/assessment by different regulatory bodies like MCI/NMC, UGC, NAAC, NABH and NABL

The impact analysis Incremental Improvements made in Academic and Administrative domain:

- Various regulatory and statutory bodies like UGC, MCI, DCI routinely have assessed the University and consequently recognized all its new programmes in the last five years
- CBCS was implemented for PhD and MSc programs.
- The presence of an active feedback mechanism in the University that has helped elevate the teaching learning process.
- The diligent follow up of slow learners by a formal process has had a huge impact in increasing the pass percentage from 96% to 99% for PG students and from 95% to 96% for UG students.
- Value Added Courses introduced keeping in mind the latest demands of the profession and keeping the students up to date.
- Wi-Fi enabled campus and library digitization has led to remote access to e content by the students.
- ICT enable classrooms have helped to create positive impact on learning.
- Student Centric methods like Integrated interdisciplinary learning, self-directed learning and participatory learning have been successfully adopted by the departments that have led to enhanced learning experiences by the students.
- The University was successful in creating digital library and consequently obtained ISO 9001:2015.
- Multiple FDPs organized in IQAC on research article methodology have let to increase in both publications and citations over last few years. Total citations for Santosh University have grown by over 200% over last few years.
- Professional Development programs are being regularly conducted to keep the Faculty and Non teaching staff in sync with the latest developments.
- IT integrated and automated EMS.
- Santosh Start Up, an incubator cell has been established
- Global engagement with 87 MOU of which 14 are International
- ISO 21001:2018 certifications for Departments & ISO accreditations
- GLP and GCP for various Labs.
- The blood bank at teaching hospital is now NABH accredited.
- Molecular biology lab is NABL accredited.
- Conduct of Academic and Administrative Audits
- Quality audit of Green, Energy and Environment are regularly conducted and are up to date according to latest NAAC guidelines. (ILAC) 17020:2012.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Gender equality policy enables specific achievements among faculty, students and staff on matters related to empowerment of gender equality. The University is proactive in percolating values of Gender equity in its environment. University has 40% of the faculty who comprises of female faculty and 52 % of female students enrolled for various Programs. Gender Equity Policy of the University is formulated and displayed on the Website promoting communications reflecting unbiased representations of gender equity.

Annual gender sensitizing action plan is made in advance and guest lectures planned for Gender Empowerment, International Women's week in March every year, Free Health camps done monthly, street plays, Awareness on Sexual Harassment, Breast Self-Examination Day and Menstrual Hygiene which are conducted all year around. Sensitization towards gender equity are done through Orientation programs, workshops and activities. Lectures are taken in Community Medicine Psychiatry, OBG, Surgery, Public Health Dentistry, Periodontics on Women Empowerment, Save the girl child pink power etc and guest speakers are also invited to deliver lectures to the students and faculty on topics like breaking the gender bias. Community activities also undertaken that include areas like awareness on COVID vaccination for the Transgender community. Special sessions on Vishakha Guidelines to ensure safety of women at workplace was conducted which helped enhance the fundamental rights of Women provided under the constitution of India.

Women guards are present at relevant places for safety and security. Counselling rooms with Clinical psychologists provide effective support to resolve any emotional, mental and behavioral issues. There are separate common rooms for boys and girls wherein students can either rest or play indoor games. Adequate support to the parents of toddlers is provided via the Day care facility available at the University.

Various committees such as Internal Complaint Committee, Anti ragging Committee, Committee for Prevention of Sexual Harassment are in place to address issues related to problems faced by women, both Student and Staff.

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

7.1.2

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

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

Response: Any Four of the above

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

Other Upload Files

1	View Document
2	View Document

7.1.3

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

- **Solid waste management**
- **Liquid waste management**

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

Response:

University has key operations in place to manage the degradable and non-degradable wastes generated within the campus to decrease the impact on the Human Health and Environment. These are in compliance with the Environmental (Protection) Act 1986. The major categories of wastes generated in the campus are solid wastes, liquid wastes, biomedical wastes, e-wastes and chemical wastes.

Solid waste is generated in routine activity of the University; which includes paper, plastic, glass, food etc. For effective disposal of BMW segregation of different categories of waste generated at source and a collection team transports it to the storage area from where it is outsourced. The waste is segregated and collected from different places at designated time and interval. The waste is collected in large colour coded garbage bags and transported to the large compost pit provided on the University campus. It complies with the Solid Waste Management Rules 2016 with approval from concerned Regulatory agencies. University has contracted vendors who collect the waste from designated place, segregate them, recycle them and dispose them at the land fill authorized by the govt. For Santosh Hospital there is an agreement for disposal in place with M/S Environ Waste Connection LLP. The Dental College and Hospital has an agreement with Synergy Waste Management Pvt Ltd for collection and disposal of waste generated in the Dental Hospital.

Waste water management- STP is in place to make the water fit for disposal for irrigation of the green belt and for the use in the toilets.

Rain Water Harvesting from roof tops of the buildings is utilized for gardening and maintaining green lawns in the University campus.

E waste management is regularly done by collecting E waste like batteries, chargers, old phones, non-working computers, laptops, mouse or other electronic items not in use. These items are timely and periodically handed over to the certified vendors for disposal. There is an MoU in place with Sorditcon Pvt Ltd for disposal of e- waste.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.5

Green campus initiatives include:

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

Response: All of the above

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

7.1.6

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

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

Response: Any Four of the above

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

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

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

7.1.8

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

Response:

Santosh Deemed to be University, takes lead in its strong unified cultural environment in the campus. The University believes in celebrating festivals and National holidays of all the faiths together. University encourages the members and students to co-exist with mutual respect for each other irrespective of their cast, creed or religion. It does not discriminate on the basis of colour, cast, creed, religion or anything of similar nature and creates and maintains an inclusive environment for faculty, students and non-teaching staff of different communities, socio-economic backgrounds and other diversities. It not only celebrates by granting holidays but also encourages celebration of various festivals with each other. Festivals like Diwali, Holi, Eid, Christmas, Gurupurab, Lohri Dusshera, etc. are celebrated demonstrating the inclusive environment and all faculty, staff and students participate every festival in a unique way.

International Yoga Day is celebrated every year with the engagement of majority of faculty, students and staff. The Annual festivals AURA and Sports Day ensure that students from various regions and diversity come together to participate and mingle harmoniously.

Due to lingual diversity in the University, students are sensitized to various languages. Matrabhasha Diwas is celebrated every year to signify the Multilingual Culture. Students from abroad are unified with the students of local area for better understanding of local language and to have confidence while their interaction with patients.

The different perspectives of socioeconomic issues prevailing in the community are made familiar to the students through Outreach activities. With the help of role plays, blood donation camps, diabetic camps etc moral and ethical obligations are realized. Awareness programs including debates and painting competitions are held wherein changes in thought process amongst students are brought about so that they project the same to the community.

The Mess Canteen of the University provides food at regulated rates to make the facility affordable for all. Food items from different regions are included on the menu and during the Festivals, special efforts are made for cooking region specific food items.

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

7.1.9

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

Response:

University takes sincere measures towards sensitization of students and employees of the Institution to the constitutional obligations - values, rights, duties and responsibilities of citizens. It lays emphasis on social reformations by ascertaining equal opportunities for all regardless the background community or socioeconomic status.

Republic Day and Independence Day are celebrated every year with the objective of reiterating the thought of responsibility towards the nation and realizing the importance of the Independent India with a responsibility towards the nation as a citizen.

University takes pride in celebrating the National Unity Day or Ekta Diwas on 31st October and laying emphasis on Unity in Diversity. Students take a pledge and acknowledge the importance of a unified nation despite of variations in castes and socioeconomic backgrounds.

Various awareness lectures are conducted to bring about solidarity amongst the faculty and students based on the understanding and tolerance towards each with different cultural and linguistic traditions.

University transmits ethical values to all students from their inception. These programs are conducted in the form of workshops, social awareness campaigns, street plays etc. To reinforce bioethical values University celebrates "Bioethics Week". Students participate actively in events like Face Painting, Rangoli, Debate and Essay and competition are held where the winners are awarded with certificates and prizes. University also focuses on gender sensitive issues and celebrates Women's Day and other programs. Doctor's rights & responsibilities are taught to students via role plays and real time learning in wards. Citizen responsibility towards environment is done with exercises like tree plantation, no honking on campus and provision of compost pit for waste management.

Seminars on Medical Ethics are conducted frequently for faculty and students. A series of such seminars was especially conducted.

Constitution Day is celebrated on 26th November which is a regular event in the activity calendar of the University lays emphasis on various rights and responsibilities of each one as a citizen. To sensitize students to constitutional obligations a model / poster making activity of National Symbols was organized.

National Youth Day marks the importance of the Youth and their contribution towards the development of the nation and various activities are conducted to promote the same.

Guest lectures on Awareness of RTI and International Humanitarian law were also conducted for the benefit of all.

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

7.1.10

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

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

Response: All of the above

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

7.1.11

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

Response:

Santosh Deemed to be University actively organizes national and international commemorative days. Republic Day and Independence Day are celebrated to inculcate nationalism with the hoisting of the

tricolour with gaiety and patriotic fervor. Student activities and competitions are also conducted and awards given to the students.

World Sepsis Day (3rd September), World Heart Day (7th October), World Bipolar Day (30th March), World Diabetes Day (24th November) and World Stroke Day (29th October) are celebrated to create awareness amongst the general public. On World Aids Day (1st December), World Cancer Day (4th February), World T.B. Day (23rd March) and World Polio Day (24th October), outreach programs are conducted in the form of Nukad Natak, rallies to connect with the mass. World No Tobacco Day (5th May), World Health Day (7th October), World Sight Day (10th October), Celebration of Global Hand washing Day (15th October) are observed to create awareness among rural and urban public regarding preventive, curative and rehabilitative services.

World Bio-ethics Day (14th July), International Women Day (8th March) are celebrated by organizing seminars, various student competitions, nukkad natak and rallies based on the theme.

Teachers Day is celebrated with teachers and students as the students express their gratitude and appreciation with celebrations. On Rashtriya Ekta Divas, we pay tribute to Sardar Vallabhai Patel on his birth Anniversary. This day signifies unity, safety and security. Shishya parampara and “Walk for Unity” to unite India are celebrated with enthusiasm.

Gandhi Jayanti- International Day of Non-Violence is celebrated to mark the birth anniversary of Mahatma Gandhi. University celebrates these functions which purposefully focuses on the character, personality, struggle and achievements of the specific personality to motivate and inspire the students.

Various festivals like Diwali, Holi, Christmas, Eid, Saraswati puja, Navratri are celebrated with gusto and fervor reflecting cultural and religious richness.

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

7.2 Best Practices

7.2.1

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

Response:

1. BEST PRACTICE

Title of the Practice: Outcome Based Approaches for Promoting Research

Objectives of the Practice:

Primary Objective:

To bring out Quality Indexed Publications for Enhanced Visibility of the University on National & International Platforms.

Secondary Objectives:

- To Develop the Culture of Innovation Ecosystem to Facilitate Pathways for Translational and Collaborative Research and to fulfill Entrepreneurial Goals.
- Partnerships and Collaborations via MoUs to drive Research, Innovation and IPR by Resource Sharing.

The Context:

A review of the Research and Scholarly activities during the 1st NAAC cycle revealed, on one side, a low magnitude of Research Grant for Internal and External projects, low magnitude of Indexed Publications/ Books/Chapters, and on the other side, no IPR, Startups and Clinical Trials. However, an exploration revealed the following plausible reasons:

1. Poor acceptance from Clinical Departments towards Research as an integral part of Academic Job Responsibilities.
2. Mentorship for developing Patents/Copyrights and Incubating Startups
3. Lack of Infrastructure for undertaking major Research Projects for faculty and Ph.D. scholars
4. To foster collaborations Nationally and Internationally for Research and Academics.

The Practice:

In the wake of the identified deficits, University has given more emphasis on the above points as a comprehensive approach. To enhance Research and Innovation, the Institution adopted a Hub & Spoke model with the Central Research Facility (CRF) as the core governing body in the year 2020. However, a slow response even after this was taken as a challenge and twelve peripheral teams, known as "**Scope of Research**" teams, were established in the year 2021 to develop Micro-Ecosystems for distinct areas such as Quality Publications, Collaborations & MOUs, Incubation & Entrepreneurship, IPR & Consultancy, External Grants, Clinical Trials, Awards & Fellowships, Ethical Conduct, Outreach & Extension, University Journal, and Student Research.

Various research schemes and policies were reviewed, amended and implemented to promote Research and Foster an ecosystem. The grant of JRF & SRF for enhancing the Research Culture was given to a total of 28 research scholars. Policy on Faculty Appreciation through Career Advancement Scheme / Salary Increment for exemplary Research Work Contribution was implemented and 20 Faculty Members were given promotions and 72 Faculty Members received Salary Increments. Other than Research Policy, the policies on IPR and Consultancy have also been introduced on 27.06.2020 after approval from board

of management.

To achieve quality mandate of faculty research publications, an incentivizing mechanism was initiated by the University to reimburse 100% publication expenses of such research articles published only in indexed journals included in Scopus / Web of Science / PubMed and UGC approved list of journals by the Faculty Members of the University.

The world class software I-Dedicate by Turnitin has been introduced to keep a check on plagiarism and maintain the ethical standards of publications and IPR.

Evidence of Success:

Notable achievements include schemes, processes, and milestones were as below:

1. Intramural research grant: INR 207 lakhs distributed as seed money grant with a clear utilization of budget.
2. Publication support grant: more than 50 lakhs dispersed to support publishing in reputed databases such as Scopus, PubMed, WoS or UGC Care.
3. Establishment of renovated, state-of-the-art CRF for research infrastructure enhancement.
4. Establishment of E- cell in the year 2019 and an IPR and innovation cell under central research facility to support ideas with technical, legal, monetary help for IPR ownership that resulted in 24 published patents including two design patents, 51 copyrights and 12 startups by internal and external incubates
5. Financial Support to Ph.D. students: The provision for merit based stipendiary positions of 30 JRF/SRFs as well as Research Associates .
6. Capacity building: University held 125 workshops/seminars in past 5 years on IPR, Research Methodology, GCP, Grant Writing, and Industry-Academia Collaborations with government agencies like ICMR, AIIMS, NICPR, NIMS etc. and Industries like MAX, IAS, Wishbox. Reliance etc.
7. Stem Cell Research Unit has been established in 2022
8. Subscription to research and statistical databases including STATA, SCOPUS and EBSCO etc. that helped in publishing of published 1260 publications and 176 books/chapters, with an h-index of 24.

The university has attracted various national and international organizations with 87 functional MoUs, including 12 international ones to support academic and research activities. 298 research collaborations at national and international levels, including with Harvard and Hong Kong Universities, have been achieved in the past 5 years that facilitated a fund of more than INR 203.4 Lakhs and consultancy worth 263 Lakhs.

1. Five clinical trials in the department of medicine and dermatology have been completed and three are running successfully. A revenue of 2,505,087 INR is generated through these trials till date.
2. Santosh University Journal of Health Sciences is a peer-reviewed Journal has supported by Wolters Kluwer with ISSN - Print: 2773-1987 has been submitted for inclusion in UGC Care list in the year 2022.

Problems and Challenges Encountered and Resources Required:

The long-term goal of the institution in terms of research output is to achieve self-sustenance and global visibility and need for:

- 1.Extramural funding support from the Government sources /agencies.
- 2.More industry sponsored clinical trials and consultancy.

2. BEST PRACTICE

Title of the Practice: Empowering Students through Holistic Learning and Evolving them as Leaders in Healthcare.

The Objective

The ultimate Aim of any Education System is to Groom Students with Good Employability options and Career Readiness. The rote learning process offers limited Professional Development Opportunities. The University believes **in Developing the Social, Emotional, Physical, Mental and Intellectual Growth of Students**. With career progression of students in focus, holistic development, and overall wellbeing and not just their academic advancements are addressed. Here students are oriented to become responsible global citizens and assume leadership roles in healthcare.

The Context

The University believes that the Epicenter of any Educational Institution are the learners and best results can be ensured with their active involvement and participation in learning process and organizational activities. The vast student diversity promotes the social and emotional connect of the students amongst themselves as well as relate to the society at large.

The University supports the student progression in 2 broad ways.

- 1.By facilitating their academic and extra academic learning by inclusion of activities involving interaction and innovations to boost self-reliance
2. By empowering the students through a strong student council and connect through a strong alumni association.

The Practice

The University follows a learner-centered approach aiming at 360-degree development of their aptitude and skills, simultaneously boosting up their conviction to face challenges. It strives to prepare the students with necessary skills for future, such as self-confidence and communication through a range of activities like group discussions, debates, projects and presentations. Role plays and experiential learning are routinely used as learning strategies to apprise students of professional ethics, empathy and real ground challenges.

The University believes in community-based learning through outreach and extension activities. Students regularly participate and contribute positively to the community by organizing health talk, preventive health checkups, educational street plays, all contributing to a rich extra academic learning experience.

Regular Field and industrial visits also expedite and compliment the knowledge. They are also an instrument to inculcate National values and apprise them of global challenges and demands.

The University has initiated Santosh Startups Forum and Institute Innovation Council, facilities which offer a unique platform for students to show case their Entrepreneurial Skills and Prowess, aptly guided and fine-tuned by the field experts. The tech savvy environment in the University and the ICT tools facilitate such activities. It also has a separate Student research cell which motivates, facilitates, and guides the students for conducting research.

The face of any Educational Institution are their Alumni, and the University takes pride in the achievements and contributions of our Alumni. For the benefit of its students, Alumni connect programs are regular organized where the Alumni, through their rich experiences guide the students for carrier counselling and their progression, acknowledging their contributions during Founders Day

Access to Student centric learning gadgets like Learning Management System, Skills Lab for Hands on Training and simulation software through variety of value-added courses, help our students to have a scholastic edge in society. The University promotes participation of students in Intra collegiate academic and extracurricular events like sports and cultural events. It also follows a strong Mentorship program for student support which strengthen the learning process.

To Instill and Augment Leadership Skills amongst students, the University has empowered the Students Council to plan, execute and follow an array of academic and extracurricular activities through the various sub committees dedicated for sports, cultural, literary, academic and research events. This ensures active participation of students and inculcates organizational skills and promotes harmony, dignity, and respect. Students have taken responsibility to organize large University events like SANCON, National Health Skills Conclave, Arogyam which are Annual Skill and Research-Based events and AURA, MILAP, Beat D Heat which are Intra and InterCollegiate Extra-Curricular Regional Events. This has largely helped to create a feeling of responsibility in learners, provide encouragement and helps groom youngsters to assume leadership qualities. The student representatives contribute to policy making of the institution by virtue being members of Academic council, IQAC, Internal complaints committee etc.

Evidence of Success

The success of the practice is reflected in student performance, career progression, Industry ready to accept challenges of administrative and leadership roles. Majority of the Alumni of the University are well placed Internationally and Nationally in well reputed Institutes and Hospitals where they have contributed not only in the field of patient care but also as policy makers in administrative roles. They have received numerous awards and brought laurels in various events. Students with extraordinary talent of culture and sports are sponsored by the University to excel in the field. Our students have been granted ICMR STS projects in the field of Research along with Startups. Our Alumni Placement in field of Research (ICMR etc.) are a testimony to the thrust.

The University, with a strong student support system has focused on Holistic Development of the Students by providing equal opportunities to all, Good Communication and Interaction Skills that help students build local and intercultural relationships as well as their own identities .The Institutional Ethos and Heritage stimulate the students to excel in every field and evolve into successful, responsible, empathetic caregivers and empowered graduates, thus establishing evidence of success for the best

practice of the University.

Problems Encountered and Resources Required

Time constraints in a tightly scheduled curriculum to incorporate additional extracurricular activities poses the biggest challenge. Constant upgradation of teaching and learning modalities needs massive fund allocation, diligent manpower training which possess a challenge. Empowering students could be a double-edged sword for smooth execution of events driven by students as faculty also have to devote extra time and resources to continuously monitor and scrutinize the students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Santosh Deemed to be University has a distinct locational advantage being surrounded by a diverse population, a unique blend of Urban, Rural, and Industrial set up in close vicinity. This diversity in target population has facilitated and catalyzed the enormous growth of the institution catering to a large population base of more than 20 lakh in its neighborhood and communities including underprivileged and marginalized strata of the society.

From inception itself, the strategic location and proximity to National Capital helped in acquisition of a cohort of experts and a pool of veteran professionals which echoed the distinct Vision and Mission of the University to be a Global Leader in Medical Education, Healthcare and Research and be recognized as a Premier Institute of Higher Learning. It also facilitated upgradation and enhancement of technology which has till date remained the major thrust area for the institution. Capacity building of human and material resources has been focused, prioritized, and largely achieved.

With a strong foundation and impactful existence with core priorities of Quality Education and Health Care, the University has come a long way with distinguishing features raising the Institutional Stature. True to its Mission as Higher Education Institution it keenly focusses on the Holistic Development of Students providing them with opportunities and resources which has largely been possible due to its outstanding location. The University has a rich tradition and culture of promoting outreach and extension

initiatives with active participation of students thus affirming a concrete step towards lifelong Holistic learning. Students are inculcated with ethical values and compassionate attitude towards all individuals and treat them with dignity and respect.

Good connectivity with National Routes and subsequently ease of International access has led to a student diversity with students ranging from more than 21 states and U.Ts for various programs. The University by virtue of its vicinity to industrial area facilitates clinical exposure to a vast array of industrial and lifestyle diseases which offers opportunities for specialized learning and research. With its core strength of priority and emphasis in the hub of industry in Ghaziabad, research topics are selected of which a remarkable example is a study on occupational hazards of sewage workers undertaken by Department of Respiratory medicine. Additionally, there is focus on treatment of Drug resistant TB in a designated ward, DOTS center, ART center and participation in National programs like NTEP. This also has extended opportunities for external collaborations under MOU with I can Care for tobacco cessation, a program by Department of Public Health Dentistry which was extensively propagated in the industrial area.

A need for psychological boost and behavioral modification was perceived by Santosh hospital amongst industry workers and consequently a support system was initiated in the Department of Psychiatry which offers counselling services inhouse as well as through telemedicine. The direct access to the premises for population in distress and need effectuated their recovery. The institution also supports health care workers, faculty and students during episodes of emotional stress. These facilities were further augmented during Covid and post Covid which guided and rescued Covid patients and their relatives who were emotionally shattered.

Institutional Social Responsibility is a prime focus area for the University and the abundance of rural backdrop gives impetus to its outreach and extension activities ranging from School Health programs to rural health camps and adoption of Villages. "Reach the Unreached" is the goal with health initiatives that educate and support healthcare needs of deprived and marginalized section of society. It is also an opportunity for students to interact with masses and enrich their knowledge and experiences right from beginning of medical education which is instrumental in imbibing social values and creating an indelible impact in shaping their personality and career.

An updated infrastructure, expert manpower, cutting edge technology are all contributors to the growth of a Health care institution. Santosh deemed to be University has continuously striven for upgradation and boost of all these ingredients, result of which is an effective and affordable patient care to a constantly increasing footfall.

Santosh Hospital, in the recent Covid Pandemic was christened as the lighthouse of Ghaziabad by Govt of U.P for taking care of a population of more than 20 lakhs. It was the only Level-3 facility which amalgamated expert patient care with technology providing facility of e-ICU and Telemedicine with a positive impact on patient outcomes with lowest mortality rate. The University was awarded TCS and CII Award for Most Innovative Health Care Practices for its E-ICU model.

Owing to its strategic location in an area which is the epicenter of education, industry academia interaction is a vivid reality. University encourages its students to develop entrepreneurial bent of mind by supporting new ideas in the Santosh Innovation and Incubation Centre. There is an in-built environment of nurturing confidence of students to pick up Short term projects that help them get hands on training in their area of interest by providing them opportunities for On Field, Industry visits and

Industry-Academic Interaction

With a robust teaching program, field learning and vast man-power trained health care providers and infrastructure University looks towards the next milestone to turn challenges into opportunities, revamp existing infrastructure, an eco-friendly green campus, optimal use of resources both human and technology thereby enhancing our performance and capacity building. In the pursuit for implementing NEP 2020 it lays emphasis on bringing innovation and critical thinking thereby promoting translational research for a productive and memorable outcome giving priority to National Ethos and Global perspectives for International Tie Ups.

The University has taken advantage of its strategic location thereby focusing on its thrust area which is holistic lifelong learning, capacity building incorporating enhanced use of technology including emerging trends like Artificial Intelligence (AI) and Machine Learning (ML) to address its priority focus of institutional social responsibility and extending the benefits through its outreach initiatives.

File Description	Document
Link of appropriate Web link in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Santosh Deemed to be University has made significant contributions to Medical research and innovation with several patents and publications to its credit. These strengths of the University have positioned it as a leading institution in the field of education, training and research. Its commitment to excellence and innovation has earned it a reputation for producing highly skilled professionals who make significant contributions to society.

The University has received numerous awards for its contributions to the field of healthcare and its commitment to provide quality education and healthcare services to society is a testament to its strong societal relevance.

Accredited with B Grade (CGPA of 2.56) by National Assessment Accreditation Council (NAAC) in the first cycle in 2015.

SIRO (Scientific and Industrial Research Organization) status accorded by the Department of biotechnology, Government of India.

NABL accreditation in both the campuses in 2022 for the Molecular Diagnostics Labs.

ISO 21001:2018 certification from International Organisation for standardization.

Concluding Remarks :

Santosh Deemed to be University outlines its vision, mission, motto and core values which are attained by values like as academic excellence, innovation and discovery, inspiring leadership, honesty and ethics, encouraging diversity and respect, and collaboration.

The University is well-positioned to continue making significant contributions to the fields of healthcare and the awards and projects highlight the exceptional academic and research achievements of the faculty members demonstrating their commitment to advancing knowledge and improving health outcomes both nationally and internationally. The impressive facilities showcase the University's commitment to providing top-notch healthcare services to the people and highlight their significant contribution to the healthcare industry. It has made a significant impact on the healthcare industry especially during the pandemic in India and will continue to do in future.

Recognition by NMC, DCI, UGC and other regulatory councils is a testament to the high standards of education and training provided by the institution making it a top choice for students pursuing Medical education in India. It has been constantly working towards achieving excellence in education, training and research and has been making significant progress in terms of infrastructure development, faculty recruitment and international collaborations. With these efforts, the University is well-positioned to achieve its ambitious goals of global recognition and national excellence. It follows some of the practices of New Education Policy and the quality processes cater to all the seven quality parameters of the National Assessment and Accreditation Council (NAAC).

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 33 Answer after DVV Verification: 31</p>
1.2.1	<p>Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).</p> <p>1.2.1.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 6 Answer after DVV Verification: 4</p> <p>1.2.1.2. Total number of Programmes where there is regulatory provision for CBCS / elective course system Answer before DVV Verification : 6 Answer after DVV Verification: 12</p> <p>Remark : Updating the values excluding MBBS and Phd in 1.2.1.1 and including BSc and PG Diplomas in 1.2.1.2</p>
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 128 Answer after DVV Verification: 98</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 274 Answer after DVV Verification: 246</p> <p>Remark : Excluding clinical postings , and anatomy , physiology and Applied Anatomy, Physiology, Pathology and Dental Materials which are offered across multiple streams</p>
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 74 Answer after DVV Verification: 24</p> <p>Remark : Updating the value as per supporting documents</p>

1.3.3	<p>Percentage of students successfully completed the value-added courses during the last five years</p> <p>1.3.3.1. Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 349 1046 483"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1452</td> <td>1157</td> <td>829</td> <td>765</td> <td>940</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 562 1046 696"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1400</td> <td>1100</td> <td>815</td> <td>750</td> <td>925</td> </tr> </tbody> </table> <p>Remark : Decreasing input by 10% as no attendance sheet has students signatures</p>	2021-22	2020-21	2019-20	2018-19	2017-18	1452	1157	829	765	940	2021-22	2020-21	2019-20	2018-19	2017-18	1400	1100	815	750	925
2021-22	2020-21	2019-20	2018-19	2017-18																	
1452	1157	829	765	940																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1400	1100	815	750	925																	
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above</p>																				
1.4.2	<p>Feedback process of the Institution may be classified as:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Updating the values</p>																				
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1890 1046 2024"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>198</td> <td>117</td> <td>87</td> <td>96</td> <td>75</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	198	117	87	96	75										
2021-22	2020-21	2019-20	2018-19	2017-18																	
198	117	87	96	75																	

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
104	49	46	49	44

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
198	117	87	96	75

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
198	117	87	96	75

Remark : Updating values as per the list of students provided

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
111	34	22	22	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
988	794	752	683	592

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

The Institution:

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

	<p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
2.3.2	<p>Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning</p> <p>The Institution:</p> <ol style="list-style-type: none"> 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above Remark : As per the supporting documents</p>																				
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 88 Answer after DVV Verification: 18</p> <p>Remark : Updating the value as per the circular provided by HEI as the metric points to number of mentors in the preceding academic year</p>																				
2.4.5	<p>Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years</p> <p>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 / <i>academies</i> during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>41</td> <td>37</td> <td>14</td> <td>38</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Updating values as per supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	41	37	14	38	17	2021-22	2020-21	2019-20	2018-19	2017-18	1	2	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
41	37	14	38	17																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	2	0	0	0																	

2.5.5	<p>Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual</p> <ol style="list-style-type: none"> 1. Complete automation of entire division & implementation of the Examination Management System (EMS) 2. Student registration, hall ticket issue & result processing 3. Student registration and result processing 4. Result processing 5. Manual methodology <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any three of the above</p>																				
3.1.3	<p>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years</p> <p>3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 949 1046 1081"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>118</td> <td>73</td> <td>33</td> <td>39</td> <td>37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1162 1046 1294"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</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 : Updating the values as per supporting documents</p>	2021-22	2020-21	2019-20	2018-19	2017-18	118	73	33	39	37	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
118	73	33	39	37																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	0	0	0																	
3.1.5	<p>University has the following facilities</p> <ol style="list-style-type: none"> 1. Central Research Laboratory / Central Research Facility 2. Animal House/ Medicinal Plant Garden / Museum 3. Media laboratory/Business Lab/e-resource Studios 4. Research/Statistical Databases/Health Informatics 5. Clinical Trial Centre <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>																				
3.1.6	<p>Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)</p> <p>3.1.6.1. The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI,</p>																				

DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	35	35	35	35

Remark : Updating the values disregarding lab recognitions for 3.1.6.1 and updating the number of departments fro 3.1.6.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
195	18	14	9	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
25	2	4	2	5

Remark : Values taking into account only the clinical trials

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Disregarding ICMR grants

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
202	90	41	44	41

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	2	1	3

Remark : Aligning with 3.2.1 and 3.2.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
49	72	52	18	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

Remark : Updating the number of awards for innovation / research

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

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

Option

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
55	10	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	0	0	0

Remark : Considering patents/ copyrights in the the name of the HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

42	36	30	27	22
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : As per the supporting documents

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	26	73	61	59

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	6	6	7	5

Remark : Excluding all the outreach activities that are part of syllabus - community dental screening , health camps ,awareness campaigns for diseases and celebrations like Women's day , doctors day etc

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1289	488	1122	977	1165

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
32	54	101	241	91

Remark : Excluding all the outreach activities that are part of syllabus - community dental screening , health camps ,awareness campaigns for diseases and celebrations like Women's day , doctors day etc

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
69	62	70	51	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	0	0	0

Remark : Values updated as per the supporting documents

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

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

Answer before DVV Verification : 86

Answer after DVV Verification: 16

Remark : Updating values excluding MoUs with no activity , no dates while execution , MoUs which are not binding on each other

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:

2021-22	2020-21	2019-20	2018-19	2017-18
4811.99	3614.07	3972.15	3292.09	7728.06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

2525.28	1328.54	4331.56	467.79	762.57
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4.2.3 Availability of infrastructure for community based learning

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any 3 of the above

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

- A. NABH accreditation
- B. NABL accreditation
- C. International accreditation like JCI.,
- D. ISO certification of departments /institution
- E. GLP/GCLP accreditation.

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any Four of the above

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

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: All of the above

4.3.5 E-content resources used by teachers:

1. NMEICT / NPTEL
2. other MOOCs platforms
3. SWAYAM
4. Institutional LMS

	<p>5. e-PG-Pathshala</p> <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Two of the above Remark : Updating the values as per the supporting documents</p>																				
4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 71 Answer after DVV Verification: 65</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 71 Answer after DVV Verification: 65</p>																				
4.5.1	<p>Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component 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) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1066 1046 1200"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1464.96</td> <td>1030.20</td> <td>1093.53</td> <td>863.61</td> <td>331.76</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1279 1046 1413"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>633.90</td> <td>367.42</td> <td>444.82</td> <td>431.06</td> <td>61.19</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	1464.96	1030.20	1093.53	863.61	331.76	2021-22	2020-21	2019-20	2018-19	2017-18	633.90	367.42	444.82	431.06	61.19
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
633.90	367.42	444.82	431.06	61.19																	
5.1.5	<p>The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>																				
5.2.2	<p>Average percentage of placement /self employed professional services of graduating students during the last five years</p> <p>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years</p>																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	167	112	142	81

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	122	67	71	63

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	38	24	12	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	14	6	0

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

Answer before DVV Verification : A. All of the above

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

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

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Four of the above

6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>76</td> <td>65</td> <td>63</td> <td>76</td> <td>64</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>65</td> <td>63</td> <td>75</td> <td>63</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	76	65	63	76	64	2021-22	2020-21	2019-20	2018-19	2017-18	70	65	63	75	63
2021-22	2020-21	2019-20	2018-19	2017-18																	
76	65	63	76	64																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
70	65	63	75	63																	
6.3.3	<p>Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years</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 1014 1046 1149"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>92</td> <td>65</td> <td>45</td> <td>18</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>81</td> <td>92</td> <td>65</td> <td>45</td> <td>18</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	81	92	65	45	18	2021-22	2020-21	2019-20	2018-19	2017-18	81	92	65	45	18
2021-22	2020-21	2019-20	2018-19	2017-18																	
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2021-22	2020-21	2019-20	2018-19	2017-18																	
81	92	65	45	18																	
6.4.2	<p>Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)</p> <p>6.4.2.1. Total funds / Grants received from government /non- government bodies year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1641 1046 1776"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>147</td> <td>240</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 1854 1046 1989"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>8</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	147	240	0	0	0	2021-22	2020-21	2019-20	2018-19	2017-18	0	8	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
147	240	0	0	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	8	0	0	0																	
6.5.2	Quality assurance initiatives of the Institution include:																				

	<ol style="list-style-type: none"> 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any three of the above Remark : Updating values as per supporting documents</p>
7.1.2	<p>The Institution has facilities for alternate sources of energy and energy conservation measures</p> <ol style="list-style-type: none"> 1. Solar energy 2. Biogas plant 3. Wheeling to the Grid 4. Sensor-based energy conservation 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Four of the above</p>
7.1.4	<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: All of the above</p>
7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Battery-powered vehicles

	<p>3. Pedestrian-friendly pathways 4. Ban on use of Plastics 5. Landscaping with trees and plants</p> <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ul style="list-style-type: none"> • Green audit • Energy audit • Environment audit • Clean and green campus recognitions / awards • Beyond the campus environmental promotion activities <p>Answer before DVV Verification : Any Four 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> <ul style="list-style-type: none"> • Built environment with ramps/lifts for easy access to classrooms. • Divyangjan friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on code of conduct are organized <p>Answer before DVV Verification : All of the above Answer After DVV Verification: All of the above</p>

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of all programs offered by the institution during the last five years Answer before DVV Verification : 48 Answer after DVV Verification : 63</p>