



YEARLY STATUS REPORT - 2023-2024

| Part A | |
|---|---------------------------------|
| Data of the Institution | |
| 1.Name of the Institution | Santosh Deemed to be University |
| • Name of the Head of the institution | Dr. V N Mahalakshmi |
| • Designation | Vice Chancellor |
| • Does the institution function from own campus | Yes |
| • Phone no. of the Vice-chancellor | 01204933353 |
| • Alternate phone No. | 01204933353 |
| • Mobile no (Vice-chancellor) | 7397780707 |
| • Registered Email ID (Vice-chancellor) | vicechancellor@santosh.ac.in |
| • Address | No.1, Santosh Nagar |
| • City/Town | GHAZIABAD |
| • State/UT | UTTAR PRADESH |
| • Pin Code | 201009 |
| 2.Institutional status | |
| • University | Deemed |
| • Type of Institution | Co-education |
| • Location | Urban |

| | | | | | |
|---|---|-------------|-----------------------|-------------------|-------------------|
| • Financial Status | Private | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr Dakshina Bisht | | | | |
| • Phone No. | 01204933363 | | | | |
| • Alternate phone no. | 01204933363 | | | | |
| • Mobile No: | 9810510852 | | | | |
| • IQAC e-mail ID | iqac@santosh.ac.in | | | | |
| • Alternate e-mail | iqacsantosh@gmail.com | | | | |
| 3.Website address | https://www.santosh.ac.in | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • If yes, was it uploaded in the Institutional Website? | https://www.santosh.ac.in/academic-calendar | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | B | 2.56 | 2015 | 16/11/2015 | 15/11/2020 |
| Cycle 2 | B+ | 2.7 | 2024 | Nil | Nil |
| 6.Date of Establishment of IQAC | 09/10/2013 | | | | |
| 7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc. | | | | | |
| | | | | | |

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|------------------------------------|---|---|-------------------------------|--------|
| Santosh Medical College & Hospital | Hemovigilance Program of India | Ministry of Health & Family Welfare | Year 2023, Duration 731 days | 0 |
| Santosh Medical College & Hospital | Pharmacovigilance Program Of India | Indian Pharmacopoeia Commission Ghaziabad | Year 2023, Duration 365 days | 0 |
| Santosh Medical College & Hospital | Ayushman Sachi | State Government | Year 2020, Duration 365 Days | 0 |
| Santosh Medical College & Hospital | The Bioethics Unit of the Unesco Chair in Bioethics | UNESCO Chair in Bioethics | Year 2016, Open Ended | 0 |
| Santosh Medical College & Hospital | Renewal of Central Research Laboratory | NABL | Year 2023, Duration 731 Days | 0 |
| Santosh Medical College & Hospital | SIRO- Scientific Industrial Research Organization | DSIR | Year 2023, Duration 1095 Days | 0 |
| Santosh Deemed to Be University | Tuberculosis Association of India | Chief Medical Officer, Ghaziabad | Year 2022, Duration 1096 Days | 0 |

| | | |
|---|---------------------------|--|
| 8.Is the composition of IQAC as per latest NAAC guidelines | Yes | |
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | View File | |
| 9.No. of IQAC meetings held during the year | 4 | |

| | | |
|---|---------------------------|--|
| <ul style="list-style-type: none"> • Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website | Yes | |
| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | View File | |
| 10. Did IQAC receive funding from any funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> • If yes, mention the amount | | |
| 11. Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| <p>*Preparing for NAAC Assessments *Participated in NIRF *Participated in THE times Ranking *Conducted Academic and Administrative Audit * IQAC initiatives to organize national conference skill conclave and SANCON 2023. *Conducted workshop on Canvas LMS for faculty members. * Organized orientation Programs for newly admitted students on Code of Conduct. * Organized career counselling session by Alumni for Medical, Dental and Allied Health Sciences Students.</p> | | |
| 12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year | | |
| | | |

| Plan of Action | Achievements/Outcomes |
|---|---|
| 1. Conduct of IQAC Meeting | Four IQAC meeting quarterly from 1 July 2023-30th June 2024. Conducted Data Across the University collected and stream lined. Quality check at various levels and places are continually done and quality enhancement protocols implemented. |
| 2. Conduct of National conferences, Seminar and workshops towards curriculum enhancement | IQAC has been instrumental in perceptible increase in number of workshops, National level conferences with bringing in many National & International experts in various fields across. |
| 3. Preparation & submission of the NIRF 2024 | Necessary data after compilation were uploaded on the NIRF web portal |
| 4. Preparation and submission of data to AISHE | Submitted data in AISHE web Portal |
| 5. Feedback Analysis from various stakeholders | IQAC has been periodically involved in obtaining & analyzing the feedback from various stakeholders & uploaded on the University Website. Immediate implementations of the suggestions were carried out in various area. |
| 6. Conduct & Analysis of Academic & Administrative Audit | IQAC coordinated in the conduct of Administrative and Academic Audit by External Experts on 10.01.2024 and 18.01.2024. Recommendations given by the external members were analyzed & necessary steps are taken towards achieving the outcome. |
| 7. Enrichment and strengthening of Program Outcome (PO) / Course Outcome (CO) and Program | Each Department has done the necessary enrichment of the Course Outcome and Learning |

| | |
|--|---|
| Specific Outcomes (PSO) | Outcome. Graduate attribute is defined for each Program. |
| 8. Quality enhancement -3 New ISO for Departments added | General Medicine, Pediatrics, OBG |
| 9. Observance of National Health Days | IQAC in collaboration with other Department of the University conducted programmes to mark the observance of various National Health Days. |
| 10. Conduct Training Program on Canvas LMS for the faculty members | IQAC in collaboration with external experts conducted many sessions of Canvas LMS for the faculty members. |
| 11. e-Content Development | Faculty prepared E-Content for their respective subjects |
| 12. Alumni meet for getting student feedback on Program | Conducted Alumni meet to gather Feedback from Alumni on their programs. This Feedback helped institutions improve their courses and teaching. |
| 13. Conduct Career counselling session | Career Counselling and Career Guidance Program conducted for Medical, Dental and Allied Health Sciences Student for Student Support. |
| 14. Creating Ecosystem | Creating Awareness on Disposal of Biomedical Waste. Participation in clean and smart campus awards and Swachhta Ranking 2023. |
| 15. Quality Enhancement for Central Clinical Laboratories- Renewal of NABL Accreditation | Renewal of NABL Accreditation obtained for 2023-2024 |
| 13. Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |

| Name | Date of meeting(s) |
|---|--------------------|
| Executive Council | 09/12/2024 |
| 14.Does the Institution have Management Information System? | Yes |
| <ul style="list-style-type: none"> • If yes, give a brief description and a list of modules currently operational | |
| <p>Santosh Deemed to be University is proud of its fully operational Enterprise Resource Planning (ERP) systems, HIS for Hospital Management and SIM for Academic Management. Strategic use of technology has demonstrated the University's dedication to technological innovation and ushered in an era of effective e-governance across multiple operational areas including Learning Management System (LMS) and the Employees Management System (EMS).</p> <p>1. The complex duty of maintaining patient-specific records within the administrative framework of the University is handled expertly by HIS guaranteeing efficient healthcare operations. 2. Finance Management System stands as a comprehensive solution, encompassing fee deposits, concessions, transfers, refunds, student loans, late fees, and salary management ensuring financial transactions are handled with precision. 3. SIM work synergistically to enhance the student admission experience and provide robust support services. 4. Examination Management System is divided into confidential, evaluation, conduction and result declaration sections offering a holistic approach to managing the entire examination process with utmost confidentiality and accuracy. 5. Central Library of the University have a comprehensive and advanced Integrated Library Management System (ILMS) which is fully automated with comprehensive catalogue of various resources like books, journals, CDs and other collections.</p> | |
| 15.Multidisciplinary / interdisciplinary | |
| <p>At Santosh Deemed to be University a multidisciplinary education is envisaged that aims to develop social, physical, intellectual emotional and moral capacities of human beings in an integrated manner. We aspire for the highest global standards in quality education coupled with flexible interdisciplinary approach in the curriculum and pedagogy which facilitates creative combinations of various disciplines. This develops critical thinking, versatility, adoptability, problem solving, flexibility and analytical and communication skills in the learners. The opportunities of doing research are enhanced and improved through the multidisciplinary and</p> | |

integrated approach. This approach at the University prepares the students to develop deeper skills and approach problems with broader perspectives of correlating subjects in real life applications. Students now select from a wide array of electives flexibility allowing them to craft personalized learning paths that align with their interests and career goals. Recognizing the vital role that faculty play in enhancing teaching and learning methodologies. Regular workshops and activities on specialized topics conducted by different departments aid students to learn skills apart from the curriculum. Interdisciplinary Research and Santosh Innovation and Incubation Centre (SIIC) incubates new ideas generated by students and gives them the necessary support to channelize their efforts towards building newer entrepreneurships.

16.Academic bank of credits (ABC):

At Santosh University, the CBCS system has been introduced which enables an Academic Bank to store credits. 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 mechanisms. University has initiated the Academic Bank of Credits that provide the students at the University to choose their own learning path to attain a Degree. ABC plays a crucial role in supporting career development by making it easier for students to track their academic achievements. With easy access to their records, students can make informed decisions about their educational paths enabling them to tailor their studies to align with their career aspirations. This initiative not only empowers students but also promotes a culture of accountability and continuous improvement within the university.

17.Skill development:

Improving the employability of students requires a new vision with curricular support. Santosh Deemed to be University has introduced courses in alignment with Industry's demand. About 91 Value Added Skill based courses in various topics apart from the curriculum augment the employability and skill base of the students. Academic and Research based MOUs and Industrial visits help the students diversify their skills in their field of interest. Specific skills are introduced so the students acquire them during their academic programs. Life skills like communication, co-operation, team work and resilience is instilled amongst the learners not only in thought but also in spirit, intellect and deeds as well as to develop knowledge, skills, values and dispositions. Electives offered by the University encourages students to take up subjects of their interest

and increase their knowledge and skill in the same. Student centric methods of teaching adopted by the faculty gives experiential learning to students with hands-on experience on cases. The University organises National Skill Conclave every year ensuring a large number of participation promoting skills at all levels.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Indian Knowledge System is integrated in the education system that aids in providing the students with experiences through cultural clubs and sports associations. 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 offers sessions to focus on ways and means to preserve, strengthen, and promote the rich cultural heritage, art and languages of India. The guidelines issued by the NEP 2020, aims at promoting cultural awareness and spirit of belongingness amongst the students. Students in our University are from Pan India following different religion, culture and languages, SDU is trying to integrate the Indian Knowledge system with the curriculum at all levels by encouraging the students to attend Online Swayam and MOOCs courses.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

University has adopted an Outcome based Education and Choice Based Credit System that has led to well defined Program Outcomes and Course Outcomes. Students have curricula flexibility that helps them to keep in tune with the latest demands of the Industry. The focus is well defined and strives to include global skills and competencies. The Outcome Based Education supports all round development of the students that goes beyond the classroom. The flexible curriculum addresses various Cross cutting issues like Gender Equity, Environment and Sustainability , Professional Ethics etc, giving students a global perspective and sensitization. Continuous academic feedback is taken from stakeholders that include students, faculty, employers, alumni and professionals. Relevant developments in the curriculum are hence brought about.

20.Distance education/online education:

Digital empowerment in the field of education opens up a plethora of options for learners of today. Digital advancements have wide ranging implication with merging areas such as Artificial Intelligence, Robotics and Virtual Reality that have opened up numerous opportunities and have greatly impacted the Institutions

and other stakeholders. Planned and effective utilization of these help attain global quality standards and produce globally competent but yet locally relevant graduates. At Santosh Deemed to be University ICT tools are used extensively by the faculty and students for both teaching and learning. Virtual Labs/ CAL /Virtual Cadaveric Labs are 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 lab. Students have remote access to all the e- content created by the faculty.

Extended Profile

1.Programme

| | |
|---|-----------|
| 1.1 | 57 |
| Number of all Programmes offered by the Institution during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.Student

| | |
|------------------------------------|-------------|
| 2.1 | 2129 |
| Number of students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|------------|
| 2.2 | 268 |
| Number of graduated students during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

3.Academic

| | |
|--|------------|
| 3.1 | 247 |
| Number of full-time teachers during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| | |
|--|-----|
| 3.2 | 247 |
| Number of sanctioned posts during the year | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

4.Institution

| | |
|---|----------|
| 4.1 | 13152.82 |
| Total expenditure excluding salary during the year (INR in lakhs) | |

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

Part B

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.

The University ensures effective curriculum planning, delivery and evaluation as prescribed by the respective regulatory councils with foundation, core and electives which is integral to shaping competent professionals who can address diverse healthcare challenges that include global trends, value education, sustainability, life skills, value added courses introduced at relevant intervals to impart Interdisciplinary knowledge, employability and entrepreneurship skills sensitizing learners towards cross-cutting themes related to Sustainable Development Goals (SDGs).

The curricula of all programs are also designed to address local healthcare issues and cultural health practices ensuring graduates can effectively meet community health needs. National health strategies are incorporated to prepare students to contribute to the healthcare systems ensuring education .Programs also focus on region-specific conditions providing targeted training to reduce healthcare

inequality. Courses cover International health issues preparing students to engage in global health initiatives such as pandemic response.

All Curricula have POs, Cos and learning outcomes that align with healthcare needs at all levels ensuring graduates attributes, competencies and learning outcomes . The University has implemented CBCS into its academic program wherever applicable and feasible. Regular updates and assessments guided by regulatory standards allow for curriculum improvements that keep pace with advancements in the healthcare sector.

| File Description | Documents |
|---|---|
| Curricula implemented by the University | https://drive.google.com/file/d/1lw_6GDtWluywhnTZNCqz1VmSN5Q1NUIM/view?usp=sharing |
| Outcome analysis of POs, COs | Nil |
| Any other relevant information | Nil |

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

19

| File Description | Documents |
|--|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Details of the revised Curricula/Syllabi of the programmes during the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Syllabus prior and post revision of the courses | View File |
| Any other relevant information | No File Uploaded |

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

The University has multidisciplinary courses in health sciences underscoring dynamic professionalism, exemplary leadership, effective communication, and a zealous pursuit of research and social commitment—qualities imperative not just for employability but also as foundational pillars for entrepreneurial pursuits.

University places a strong emphasis on interdisciplinary research, fostering an environment of intellectual cross-pollination through collaborations with various departments. This ensures that students not only excel within the boundaries of their specific disciplines but also develop a broader perspective crucial in today's interconnected world.

Postgraduate programs delve deep into the nuances of patient care, blending clinical skills, communication prowess, and community engagement. The university's advocacy for simulation laboratories elevates the learning experience to an advanced level.

Beyond traditional confines, the university extends its influence through collaborations with external institutions and industries, facilitated by Memoranda of Understanding (MOUs). This collaborative spirit enriches the educational journey and amplifies employability skills.

The incubation and innovation centre serves as a beacon, nurturing entrepreneurial spirits among students and healthcare professionals. In this vibrant ecosystem, value-added programs act as catalysts, propelling students towards industry demands and kindling their passion and potential.

The Allied Sciences program has Industry embedded , apprenticeship embedded courses to ensure employability.

| File Description | Documents |
|--|---------------------------|
| List of courses having focus on competency/ employability/ entrepreneurship/ skill-development | View File |
| MOUs with Institutions / Industries for offering these courses (Initiated during the year?) | View File |
| Any other relevant documents | No File Uploaded |

1.2 - Academic Flexibility**1.2.1 - Number 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)****1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system****20**

| File Description | Documents |
|---|---------------------------|
| Minutes of relevant Academic Council/BoS meetings | View File |
| Institutional data in prescribed format (Data Template) | View File |
| University letter stating implementation of CBCS by the Institution | View File |
| Structure of the program clearly indicating courses, credits/Electives as approved by the competent board | View File |
| Any other relevant information | No File Uploaded |

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)**1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year****13**

| File Description | Documents |
|--|---------------------------|
| List of the new Programmes introduced during the year | View File |
| Minutes of relevant Academic Council/BoS meetings for the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year**1.2.3.1 - Number of courses offered across all programmes during the year**

795

| File Description | Documents |
|--|---------------------------|
| List of Interdisciplinary courses under the programmes offered by the University during the year | View File |
| Minutes of relevant Academic Council/BoS meetings | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

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

The Institution believes in the holistic development of students who are not only intellectually ready to face in the world but are also empathetic human beings striving from sustainable Society. Cross-cutting issues relevant to environment and sustainability, human values, health determinants, right to health and emerging demographic issues and Professional ethics are integrated into the curriculum.

Guest lectures are conducted for students primarily about gender equality and awareness about harassment at workplace. And various MoU activities are conducted around the year to commemorate the same. Academically, Generic Electives, Skill Enhancement Course and Ability Enhancement compulsory courses are offered within and across departments to help students critically examine issues related to gender, environment and ethics. Moral and ethical values are inculcated during foundation course. Awareness sessions are conducted for creating awareness among the students for conserving environment, field visits to biomedical waste plant

Cross Cutting Issues are embedded into the Curriculum spanning over lectures, small group discussions, debates, poster competitions. Special emphasis is laid on them during teaching learning process in

the wards and the community. Options are available for students and enroll in the International Bioethics Courses.

| File Description | Documents |
|--|---|
| List of courses that integrate crosscutting issues mentioned above | https://drive.google.com/file/d/1404uISfDwNo6f1wnQHF-NadQONsvLPC/view?usp=sharing |
| Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula | https://drive.google.com/file/d/1sKwd9NZefJW0HcwDwsEoeYh6zqWnPK51/view?usp=sharing |
| Any other relevant information | No File Uploaded |

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

| File Description | Documents |
|--|---------------------------|
| Brochure or any other document related to the value-added course/s | View File |
| List of value-added courses (Data Template -5) | View File |
| Any other relevant information | View File |

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

1732

| File Description | Documents |
|--|---------------------------|
| List of students enrolled in value-added courses (Data Template 5) | View File |
| Any other relevant information | View File |

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

The University is committed to encouraging students to extend their learning beyond the confines of the classroom through essential curriculum activities such as field visits. Department organize field visits and community outings to facilitate real-life learning experiences allowing students to gain first hand insights from practical scenarios shared by members of society. Undergraduate students are provided with insightful opportunities through organized field visits to essential facilities such as Water Treatment Plants, Sewage Treatment Plants, Anganwadi Centers, and DOTS Centers. Additionally, school health check-ups and dental health check-ups are conducted in both urban and rural societies. Interns and postgraduate students from various departments actively participate in camps held at regular intervals. During these camps, they engage in patient screening, awareness campaigns, and conduct research projects.

Various community-level activities are organized to address crucial health-related issues, marking the celebration of significant National Health Days. Postings to rural and urban health centers, health camps, health awareness program, street plays, rallies and role plays are all part community oriented learning.

Furthermore, students regularly undertake research-based projects. As part of the postgraduate induction program there is a mandatory workshop on Research Methodology. Students are also encouraged to apply for ICMR Research projects.

| File Description | Documents |
|---|---|
| List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year | https://drive.google.com/file/d/1tns8anoBvN6IiT7k9DnFH9jLa_rqWSvp/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/1cTlZdS7PRJ1lentK0ODX4SfCADryiYNX/view?usp=sharing |

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

| File Description | Documents |
|--|---|
| Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management | View File |
| URL for feedback report | https://www.santosh.ac.in/feedback-analysis-report |
| Sample filled-in Structured Feedback forms by the institution for each category | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

1.4.2 - Feedback process of the Institution may be classified as:

A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional

| File Description | Documents |
|--|---|
| URL for stakeholder feedback report | https://www.santosh.ac.in/feedback-analysis-report |
| Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management | View File |
| Any other relevant information | View File |

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process

| File Description | Documents |
|---|---------------------------|
| Number of seats filled against seats reserved (As per Data Template) | View File |
| Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English) | View File |
| Final admission list published by the HEI | View File |
| Admission extract submitted to the state OBC, SC and ST cell for the year | View File |
| Initial reservation of seats for admission | View File |
| Any other relevant information | View File |

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

| File Description | Documents |
|--|---------------------------|
| Institutional data in prescribed format (Data Template) | View File |
| Document relating to Sanction of intake | View File |
| Extract of No. of application received in each program | View File |
| 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 File |
| Any other relevant information | No File Uploaded |

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

2.1.3.1 - Number of students from other states and countries during the year

427

| File Description | Documents |
|--|---------------------------|
| List of students enrolled from other states and countries during the year | View File |
| E-copies of admission letters to the students enrolled from other States / Countries | View File |
| Copy of the domicile certificate/passport from respective states / countries | View File |
| Previous degree/ Matriculation / HSC certificate from other state or country | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

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: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Methodology and Criteria for the assessment of Learning levels Details of special programmes | View File |
| Details of outcome measures | View File |
| Proforma created to identify slow performers/advanced learners | View File |
| Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year | View File |
| Any other relevant information | No File Uploaded |

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

1808

| File Description | Documents |
|--|---------------------------|
| List of students enrolled in the preceding academic year | View File |
| List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification) | View File |
| Any other relevant information | No File Uploaded |

2.3 - Teaching- Learning Process

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

Our University is dedicated to revolutionizing the traditional teacher-centric approach, embracing a learner-centric or student-centric model to elevate the overall learning experience.

Experiential learning opportunities in simulation lab, hospital and community settings is provided by Community Health Care Program and training in skill labs

Interdisciplinary learning through clinical meets, death audits, morbidity and mortality meets as well as case discussions with clinicopathological correlation contribute to a rich learning

experience.

Integration of contents into the curriculum complements their education in humanities and Attitude Ethics and Communication module are integral components of formal curriculum serving as a catalyst for fostering analytical and creative skills.

Project-based learning, student projects, theses enables learner's analytical and critical thinking skills and brace them for Evidence based practice.

Participatory learning methodologies such as quizzes, small group sessions and micro-teaching, enhance lateral thinking and critical decision-making. Students actively contribute to seminars, quizzes, model-making, debates and case discussions, fostering a collaborative and supportive learning community.

Self-directed learning supported by institutional e-content, MOOC platforms and assignments empowers students to take ownership of their education.

Finally patient-centric and evidence-based learning are facilitated through diverse avenues including clinical postings, rounds, bedside case discussions, clinical meets, journal clubs and guest lectures.

| File Description | Documents |
|---|---|
| List of student-centric methods used for enhancing learning experiences during the year | https://drive.google.com/file/d/1ZHb6aUeG0dD_R_pl9PbYBag4IR4mosogH/view?usp=sharing |
| Any other relevant information | No File Uploaded |

2.3.2 - The Institution 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. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators | View File |
| List of training programmes conducted in the facilities during the year | View File |
| List of clinical skills training models | View File |
| Proof of Establishment of Clinical Skill Laboratories | View File |
| Proof of patient simulators for simulation-based training | View File |
| Report on training programmes in Clinical skill lab/simulator Centre | View File |
| Any other relevant information | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

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

All classrooms, lecture halls, demonstration halls, practical labs, lecture recording facility, seminar rooms, library, departmental offices and hostels are technology enabled in the University. Classrooms are equipped with Lecture capturing system which helps in the e-learning process. Computer assisted learning facility with animal simulation software which is an experiential model of learning. Students have expanded their knowledge database by acquiring multiple information from different authentic sources by using ICT. Automated Library offers a digitalised repository of plethora of academic contents. E-books, e-data and e-journals are readily available for teachers and students. SWAYAM portal and other web open access modules are also used for Basic course in Biomedical Research for students as well as faculty. Hospital data is documented by HIMS and Saral keeping patients record, health information and history that is used for research work including PACS in the teaching Hospital.

Microsoft Teams and Zoom platform are used continuously and in past

have been used to conduct online assessments and evaluations . The Hospital boasts of HIS Apart from conventional pedagogy, the institution has tele-medicine/tele education facilities available.

| File Description | Documents |
|---|---|
| Details of ICT-enabled tools used during the year for teaching and learning | https://drive.google.com/file/d/1_9A9SWHakqKonOquj5oXL2io2vUc1zxQ/view?usp=sharing |
| List of teachers using ICT-tools | https://drive.google.com/file/d/1_0TY2qWVhT5M4WNX2twjdGD6yo_LBmwV/view?usp=sharing |
| Any other relevant information | Nil |

2.3.4 - Student: Mentor Ratio (preceding academic year)

| Total number of mentors in the preceding academic year | Total number of students in the preceding academic year |
|--|---|
| 120 | 1808 |

| File Description | Documents |
|--|---------------------------|
| Details of fulltime teachers/other recognized mentors and students for the year | View File |
| Allotment order of mentor to mentee and records of mentors and mentees meetings for the year | View File |
| Copy of circular pertaining to the details of mentor and their allotted mentees | View File |
| Approved Mentor list as announced by the HEI | View File |
| Log Book of mentors | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

247

| File Description | Documents |
|--|---------------------------|
| List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution) | View File |
| Position sanction letters by competent authority | View File |
| Appointment letters of faculty during the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.4.2 - 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 during the year

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. During the year data to be entered

151

| File Description | Documents |
|--|---------------------------|
| List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/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 number of fulltime teachers for the year | View File |
| Copies of Guide-ship letters or authorization of research guide provide by the competent authority | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

8.7

| File Description | Documents |
|--|---------------------------|
| List of fulltime teachers including details of their designation, department, total number of years of their teaching experience | View File |
| Experience certificate of fulltime teacher | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

247

| File Description | Documents |
|---|---|
| List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year | View File |
| Reports of the e-training programmes | View File |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | View File |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | https://www.santosh.ac.in/e-content |
| List of e-contents / e courses / video lectures / demonstrations developed | View File |
| Any other relevant information | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |

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

16

| File Description | Documents |
|--|---------------------------|
| Institutional data in the prescribed format/ Data Template | View File |
| Certified e-copies of award letters (scanned or soft copy) | View File |
| Any other relevant information | No File Uploaded |

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

10

| File Description | Documents |
|--|---------------------------|
| List of Programmes and dates of declaration of last semester-end and yearend examination results | View File |
| Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

12

| File Description | Documents |
|---|---------------------------|
| Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation) | View File |
| Minutes of the grievance cell / relevant body | View File |
| List of complaints / grievances during the year | View File |
| List of students who appeared in the exams during the year (Data template) | View File |
| Any other relevant information | No File Uploaded |

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

| File Description | Documents |
|--|---|
| Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website | https://www.santosh.ac.in/examinations |
| Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

Reforms in the examination procedure and process including IT integration and continuous internal assessment that has reflected a positive impact on the Examination Management System.

Automation of examination system has led to improvement in the transparency and efficiency of the Examinations including Verification of students, Enrolment and registration of students, Student Tracking, Seamless link with admission system and Completion & declaration of results

Internal and External Examinations are conducted in a centralized manner and conducted under strict vigilance with adequate manpower resources. The examination evaluation system has augmented in cost reduction and is effectively error tolerant. In situation of major attendance of examinees the evaluation system has maintained its accuracy and reliability.

The establishment of moderation process has erased the inherent issue of difference in marking procedures and ensured uniformity. Examination related grievances has been made transparent, time bound and efficient. Schedule of revaluation is declared by the University and the outcome is conveyed to the students by the Examination section.

ERP system is well placed for organizational flow of applications,

login and transactional data entries, Examination marks, certificates and reports are consolidated in the system. QR code are made available in answer sheets and CIA has become more structured.

| File Description | Documents |
|--|---|
| Details of examination reforms implemented during the year | https://drive.google.com/file/d/1iQLQce5bAUmtGJYJMZ7dcBDazbMvdbsk/view?usp=sharing |
| Any other relevant information | View File |

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

A. Complete automation of entire division & implementation of Examination Management System (EMS)

| File Description | Documents |
|--|---------------------------|
| Snapshot of EMS used by the Institution | View File |
| Copies of the purchase order of the software/AMC of the software | View File |
| The present status of automation., Invoice of the software, & screenshots of software | View File |
| Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

The Outcome-based Curriculum is meticulously designed to attain

program outcomes across cognitive, affective, and psychomotor domains. The transparent communication of course outcomes and objectives through student handbooks and syllabi is a cornerstone of the university's commitment to clarity and accountability. Santosh fosters holistic development, nurturing qualities like effective communication, problem-solving, research skills, self-directed learning, professional ethics and community engagement.

At the University level, the achievement of course outcomes is assessed through various indicators, including examination results (both formative and summative), Theory examination, Assessment of Psychomotor skills, Portfolios /logbook , Project based learning, Performance on in-class tests and Presentations are few methods adopted for direct assessment. Continuous Internal Assessment (CIA) model is in place to comprehensively assess all competencies , ensure timely remedial measures and opportunities to the learner and is copyrighted including activities like journal clubs, seminars, CME, CPC and thesis work contribute to a thorough evaluation of their progress. At the university level, summative assessments at the end of the academic year provide a comprehensive overview of course outcomes. The college-level assessment involves pre-term, midterm, and post-term evaluations to gauge student progress and attainment of course outcomes.

| File Description | Documents |
|--|---|
| Relevant documents pertaining to learning outcomes and graduate attributes | https://drive.google.com/file/d/1jqVPb4C0kKw_e_fMyhE_Pf5x7pWQuYaEv/view?usp=sharing |
| Methods of the assessment of learning outcomes and graduate attributes | https://drive.google.com/file/d/1jhQud8StMQIHxW4TSxVl0ml4zzczXXJl/view?usp=sharing |
| Any other relevant information | View File |

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

268

| File Description | Documents |
|---|---|
| List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year | https://drive.google.com/file/d/1nPJ5ZKWN44LLGp46yc2ebm5v3WQZ9DNo/view?usp=sharing |
| Any other relevant information | No File Uploaded |

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

| File Description | Documents |
|---|---------------------------|
| Any other relevant information | No File Uploaded |
| Database of all currently enrolled students (Data Template) | View File |

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

In view of inculcation of research in the minds of faculty and students to improve their knowledge and expertise, to prove the identity and further to attain the mission and vision, Santosh (Deemed to be) University (SDU) has a well-defined research promotion policy available in the website. The policy emphasizes on providing excellent research culture with latest infrastructure, and ecosystem, which include the following:

1. To create built-in provision for inter-/multi-disciplinary collaborations.
2. Adherence to the ethics with regard to research and publications.
3. More than quantitative, quality monitoring and evaluating the research outputs and publications through appropriate committees.

4. Appreciation of faculty and students awarded at the State/National/International conferences/seminars/workshops to disclose their research findings.
5. Financial support, incentives and website recognition for the faculty and students for their continued efforts & contributions towards achieving research grants from external agencies, publications in high-quality journals and published and granted patents.
6. Promoting "Entrepreneurship and Start-up Culture" through the Santosh Start-up Forum (SSF).
7. Promote industrial collaborations involving active and mutually beneficial R&D projects through the University-level Consultancy Policy.
8. To stand among the top-notch Research Universities across the globe to achieve global visibility.

| File Description | Documents |
|--|---------------------------|
| Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption | View File |
| Document on Research promotion policy | View File |
| Any other relevant information | No File Uploaded |

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

44.66

| File Description | Documents |
|---|---------------------------|
| Sanction letter of seed money to the faculty | View File |
| Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized | View File |
| List of teachers receiving seed money and details of seed money received (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.1.3 - Number of teachers awarded national/international fellowship/Financial support for advanced studies/collaborative research/conference participation in Indian and Overseas

Institutions during the year**02**

| File Description | Documents |
|---|---------------------------|
| Certified e-copies of the award / recognition letters of the teachers | View File |
| List of teachers and their national/international fellowship details (Data Templates) | View File |
| Any other relevant information | No File Uploaded |

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year**06**

| File Description | Documents |
|---|---------------------------|
| List of research fellows and their fellowship details | View File |
| E copies of fellowship award letters | View File |
| Registration and guide / mentor allocation by the Institution | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | No File Uploaded |

**3.1.5 - University has the following facilities
Central Research Laboratory / Central
Research Facility Animal House/ Medicinal
plant garden / Museum Media
laboratory/Business Lab/e-resource Studios
Research/Statistical Databases/Health
Informatics Clinical Trial Centre Any other
facility to support research**

A. Any 5 of the Above

| File Description | Documents |
|---|---|
| Videos and geo-tagged photographs | https://drive.google.com/file/d/1qWYBCezYQRTJqK48iAzJoJMC_acQ3XIR/view?usp=sharing |
| List of facilities provided by the University and their year of establishment (Data Template) | View File |
| List of the facilities added in the current academic year | View File |
| Any other relevant information | No File Uploaded |

3.1.6 - 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, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

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/or International agencies

04

| File Description | Documents |
|---|---------------------------|
| E-copies of departmental recognition award letters | View File |
| List of departments and award details (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.2 - Resource Mobilization for Research

3.2.1 - 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 year

18.32

| File Description | Documents |
|--|---------------------------|
| E-copies of the grant award letters for research projects sponsored by nongovernment organizations | View File |
| List of project and grant details (Data Template) | View File |
| Any other relevant information | View File |

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

1.0 lakh

| File Description | Documents |
|--|---------------------------|
| E-copies of the grant award letters for research projects sponsored by government agencies | View File |
| List of projects and grant details (Data Template) | View File |
| Any other relevant information | No File Uploaded |

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

0.07

| File Description | Documents |
|---|---------------------------|
| List of research projects and funding details (Data Template) | View File |
| Supporting document/s from Funding Agencies | View File |
| Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR | View File |
| Any other relevant information | No File Uploaded |

3.3 - Innovation Ecosystem

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

The university's commitment to innovation and incubation in the Bio-Medical Domain led to the establishment of the E-Cell in 2019 and further evolving into the fully functional Santosh Incubation and Innovation Centre (SIIC), a hub for pioneering advancements, to mounting technological innovations and ideas toward commercialization, SIIC stands as. To support and mentor the entrepreneurial aspirations of our students, alumni, faculty, and the wider community, SDU has established the Santosh Startups Forum (SSF) to innovate, create ventures, and embrace entrepreneurship, fostering job growth and setting exemplary standards.

Aligned with the National Innovation and Start-up Policy (NISP) by the Ministry of Human Resource Development (HRD), the university has formed the Institution Innovation Council (IIC) ensuring the adherence to national guidelines to foster an entrepreneurial ecosystem. With the relentless efforts, IIC has got 3.5-star rating from HRD ministry and has 36 student members on board.

Our incubator provides a comprehensive suite of support services, including essential infrastructure and robust mentoring and networking opportunities with industry leaders. This fertile ground is currently nurturing 21 start-ups. In last year 20+ EDPs have been conducted to provide a holistic platform for the realization of ground-breaking ideas and ventures.

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs of the facilities and innovations made | View File |
| Any other relevant information | View File |

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 year

Santosh Deemed to be university has focused approach to support & promote quality and

translational research. At the beginning of year, the research calendar is planned carefully to organize FDPs throughout the year encompassing all current relevant topics. Year 2023 had a successful

workshop under national IP awareness mission in collaboration with GOI.

Conduction of workshop on Research methodology is a regular annual feature of SDU and this year the rein as held by department of Obstetrics department. This was a highly successful FDP which benefitted many faculty, postgraduates from SDU and other nearby medical colleges.

Effective utilization of vast e-resources available at SDU is taken care of by FDP like effective utilization of EBSCO, NDLI of India. Furthermore, FDP's related to SWAYAM platform, identification of quality journals for publication, effective utilization of the anti-plagiarism software, awareness about bio-ethics, research and publication ethics are being the regular practice of SDU.

University support for clinical trials as a part of industry academia association which is evident by successful conduction of many FDP's like-FDP on Clinical trial training, Good Laboratory Practices & Good Clinical Practice are being one of the regular activities of SDU.

| File Description | Documents |
|---|---|
| Reports of the events | https://drive.google.com/file/d/1CDcw8R_mOrI1wWn2kWqlrJvm4fhqygEt/view?usp=sharing |
| List of workshops/seminars on the above conducted during the year | https://drive.google.com/file/d/1NCdn206EX13PoBFw_hW5FQQ4gtDGbo6G/view?usp=sharing |
| Any other relevant information | View File |

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

08

| File Description | Documents |
|--|---|
| E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency | View File |
| Link to appropriate details on the Institutional website | https://www.santosh.ac.in/faculty-awards |
| Institutional data in prescribed format (Data Template) | View File |

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

05

| File Description | Documents |
|--|---------------------------|
| Registration letter | View File |
| E- sanction order of the University for the start-ups on the campus | View File |
| Contact details of the promoters | View File |
| List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template) | View File |
| Any other relevant information | View File |

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 Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

| File Description | Documents |
|---|-----------------------------------|
| Institutional code of Ethics document | View File |
| Course content of research ethics and details of members of Ethics Committee | View File |
| Copy of software procurement for plagiarism check | View File |
| Minutes of the relevant committee meetings for the year with reference to the code of ethics | View File |
| Details of committee on publication guidelines | View File |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |
| <p>3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award</p> | <p>A. All of the Above</p> |
| | |

| File Description | Documents |
|---|---------------------------|
| Policy on Career advancement for the awardees | View File |
| Policy on salary increment for the awardees | View File |
| Snapshots of recognition of notification in the HEI's website | View File |
| Copy of commendation certificate and receipt of cash award | View File |
| List of the awardees and list of awarding agencies and year with contact details for the year | View File |
| Incentive details (link to the appropriate details on the Institutional website) | View File |
| Institutional data in prescribed format (Data Template) | View File |

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

49

| File Description | Documents |
|--|---------------------------|
| List of patents/Copyrights and the year they were published/awarded | View File |
| E- copies of the letters of award/ publication of patent/copyright/ technology-transferred | View File |
| Technology transfer document | No File Uploaded |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year**125**

| File Description | Documents |
|---|---------------------------|
| 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 File |
| Web page for research in the Institutional website. | Nil |
| Institutional data in prescribed format (Data Template) | View File |
| Any other relevant information | View File |

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

| File Description | Documents |
|---|---------------------------|
| List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link | View File |
| Names of the indexing databases | View File |
| Any other relevant information | View File |

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year**3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year****00**

| File Description | Documents |
|---|------------------|
| List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link) | Nil |
| Names of the indexing databases | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4.7 - 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 year

3.4.7.1 - 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 during the academic year

0.2

| File Description | Documents |
|--|---------------------------|
| List of books and chapters in edited volumes / books published (Data Template) | View File |
| List of names of publishers: National/ International | View File |
| Any other relevant information | View File |

3.4.8 - Bibliometrics of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science

0.8

| File Description | Documents |
|--|---------------------------|
| List of the publications during the year | View File |
| Any other relevant information | View File |

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

2

| File Description | Documents |
|--|---------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | View File |
| Any other relevant information | View File |

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

The institute's commitment to fostering innovation and safeguarding intellectual property rights (IPR) is exemplified through its meticulously crafted policies, endorsed by the board of management in August 2020. These policies stand as cornerstones, facilitating transparent consultancy services to third parties while upholding the legitimate rights of faculty and the institution.

Under these policies, the concept of intellectual property emerges from research, whether bolstered by the University, government funding agencies, or external organizations. Consequently, the IPR policy meticulously defines the constitution, role, and responsibilities of the IPR cell, acting as a pivotal advisory body.

Simultaneously, the consultancy policy outlines parameters to streamline third-party consultancy, strictly disallowing the use of university resources or branding for private consultancy. Compensation for consultancy services is contingent upon the utilization of university resources, with a 70-30 revenue-sharing ratio if university resources are employed.

These policies have not only solidified the protection of intellectual property but have also facilitated numerous capacity-building programs, culminating in revenue exceeding INR 15 Lakhs. These programs, focusing on IP generation, research methodologies, and consultancy services, underscore the institution's unwavering commitment to innovation and knowledge dissemination.

| File Description | Documents |
|---|---|
| Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy | https://drive.google.com/file/d/1W73NBlnDsgGPZphogfQSmVTDC9TXKdVy/view?usp=sharing |
| Link to the soft copy of the IPR and Consultancy Policy | https://drive.google.com/file/d/1luT2pUl3AIrP8tzHyktjs7soFLwCDtE4/view?usp=drive_link |
| List of the training / capacity building programmes conducted during the year | https://drive.google.com/file/d/1bFWVBqrBH6X9RT1KYnoVLIfS0FWuJ0uh/view?usp=drive_link |
| Any other relevant information | Nil |

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)

38.48

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts indicating the revenue generated through consultancy/clinical trials | View File |
| CA certified copy/Finance Officer Certified copy attested by head of the Institution | No File Uploaded |
| List of consultants and revenue generated by them (Data Template) | View File |
| Any other relevant information | View File |

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, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc.,

during the year

108

| File Description | Documents |
|---|---------------------------|
| Photographs or other relevant supporting document | View File |
| Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated | View File |
| Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year | No File Uploaded |
| Any other relevant information | View File |

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

1772

| File Description | Documents |
|--|---------------------------|
| Reports of the events organized | View File |
| Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template) | View File |
| Geo tagged Photos of events and activities | View File |
| Any other relevant information | No File Uploaded |

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

Community outreach services outline the efforts that connect an organization's ideas or practices to the public, include an educational component that engages the community and is linked to the university's mission.

In recent times the unequal distribution of healthcare services has proven to be a major challenge in public health management

especially in rural India, hence through our outreach programs we aim to bridge this gap and serve all the classes of society at affordable prices.

Common Outreach Strategies Employed By SDTU

1. **Discussions with stakeholders:** This allows you to find opportunities that align with what they say matters to them leading to stronger relationships.
1. **Participate in community events** to interact with the community, to raises awareness and to introduce your organization.
1. **Partner your community** in understanding the issues that affect them the most.
1. **Target the leaders and influencers** working on the ground.
1. **Host Events, Trainings, and Seminars** to appraise staff towards community teaching.
2. **Create Mutually Beneficial Opportunities** for all the concerned involved - University, Staff, Student and Community.

| File Description | Documents |
|--|---------------------------|
| Number of awards for extension activities in the year- e-copy of the award letters | View File |
| List of Government/other recognized bodies that have given the awards | View File |
| Any other relevant information | No File Uploaded |

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 year

Santosh Deemed to be University (SDU) constantly promote activities for strengthening students and faculty in terms of Social Responsibilities towards neighboring areas contributing to the holistic development of students and the society. The institution

contributes to healthcare by instilling a sense of social responsibility in their students. SDU is working to address pressing societal health challenges.

The institute is conducting research that focuses on prevalent diseases, healthcare disparities, and preventive measures. By actively contributing to the body of medical knowledge, SDU aims to influence healthcare policies and practices, ultimately benefiting society at large.

Beyond education and research, our institute has a duty to engage with their local communities. This involves providing healthcare services, particularly to underserved populations. Community outreach programs, free clinics, and health education initiatives can help bridge gaps in healthcare access and promote overall well-being.

In conclusion, the social responsibility encompasses comprehensive education, impactful research, community engagement, and advocacy for equitable healthcare. This institution serves as pillar of social progress, shaping healthcare professionals who are not only clinically proficient but also socially conscious and committed to making a positive impact on the health of individuals and communities.

| File Description | Documents |
|---|---|
| Geotagged photographs of Institutional social responsibility activities | https://drive.google.com/file/d/1ZdaY9Yy6zOHX9_N1k90Jp5XqG3YzLxc4/view?usp=sharing |
| Link for additional information | Nil |
| Link for additional information | Nil |

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

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

54

| File Description | Documents |
|--|---|
| List of Collaborative activities for research, faculty exchange etc., (as per Data Template) | View File |
| Certified copies of collaboration documents and exchange visits | View File |
| Link with collaborating Institution's website | https://drive.google.com/file/d/1LzIuJK4-XoC_jhcpmecBo04vAxKBNkiam/view?usp=sharing |
| Any other relevant information | No File Uploaded |

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

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

85

| File Description | Documents |
|---|---------------------------|
| E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date | View File |
| Institutional data in prescribed format | View File |

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

Santosh University has a well-equipped physical infrastructure including 100% ICT-enabled lecture theatres with lecture capture systems, demonstration rooms, seminar rooms, departmental museums and well-equipped laboratories for practical training to foster a more enriching experience with respect to the teaching modules,. The classrooms are ICT enabled and has A-V Facilities, LCD projectors, computers, internet and smart boards offering effective training and learning to the students. Video recording facilities are also available in the media lab. Modules are available for learners are

available and e resources are uploaded on websites and LMS. A variety of case based scenarios are also taught through standardized patients.

The community outreach activities are well structured are village adoption ensures community experiential learning which drives students to engage in projects in addition to the regular labs provided to the students.

The hospital is a teaching hospital providing hands on clinical exposure to the students with advanced facilities for imparting quality training. The University boasts of well-qualified and experienced staff members who are readily available to students as guides and facilitators ascertaining the institution's commitment to providing the best education.

| File Description | Documents |
|---|---|
| Teaching- learning and skills acquisition facilities in the Institution | https://drive.google.com/file/d/1ygMM-aA7Ce4gUHXj43WQUYFbc248L4BW/view?usp=sharing |
| Geotagged photographs of the facilities | https://drive.google.com/file/d/1tN8cupK4a-VkzjOmFxc-RpLm3w05fUYe/view?usp=sharing |
| Any other relevant information | Nil |

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

The University lays equal emphasis on promoting co-curricular and extracurricular activities to ensure the overall personality development of the students. . To ensure optimum student participation in the sports, cultural and other extracurricular activities the University has created a Student Welfare Section.

The University has adequate amenities for the sustenance of physical and recreational necessities of students and staff where they can engage in physical activities and other recreational pursuits. It has spacious grounds designed for organizing cultural events and various sports and athletic activities. Co-curricular and extra-

curricular activities are also encouraged with the provisions of Indoor Infrastructure facilities also has boys and girls common room , Fitness centre (Gym), Table Tennis, Chess, Carrom Board, PS5, Badminton & Yoga Centre which are available for students & faculty. The Outdoor Infrastructure Facilities has multipurpose ground for Cricket, Football, Basketball Court, Volleyball Court, Tennis Court, Track for Athletics ,Throw Ball Court and outdoor gym available on the campus of the University.

| File Description | Documents |
|---|---|
| Available sports and cultural facilities: with geotagged photos | https://drive.google.com/file/d/1wcNwcH-1JlBODQkY2jyO9E1wMJb3mVX1/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/1bqJL_aqIH4BtBet4c_OqON0o3SX6gqfg/view?usp=sharing |

4.1.3 - Availability and adequacy of general campus facilities and overall ambience

The University campus provides ambient space for students and staff with general facilities. The girl's hostel, boys hostel have recreation rooms, sick room and child care facilities with internet facility and basic facilities. Faculty accommodation and the staff quarters are also available. There is also provision of battery cars for transport within campus.

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. There is a cafeteria to serve quality refreshments to the students on campus. Sufficient signages are placed appropriately for directions.

The campus is lush green and beautifully landscaped with water recycling, rain water harvesting, and soil water recharge, use of alternative or green energy are routinely practiced. Energy conservation with LED lamps are placed all over the campus.

The Hospital provides 24 x 7 ambulances service to ferry critical patients in and out of hospital and a Pharmacy, where all the drugs are available at a subsidized rate.

| File Description | Documents |
|--|---|
| Geotagged Photographs of Campus facilities | https://drive.google.com/file/d/1xwEGHcntIEIWtYBk7q1sl10Eksgz1H-U/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/15UfiENKBmg9MOcOmD_yV1PRNje_Pi7Y/view?usp=sharing |

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

13152.81

| File Description | Documents |
|--|---------------------------|
| Audited report / utilization statements (highlight relevant items) | View File |
| Details of budget allocation, excluding salary during the year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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

Santosh University is a 900-bedded hospital with 95 beds for critical care and 645 beds dedicated to various medical fields. The hospital has a self-contained Emergency Medicine Department which operates round-the-clock with ambulance services.

Medical ICU is 20 bedded with 10 beds allocated to ICU and ICCU each equipped with ventilator multipara monitors, central oxygen supply and suction facilities, ECG machines, Bipap machines and infusion pumps. 8 major operation theatres with facilities and equipment for minimally invasive surgery, including hip and knee transplant surgeries. The teaching hospital has the facilities and equipment like 1.5 Tesla MRI, Cath labs, CT scan and USG, ventilators, multipara monitors with CSSD facility. The Superspeciality services Nephrology, Gastroenterology, Cardiology, Eye Bank, Blood Bank are

available which gives wider clinical exposure to the learners and augments the overall quality of training.

Apart from well-equipped teaching laboratories in the campus, the Central research lab with real time PCR, molecular biology facilities are in place. The Dental College has OPG, aligner, nitrous oxide sedation, Phantom head lab and CAD CAM are available. Skill labs with state of the art facilities for hands on training are also available for training of the students, research and quality patient care

| File Description | Documents |
|---|---|
| The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos | https://drive.google.com/file/d/1aMz17IIHGazBmG9WVRCwyr0E1aKumilg/view?usp=sharing |
| List of facilities available for patient care, teaching- learning and research with geotagged evidences | https://drive.google.com/file/d/1HCE6h_fUJH245hxyCt12S6ng8dbmtSn_/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/1bMZ5lyjqoXbWiFw_q_7o2SVugCjAIP5k/view?usp=sharing |

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

Santosh Deemed University has a well-developed Medical Education and Health Care facilities, including a state-of-the-art hospital that efficiently caters to students educational needs. The hospital provides quality and affordable healthcare, with facilities such as OPDs, IPD, ICU, OT, Lab, Radiology and other treatment facilities. Central Laboratory, Pharmacy and Blood Bank operate round the clock to cater to patient needs. All departments have well-qualified and experienced faculty who impart knowledge to students and take good care of patients.

Students begin clinical posting incorporating hands-on learning through experiences like outpatient case discussions, bedside teaching, and interactive discussions. Objective Structured Case Evaluations (OSCE) and Objective Structured Practical Evaluations (OSPE) are used as learning resources for undergraduate and postgraduate students.

The teaching hospital maintains high standards of teaching and patient care, attracting a good number of patients every year. It has an adequate number of outpatients to meet regulatory body norms. Support services include an effective system for Biomedical Waste Management, and the Public Health Department organizing events to raise awareness among students. The hospital has fully automated software for HIMS and Saral allowing for easy data storage and accessibility.

| File Description | Documents |
|---|---|
| Outpatient and inpatient statistics for the year | https://drive.google.com/file/d/1PlUwpCHKfVtw40nQDlcx51Uy3Ikt2oWt/view?usp=sharing |
| Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV) | https://drive.google.com/file/d/1ujXcj5LvZJyaNr-bH81wAq4Ck0JFWba/view?usp=sharing |
| Link to hospital records / Hospital Management Information System | https://drive.google.com/file/d/1owENMcHWL40ne1E0QNSI159_0hXw9Dvt/view?usp=sharing |

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs of Health Centers | View File |
| Government Order on allotment/assignment of PHC to the Institution | View File |
| Documents of resident facility | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|----------------------------|
| 4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation. | A. All of the Above |
|---|----------------------------|

| File Description | Documents |
|---|---------------------------|
| Copies of the Certificate/s of Accreditations | View File |
| Any other relevant documents | No File Uploaded |
| Data Template in prescribed format | View File |

4.3 - Library as a Learning Resource

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

The Central library has SIMWEB ERP - Enterprise Resource Planning software for full automation as part of the Digital Campus initiative and a comprehensive and advanced Integrated Library Management System (ILMS) in place. Key features include Automated System where library operations are carried out electronically leading to greater efficiency and accuracy in managing library resources and services, Integration with Codification of Topics which helps in organizing the library's assets into various categories based on publisher, title, author, topic, subtopic, course, college, year, edition, and country, Master Books Catalogue which includes books, journals, CDs, and other collections and is loaded with over 17564 volumes .Call Numbers: The library uses the DDC 22 international numbering system for libraries to assign call numbers to its resources, Control over Issuing of Books allows for configuring the number of books and duration for each member type, and it captures violations of delay in returning books and intimate the students when they take beyond their limit, Real-time Tracking providing facility to track people entering and exiting the library premises in real-time, which helps in monitoring library access, Extensive Reporting provides extensive reporting features through WEB OPAC which makes it easier for users to access library.

| File Description | Documents |
|--------------------------------|---|
| Geotagged photographs | https://drive.google.com/file/d/1Rf3-06KZDIJMni0yx6WaL--mVtmWm792/view?usp=sharing |
| Any other relevant information | Nil |

4.3.2 - 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

The Central Library has made significant progress in expanding its collection that include books both as textbooks and reference books and maintains a Book Bank Section for the benefit of economically weaker students.

The library provides access to e-books for both National and International that motivate students to engage in vast usage of global e-resources through the National Digital Library of India, World E-books Collection, ProQuest E-Books Health Science Collection, British Council Digital Library related to traditional medicine speciality resources.

The Library maintains ancient books that includes Ayurveda Ancient Medicine and Siddha, National Manuscript mission, indianmanuscript.com, southasiaarchive.com and nsd.gov.in that provide details on ancient books, palm leaf manuscripts, Indian Rare Manuscripts, antique books, historical ancient documents and inscriptions.

Membership in DELNET provides access to interlibrary loans, Union catalogues of books, Document Delivery Service and Medical Video Lectures current periodicals and journals and other research databases. Membership with the British Council Library provides ILL for research and reference.

The library has access to South Asian Archives and the World Digital Library and E-Shodh Sindhu. These resources offer access to cultural treasures and significant historical documents including books, manuscripts, maps, newspapers, journals, prints, photographs, sound recordings, and films and research theses.

| File Description | Documents |
|---------------------------------------|---|
| Library acquisition data for the year | https://drive.google.com/file/d/1zgLObh11YjWJQQZ65hIkbZc61BNo2HhF/view?usp=sharing |
| Any other relevant information | No File Uploaded |

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template) | View File |
| E-copy of subscription letter/membership letter or related document with the mention of year | View File |
| Any other relevant information | View File |

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

40.86

| File Description | Documents |
|---|---------------------------|
| Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer | View File |
| Audited Statement highlighting the expenditure for purchase of books and journal library resources | View File |
| Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund | View File |
| Details of annual expenditure for purchase of books and journals for the year (Data Template) | View File |
| Any other relevant information | View File |

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

A. All of the Above

| File Description | Documents |
|--|---|
| Give links or upload document of e-content developed | View File |
| Supporting documents from the hosting agency for the e-content developed by the teachers | No File Uploaded |
| Give links e-content repository used by the teachers / Students | https://lms.santosh.ac/ |
| Data Template | View File |

4.4 - IT Infrastructure

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

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

71

| File Description | Documents |
|--|---------------------------|
| Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template) | View File |
| Description of new facilities added during the preceding academic year | No File Uploaded |
| Consolidated list duly certified by the Head of the institution | View File |
| Geotagged photographs | View File |
| Any other relevant information | No File Uploaded |

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

University prioritizes cutting-edge technology, constantly updates computer resources and IT facilities, including network infrastructure. University recognizes the crucial role of technology in modern education and strives for seamless connectivity, ensuring students access latest hardware and software. The focus on IT facilities especially Wi-Fi highlights our commitment towards a technologically advanced campus .

University provides over 350 computers with 40 dedicated to the Central library. Implementation of Global ERP platform with mobile app has streamlined administrative process aligning with modern trends in educational management.

Prioritizing security and efficiency the University adopted Digital identification technology. This has been achieved through implementation of smart ID cards and biometrics, contributing to a secure campus environment. Automation of the examination system has minimized human intervention, ensuring fair examination process with improved student satisfaction.

The utilization of one of the HIS software, TrioTree for the Medical College Hospital and the Dental College benefits from Saral software for patient data.

University has invested in five Lecture Capturing Systems from Impartus, facilitating enhanced classroom experiences and convenient access to course materials. Canvas further promotes a

technologically-driven approach with online classes and paperless assessments catering diverse learning priorities.

| File Description | Documents |
|---|---|
| Documents relating to updation of IT and Wi-Fi facilities | https://drive.google.com/file/d/143TunZt_vBv_UWubTypgkeW42ZdNvOYbZ/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/1D5T3I0nG2AR_RT3J1bKMvBC69RAUkASIn/view?usp=sharing |

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line)

A. ?1 GBPS

| File Description | Documents |
|--|---------------------------|
| Details of available bandwidth of internet connection in the Institution | View File |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | View File |
| Annual subscription bill / receipt | View File |
| Any other relevant information | View File |

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

The University has 5 state of the art Lecture Capture Systems, IMPARTUS installed in the university. 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. Recordings are uploaded online and can be accessed by students and faculty.

Media room is well equipped with mics, light, green background and a camera for the faculty to create e content. Faculty has full support from IT team to create animations and graphics for the e content created. Video conferencing platforms enable students to participate in live discussions, lectures and seminars conducted by experts from various parts of the world. Audiovisual facility is installed in major operation theatres and regular surgical demonstrations are conducted for the students through live video streaming.

Implementation and usage of ICT features at levels like classroom teaching, presentations, information sharing and dissemination and thereby digitizing the learning process. Another significant advantage of ICT tools is their role in improving assessment and feedback processes.

platforms like LMS, Zoom, Google, are freely and widely availed for conducting online delivery of lectures, conduction of tutorials, webinars, OSCE & OSPE sessions and case scenarios

| File Description | Documents |
|--------------------------------------|---|
| The e-content development facilities | https://drive.google.com/file/d/1KHCUMD4A0opq5sMYTMWpCXTZ7_VYzrUI/view?usp=sharing |
| Geotagged photographs | https://drive.google.com/file/d/1Q6eqYLvcOyx_OgKbDbZmuaghUeNjlliw/view?usp=sharing |
| Any other relevant information | Nil |

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

2329.39

| File Description | Documents |
|--|---|
| Audited statements of accounts on maintenance | View File |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template) | View File |
| Link to ERP | https://santosh.servergi.com:8071/SIMWEBSANTOSH/login |
| Any other relevant information | No File Uploaded |

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

The University ensures regular maintenance and upkeep of all infrastructural facilities. Supervision and maintenance work are

carried out by trained in-house experts. IT and softwares are continuously upgraded to ensure the market relevance of acquired skills.

University has an elaborated system and process for maintaining physical and academic support facilities. Classrooms, Labs and Dental Clinics are checked weekly and any repair if needed is done on weekend by the maintenance department while day-to-day faults are rectified daily. Maintenance of the infrastructure, civil work and electrical work of the campus is done by the respective engineers. Landscaping and Greenery are taken care of by a horticulturist and his team. The Sports complex and Indoor recreation room facilities are maintained by the assigned supervisor and his team. For all major repairs and maintenance a budget is prepared and discussed in the Financial meeting and with their approval, the projects are completed.

The laboratories have biomedical equipment's for which there is a separate Biomedical engineering section in place. AMC/ CMC of equipment's/ Calibration, preventive maintenance schedule which is monitored on monthly basis. Generator for power backup and fire fighting is in place and maintained

| File Description | Documents |
|---|---|
| Minutes of the meetings of the Maintenance Committee for the year | https://drive.google.com/file/d/12CZzgB310n05oXNtkRoH1U1Ir_qdUaxn/view?usp=sharing |
| Log book or other records regarding maintenance works | https://drive.google.com/file/d/1LaI4h3gHmDaAj8ScBCWPkyUin2WUS9BY/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/15r_r4NZmIj0xSA3R_UcWylXwj2dm9GAS/view?usp=sharing |

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

77

| File Description | Documents |
|---|---------------------------|
| Attested copies of the sanction letters from the sanctioning authorities | View File |
| Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution | View File |
| List of students for the year who received scholarships/ freeships /fee-waivers | View File |
| Any other relevant information | View File |

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes
Soft skills development
Language and communication skill development
Yoga and wellness
Analytical skill development
Human value development
Personality and professional development
Employability skill development

A. All of the Above

| File Description | Documents |
|---|---|
| Detailed report of the Capacity-enhancement programs and other skills development schemes | View File |
| List of capability enhancement and skill development schemes (Data Template) | View File |
| Link to Institutional website | https://www.santosh.ac.in/events |
| Any other relevant information | No File Uploaded |

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

572

| File Description | Documents |
|---|---------------------------|
| Copy of circular/brochure of such programs | View File |
| List of students attending each of these schemes signed by competent authority | View File |
| Program/scheme mentioned in the metric | View File |
| 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 preceding academic year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.1.4 - The Institution has an active international student cell

An active international student cell is dedicated to supporting the needs of international students. The purpose of having an active international student cell is to promote diversity and inclusivity on campus and ensure that international students have a positive and fulfilling academic experience.

The main aim of the active international student cell is to ensure that international students feel welcomed and integrated into the campus community and receive the guidance they need to achieve academic success. The cell also plays a vital role in promoting cultural diversity and awareness on campus and provides opportunities for students to engage in cross-cultural learning and exchange. It offers guidance on visa and immigration procedures, cultural integration activities and accommodation assistance. When such students are admitted they are taken care of till they graduate by catering to their needs, hearing and acting upon their concerns and providing valuable support. Parents also connect if need be with their concerns and also take valuable feedback of their wards.

The international student cell is an essential resource for international students and plays a crucial role in ensuring that they have a positive and fulfilling educational experience.

| File Description | Documents |
|--------------------------------|---|
| International students' cell | https://docs.google.com/document/d/1b5_mT00WjPaD3uMw90oXCgecqZL7nF3o/edit?usp=sharing&ouid=111390508154896831230&rtpof=true&sd=true |
| Any other relevant information | Nil |

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

| File Description | Documents |
|---|---|
| The Institution has a transparent m | View File |
| Circular/web-link/ committee report justifying the objectives of the metric | https://www.santosh.ac.in/anti-ragging |
| Details of student grievances and action taken (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.2 - Student Progression

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

25

| File Description | Documents |
|--|---------------------------|
| Number of students qualifying in state/ nation | View File |
| Pass Certificates in the examination | View File |
| Any other relevant information | No File Uploaded |

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

53

| File Description | Documents |
|---|---------------------------|
| Self-attested list of students placed / self-employed | View File |
| Details of student placement / self-employment during the preceding academic year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

10

| File Description | Documents |
|--|---------------------------|
| List of students who have progressed to Higher education preceding academic year | View File |
| Supporting data for students/alumni | View File |
| Details of student progression to higher education (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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 year

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) during the year

6

| File Description | Documents |
|--|---------------------------|
| e-copies of award letters and certificates | View File |
| List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template) | View File |
| Any other relevant information | No File Uploaded |

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

Santosh Deemed to be University prioritizes students as crucial stakeholder, fostering leadership organization and responsibility through an active Student Council. This council serves as a linchpin for ensuring robust student representation, contributing significantly to institutional development and student welfare.

Student Welfare Section under Dean Student Welfare includes student members as representatives of the Student council and includes Student welfare cells that include Academics, Arts, Sports ,Theatre, Cultural , Editorial , Photography, Dramatics, Arts and the club members host and organize activities and competitions and the University mega event AURA . They also organize conferences, competitions, whilr showcasing leadership skills. They also hold administrative responsibilities and are members of various commitees that includes IQAC, ICC, Antiragging and Student grievance redressal committees . UGC-recommended committees underscore the university's commitment to holistic student well-being, contributing to a vibrant and student-friendly environment. Student Class Representatives (CRs) are essential leaders voicing student feedback. Students actively participate in outreach camps, providing aid to the underprivileged and raising awareness.

Through its dynamic activities, amplifies student voices and plays a pivotal role in institutional development. The commitment to fostering leadership, embracing diversity, and nurturing social responsibility positions the university as a beacon of holistic education and student welfare.

| File Description | Documents |
|--|---|
| Student Council activities during the year | https://drive.google.com/file/d/1NVZOSdPJHZcF1LdPp4rgGhKbhx8XEgzM/view?usp=sharing |
| Any other relevant information | Nil |

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

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

17

| File Description | Documents |
|---|---------------------------|
| Report of the events/along with photographs appropriately dated and captioned | View File |
| Copy of circular/brochure indicating such kind of activities Information as per Data template | View File |
| Any other relevant information | View File |

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

The University has a registered alumni association to ensure that we build a strong and better communication with our alumni. They significantly contributes from time to time for development of institution by involving them with activities such as seminars, workshops and in also contributing to donating books, journals and equipment etc. They also extend their support to the students to motivate them and guide them for future placements. They also share their experiences and motivate them to pursue their skills and encourage them to become leaders in their field by participations at different forum.

UG alumni meetings happen at regular intervals in and round Delhi/NCR with large attendance from various batches while PG alumni meetings are also held from time to time by the respective departments. Alumni also take part in the annual college festival AURA. Alumni of previous batches are part of the founders day celebrations and are invited to spend the day on campus reminiscing their time on campus and are felicitated individually.

Being one of the major stakeholders of the Institute, feedback from Alumni are sought for curriculum revision and their suggestions are considered during revision of curriculum.

| File Description | Documents |
|--|---------------------------|
| Details of Alumni Association activities for the year | View File |
| Frequency of meetings of Alumni Association with minutes | View File |
| Quantum of financial contribution for the year | View File |
| Audited statement of accounts of the Alumni Association for the year | View File |

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| 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 File |
| List of Alumni contributions made during the year | View File |
| Certified statement of the contributions by the head of the Institution | View File |
| Any other relevant information | No File Uploaded |

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

Vision of the University is "To be a global leader in Medical, Dental and Allied Health Science Education, Healthcare and Research The Mission is to be a multidisciplinary higher education institute providing holistic teaching and training, affordable high quality integrated health services and opportunities for translational research envisaged as an institute of eminence. Participative, inclusive planning and implementation with periodic monitoring has enabled University to grow . them as ideal and self- reliant through employment oriented education fostering and enduring a sense of discipline and commitment . Various National and International MOU's and collaboration with various associations, industries and institution for active Industry Academic Interaction. Alumni Association helped enhance the networking and allow alumni to serve many valuable roles in their contribution to the alma mater.

University International rankings were achieved with The Times Impact Rankings. and also ranked in NIRF Our Institution has also grown to recognize 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 | Documents |
|---|---|
| Vision and Mission documents approved by the Statutory Bodies | https://drive.google.com/file/d/1L9omhgfo3fmaQuQZta3nY6JLMb53GPcF/view?usp=sharing |
| Report of achievements which led to Institutional excellence | https://drive.google.com/file/d/1-SLVX5slbfsnT294ryxOkYXEJfuZNSPc/view?usp=sharing |
| Any other relevant information | View File |

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

Decentralization fosters autonomy and decision-making at various levels of the Institution and leadership at our University actively empowers academic and administrative departments creating a multi-tiered framework that delegates responsibilities to Deans, Heads of Departments (HoDs), faculty coordinators and administrative officers. Each Department is provided the flexibility to design and implement programs, manage resources and address challenges aligned with Institutional goals. Academic Council, Board of Studies and Curriculum committees function independently yet collaboratively to ensure quality and relevance of academic offerings. Decentralization is further evident in Research and Development (R&D) practices where the Research Division operates autonomously to promote scholarly activities, identify funding opportunities and oversee compliance with ethical standards. Similarly student-centric initiatives such as the Student Council and student clubs operate under the mentorship of faculty but retain their autonomy to address specific student needs.

Participatory management at the University level integrates inputs from all key stakeholders, ensuring decisions are well-rounded and inclusive by engaging faculty, students, administrative staff, alumni and external experts in various committees that include IQAC, Academic and Examination Committees among others. These practices collectively contribute to an academic environment enhancing institutional efficiency and stakeholder engagement that is dynamic, inclusive and forward-looking.

| File Description | Documents |
|--|---|
| Information / documents in support of the case study | https://drive.google.com/file/d/1chnQ1YmYJNy_bUH58YUmZRPS17WnfAbZd/view?usp=sharing |
| Any other relevant information | Nil |

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

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.

University requires the strategic plan for its holistic development for all its stakeholders. To ensure participative governance 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 implements the strategic plans. 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.

Internal monitoring is done by the Institutional Committees and external evaluation is done by the accreditation bodies like NAAC, NABH, NABL, ISO.

| File Description | Documents |
|---|---------------------------|
| Strategic Plan document | View File |
| Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year | View File |
| Any other relevant information | No File Uploaded |

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

In order to facilitate a transparent and consistent decision-making process the University has well defined organizational hierarchy and structure. Statutory bodies like Board of Management (BOM), Academic Council, Finance Committee, Board of Studies (BOS), Executive Committee, Board of Examination along with other committees include external members in an effort to increase accountability. All are framed as per the University and Government's guidelines and are involved in planning and implementation

Various Governing Bodies and Roles along with Responsibilities includes - Executive Committee, IQAC- Planning, Review and Development- IQAC, Academic Council- Courses and Curriculum , Admission Cell, Finance Committee - Admissions and Fees, Examination Cell, Board of Examination -Examinations and Results, Central Research Cell- Ph.D. Cell -Research , Finance Committee -Finance , Anti-Ragging Cell, Student's Welfare Cell -Discipline.

Various new/ revised policies include Student welfare policy, smoking free campus policy, anti alcohol or drug abuse policy, ERP code generation policy, Research incentive policy.

| File Description | Documents |
|--|---|
| Annual Report of the preceding academic year | https://drive.google.com/file/d/1jGTvGPTEGiT_9RwcdAYbvsovexfUCa9/view?usp=sharing |
| Minutes of meetings of various Bodies and Committees for the preceding academic year | https://drive.google.com/file/d/1157Ym9CfzWMfgnYMD1A9moLL8vA2JfFa/view?usp=sharing |
| Any other relevant information | Nil |

**6.2.3 - The University has implemented e-governance in the following areas of operation
Planning and Development Administration
(including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination**

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year | View File |
| e-Governance related document | View File |
| Screen shots of user interfaces | View File |
| Any other relevant information | View File |

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.

The University is committed to fostering a culture of well-being, goes above and beyond in ensuring the welfare of its teaching and non-teaching staff which include accommodation in the Campus, Medical Facilities, Compensatory Off, Entitlement of Leave,. Incentives and awards for faculty members for their academic excellence and clinical research outputs. Intramural grants for Research projects, start-ups and publications, Transport Facilities: The staff members are provided facility of transport for assigned official work. Financial perks extend beyond the conventional with employees reaping the rewards of EPF, gratuity and festive bonuses during Diwali. The celebration of Founders day takes a unique turn as thoughtful gifts are bestowed upon all staff creating a sense of camaraderie and acknowledgment.

Beneficiary for students includes scholarships, free-ships and fee concessions , medical aid, free bus facilities .These policies highlight our dedication to identifying and meeting the varied needs of our employees with the goal of creating a work environment that values a good work-life balance and recognizes the importance of different life events.

The University encourages faculty and staff to engage in training sessions, fostering intellectual growth and skill enhancement.

| File Description | Documents |
|---|---|
| Policy document on welfare measures | https://drive.google.com/file/d/1rUb0K1Bmn1zFq9YQm71xXPRVbtn6_L3J/view?usp=sharing |
| List of beneficiaries of welfare measures | https://drive.google.com/file/d/1zA_Y3zLczoblXUuvvggKTWl1xVoMSUKPm/view?usp=sharing |
| Any other relevant information | Nil |

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

65

| File Description | Documents |
|--|---------------------------|
| Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template) | View File |
| List of teachers provided membership fee for professional bodies during the year | View File |
| Policy document on providing financial support to teachers | View File |
| E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head | View File |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year | View File |
| Any other relevant information | No File Uploaded |

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non-teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

57

| File Description | Documents |
|--|---------------------------|
| List of professional development / administrative training programmes organized by the University for the year | View File |
| The lists of participants who attended the above programmes during the year (Data template) | View File |
| Detailed program report for each program | View File |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres). | No File Uploaded |
| Reports of Academic Staff College or similar centres. Verification of schedules of training programs | No File Uploaded |
| Copy of circular/ brochure/report of training program self-conducted program may also be considered | View File |
| Any other relevant information | No File Uploaded |

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

108

| File Description | Documents |
|--|---------------------------|
| Details of teachers who attended FDPs during the preceding academic year (as per Data Template) | View File |
| Details of teachers who attended FDPs during the preceding academic year (as per Data Template) | View File |
| E-copies of the certificates of the programs attended by teacher Any other relevant information | No File Uploaded |

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

University employs an appraisal system for its teaching staff evaluating the performance of each employee annually upon completing one year of service. Recommendations for faculty promotions are made based on performance activities beyond academics. They may be assigned additional voluntary duties and responsibilities to contribute to their assessment. Heads of the Departments followed by the Dean assess and verify the performance of each faculty member. The Head of each Department evaluates the performance of non-teaching staff through verbal discussions with their supervisors. For Heads of Departments (HODs) and Deans, performance appraisal is conducted by the Vice Chancellor.

Regular training programs are organized to keep staff updated in their knowledge domain. Workshops are conducted for faculty and non-teaching staff to familiarize them with new processes. Departmental heads use a defined prospectus for performance reviews including an appraisal interview to assess performance and identify training needs for the upcoming year. The HR department issues relevant directives based on reviewing authorities' recommendations.

The performance is also used for career advancement of the teachers who are updated about their performance at each level. Through performance appraisal system form a teacher can show case his /her continuous professional development.

| File Description | Documents |
|--|---------------------------|
| Performance Appraisal policy of the Institution | View File |
| Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc. | View File |
| Any other relevant information | No File Uploaded |

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilization of resources

University is a self-financing university run by the Santosh Trust and is neither funded by the State government nor Central Government ensuring all generated resources are utilized for the Institutions academic, research and administrative activities.

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.

Diversification of the avenues of 'Resource mobilization to make itself sustained in the domain of Education, Healthcare and Research by maximization of utilization of the potentials of the teachers, health professionals, researchers, learners and administrative support staff .Optimal utilization of infrastructure, instructional facilities and expertise of the University. The recurring budget head includes salary, capital expenditure, research, academic and administrative expenditure, maintenance component, and miscellaneous like scholarship and welfare schemes. Nonrecurring head of accounts consists of movable and immovable assets like buildings, lab equipments, infrastructure and support facilities.

| File Description | Documents |
|--|---|
| Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council | https://drive.google.com/file/d/1bdz9aeL0qo5rjdoOW5_H77bo9YyEsrM-/view?usp=sharing |
| Procedures followed for optimal resource utilization | https://drive.google.com/file/d/1pU9mZvEsU-yXIrRnw5FEgerixZsfRacK/view?usp=sharing |
| Any other relevant information | Nil |

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

| File Description | Documents |
|---|---------------------------|
| Audited statements of accounts for the year | View File |
| Copy of letter indicating the grants/funds received by respective agency as stated in the metric | View File |
| 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 File |
| Information as per Data template | View File |
| Any other relevant information | No File Uploaded |

6.4.3 - Institution conducts internal and external financial audits regularly

Internal audit ensures that the overall financial system operates efficiently. The accounts section thoroughly audits every payment and internal auditors check each transaction. Internal audit submits reports to management on a regular basis and reports are sent quarterly to the external auditors 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 done for auditing University books of accounts annually and is conducted every year 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. 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.

| File Description | Documents |
|--|---|
| Policy on internal and external audit mechanisms | https://drive.google.com/file/d/1GGqD61MfTBr_ehjryeYz9Cim-ev95q0fH/view?usp=sharing |
| Financial Audit reports for the years | https://drive.google.com/file/d/1BHh1E1kK1Z271D4jUJNk96_6u05_9Wsv/view?usp=sharing |
| Any other relevant information | Nil |

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

IQAC aims at attaining realistic quality benchmarks in teaching learning, patient care, research and administrative activities of the University through periodic assessment, promotion of the conducive academic environment and sustenance of its institutional and human values. IQAC seeks to deliver an educational experience to all stakeholders and place the institution in the top tiers of National and Global rankings

Vice chancellor is the Chairman of the cell and presides over the meetings of the body wherein future planning is done for coordinating all quality related activities of the University. Departmental Heads and faculty are responsible for managing the quality related issues in their respective fields. IQAC has established processes to collect data and information on various aspects of the functioning of the University

To facilitate quality culture, IQAC conducts and organizes regular quarterly meetings with its member to decide strategic plan and obtain desired objectives. Numerous orientation and training sessions for teaching, non-teaching staff and students are done to achieve desired outcomes. All faculty are encouraged to participate and attend seminar/workshops related to Quality issues. IQAC has promoted various policies and elevated various outcomes of quality initiatives. It also consistently takes responsibilities for taking

charge for audits and accreditations.

| File Description | Documents |
|--|---|
| The structure and mechanism for Internal Quality Assurance | https://drive.google.com/file/d/1s8Fv5OLBfyAp3owqlanCgoi0-Ut9zhNt/view?usp=sharing |
| Report on the quality sustenance/enhancement initiatives of the IQAC during the year | https://drive.google.com/file/d/1Em3-tYl-fQ_N_bA2skIaoiCmmSQe2oiW/view?usp=sharing |
| Minutes of the IQAC meetings for the year | https://drive.google.com/file/d/1GVCZQbw0lHDnoT-UKmplYLEH6QjNXV_M/view?usp=sharing |
| Any other relevant information | Nil |

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc., | View File |
| Data template including documents/certificates relating to options 1 to 6 above | View File |
| Any other relevant information | View File |

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

University is committed to excellence while maintaining its values. Majority of the administrative functioning of the University is

dependent upon the faculty members who serve in various capacities apart from their teaching research and clinical responsibilities.

- Conduct of value enhancement programs for faculty and employees on Medical Ethics.
- NABH sensitization staff members
- Training of faculty through various Professional Development Programs
- Increase participation of UG students in short term research projects.
- Short term courses for training health professionals conducted.
- Emphasis and focus on IPR and Entrepreneurship skills for faculty and students
- Strengthening the feedback mechanism of the University from its stakeholders
- Conscious efforts to improve gender equity among stakeholders.
- Successful execution of State and National Health programs.
- Enhances efforts to create unique facilities like cadaveric skill lab.
- Enhanced ICT tools in classrooms for Teaching Learning
- Global engagements with MoU both National and International.
- Conduct of Academic and Administrative Audits.
- Revision of ISO Certifications according to new guidelines
- Participation in AISHE , NIRF and other rankings
- Green Audit, Energy Audit and Environment Audit conducted.
- Student Exchange participation
- Strengthening of E Governance in its documentation

- Initiatives for Research promotion
- Orientation programmes on NAAC accreditation
- Initiated new and revised policies of the University

| File Description | Documents |
|---|---|
| Relevant documents/information on the process and results of impact analysis on the above aspects | https://drive.google.com/file/d/1Q4OY9pwqwskgnmuaSUvXISPxOAU10caW/view?usp=sharing |
| Any other relevant information | No File Uploaded |

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 year

Santosh Deemed to be university believes in the Gender equality policy that is very well showcased by the healthy gender ratio in faculty and students. The University has more than 50% teaching staff that include leadership roles of Vice Chancellor, Dean Medical, Director IQAC, Dean Research, Vice Dean and many Heads of Departments.

The University makes adequate is proactive in percolating values of Gender equity in its environment with the Gender Equity Policy which is formulated and displayed on the Website promoting communications reflecting unbiased representations of gender equity. Annual gender sensitizing action plan is made every year regarding the co-curricular activities to be conducted in the university aiming to enhance gender sensitisation and equity. Various gender sensitization program are conducted throughout the year that include Gender sensitization programs like Gender equality, International women's day , Menstrual day, Breast feeding awareness.

Internal Complaints committee deals with any complaints of sexual harassment and abuse in any of the institutions under the institute and conducts special programs to make faculty and students aware of prevention of sexual abuse in work place and signages are available on campus

| File Description | Documents |
|---|---|
| Annual gender sensitization action plan | https://drive.google.com/file/d/1p-lpxRbKyo4LAsv52caNYihYAuIIIf8aM/view?usp=sharing |
| 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 | https://drive.google.com/file/d/18UnSMeJQcBz3CX8gj7XYv27SstMqD_P1/view?usp=sharing |

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. All of the Above

| File Description | Documents |
|------------------------------------|---------------------------|
| Geotagged Photographs | View File |
| Any other relevant information | No File Uploaded |
| Data template in prescribed format | View File |

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

The University has put in place important procedures to manage the wastes—both biodegradable and non-biodegradable to decrease its negative effects on the environment and individual health. These meet the requirements and criteria of the 1986 Environmental (Protection) Act. Solid trash, liquid waste, biological waste, e-waste and chemical waste are the main types of garbage produced on campus. Solid waste, such as paper, plastic, glass, food and so on is produced during regular University operations.

Waste collected and dumped into color-coded rubbish bags and conforms with the Solid Waste Management Rules of 2016. A disposal agreement between M/S Environ Waste Connection LLP and Santosh Hospital is in effect and collection and disposal of Waste produced at the Dental hospital has been signed with Synergy Waste Management Pvt Ltd.

STP is set up to clean up wastewater so that it may be disposed of and used for toilets and green belt irrigation. The green grass maintenance and gardening are accomplished with the use of rainwater harvested from building rooftops.

Electronic trash involves gathering waste materials of non-functional electronic devices which are sent to the approved vendors Sorditcon Pvt Ltd with whom there is an MOU

| File Description | Documents |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | https://drive.google.com/file/d/1lJT3jjSSC7jXC0qGrY_9SdCAvDYvQWJM/view?usp=sharing |
| Geotagged photographs of the facilities | https://drive.google.com/file/d/1E1Ws7NaaZI2vkF56L2btGOAiqSJBek9o/view?usp=sharing |
| Any other relevant information | https://drive.google.com/file/d/1XUsJ84DFO6PEA6-8PyOKMwDA1tgR-Gf3/view?usp=sharing |

7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or All of the above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Any other relevant information | No File Uploaded |

7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants

A. All of the Above

| File Description | Documents |
|---|---------------------------|
| Geotagged photos / videos of the facilities | View File |
| Relevant documents / reports | View File |
| Any other relevant documents | No File Uploaded |
| Data template in prescribed format | View File |

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 Any awards received for green campus initiatives

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Audit reports of the institution related to the metric Data template | View File |
| Any other relevant information | View File |

7.1.7 - The Institution has Divyangjan 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 to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

| File Description | Documents |
|--|---------------------------|
| Geotagged photographs / videos of the facilities | View File |
| Relevant documents / reports | No File Uploaded |
| Any other relevant information | No File Uploaded |
| Data Template | View File |

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 200 words).

The University is committed to creating a welcoming atmosphere that fosters students holistic personal growth. University takes pride in commemorating festival holidays of different faiths which has fostered cohesion and unity in the workplace. There is no discrimination against teachers or students based on their religion, caste or creed.

The University provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities in tune festivals of different religion which are celebrated with fervour so that students get introduced with varied cultures and maintain the religious, social and communal harmony. The University Mess Canteen offers food menu featuring dishes from several locations.

Celebrations of different festival such as Diwali, Holi, Eid, Christmas, Gurupurab, Lohri ,Dusshera are observed to showcase the inclusive atmosphere with each faculty member, staff member and student participating in the festivities in their own special way. Students from many backgrounds and areas come together to engage in and socialize peacefully at the annual AURA and Sports Day festivals. Students participate in awareness programs, debates and painting competitions, to help them change their ways of thinking and reflect those changes back to the community.

| File Description | Documents |
|--|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | https://drive.google.com/file/d/1pt0KlowZaMrPtGjuo2FN_SlufJRdzfkK/view?usp=sharing |
| Any other relevant information | Nil |

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

University takes sincere measures towards sensitization of students and employees of the Institution to the constitutional values, rights, duties, and responsibilities of citizens. The University celebrates 26th January as Republic day and 15 th August as Independence day by hoisting the flag to honour the date on which the constitution of India came into effect and our independence. Constitution Day is celebrated on 26th November every year in order to sensitize the students and employees.

Azadi ka Amrit Mahotsav is celebrated on 13th August which emphasizes the respect of National flag and salute the efforts of freedom fighters. To spread the message about cleanliness in society and our role as responsible citizens, Swatchta Pakhwada activities are conducted. University also takes pride in celebrating the National Unity Day or Ekta Diwas on 31st October and laying emphasis on Unity in Diversity. 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.

| File Description | Documents |
|---|---|
| Details of activities that inculcate values necessary to render students to be responsible citizens | https://drive.google.com/file/d/1pomHU6Z9BnXnJX3_e17wDylmQ4j8QEr/view?usp=sharing |
| Any other relevant information | Nil |

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. The Code

A. All of the Above

of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

| File Description | Documents |
|---|---|
| Weblink of the code of conduct | https://www.santosh.ac.in/code-of-conduct |
| Details of the monitoring committee of the code of conduct | View File |
| Details of Programs on professional ethics and awareness programs organized during the year | View File |
| Any other relevant information | View File |

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

Santosh Deemed to be University actively conducts National and International commemorative days. Republic Day and Independence Day are observed with great joy and patriotism in order to foster a sense of nationalism.

To raise awareness among the general public, health days are observed, including World Sepsis , World Heart , Oral Hygiene , World Bipolar, World Diabetes , World Blood Donation , World Hepatitis and World Stroke . On World T.B. , World Aids , World Cancer and World Polio Days , outreach initiatives in the form of Nukad Natak rallies are held to engage the general public. The purpose of World No Tobacco, World Health , World Sight and Celebration of Global Hand Washing Days is to raise public awareness .

The University honours Sardar Vallabhai Patel on his birth anniversary on Rashtriya Ekta Divas and celebrates Shishya Parampara and the "Walk for Unity" with great fervor. University commemorates Gandhi Jayanti, the International Day of Non-Violence. Tree Plantation is also a step towards the SDGs and these activities are frequently held.

Numerous holidays which showcase the diversity of culture and religion are celebrated with zeal and vigor, including Diwali, Holi, Christmas, Eid, Saraswati Puja, Ganesh Puja and Navratri.

| File Description | Documents |
|---|---------------------------|
| Annual report of the celebrations and commemorative events for the year | View File |
| Geotagged photographs of some of the events | View File |
| Any other relevant information | No File Uploaded |

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

BEST PRACTICE 1 Santosh Matr Shishu Kalyan Yojana A Maternal and Neonatal Care Initiative Maternal and child health is a critical indicator of the health sector's performance and a major focus for the Government of India, which aims for "Zero Preventable Maternal and Newborn Deaths" and high quality maternity care delivered with dignity and respect. To improve maternal and neonatal outcomes, the government has mandated 100 percent institutional deliveries. Many such complicated pregnancies are referred to tertiary care hospitals by state run district hospitals in Ghaziabad.

In response, Santosh Hospital has adopted a practice of offering free antenatal care, delivery, and neonatal care

BEST PRACTICE - 2

Title of the Practice - Digital Transformation of Education

Objectives of the Practice

Enhance Educational Delivery: Integration of technology to improve teaching methodologies and deliver more interactive and engaging learning experiences.

Increase Accessibility: Ensure that educational resources are accessible overcoming all barriers

Foster Innovation and Research: Digital tools to support innovative

research methods and facilitate collaboration among researchers and students.

Improve Administrative Efficiency: Streamline administrative processes to allow more focus on education and student support.

| File Description | Documents |
|--|---|
| Best practices in the Institutional web site | https://www.santosh.ac.in/best-practices |
| Any other relevant information | Nil |

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Santosh Deemed to be University proudly emphasizes women leadership as a distinctive feature of its institutional identity. The University fosters an environment that encourages and celebrates female leadership, recognizing women's pivotal role in shaping education and healthcare's future. At Santosh University more than 50% of the leadership roles are held by women bringing diverse perspectives and innovative approaches to decision-making processes with creative and humane touch. It's worth noting that the Hon'ble Vice chancellor of our University, Dean Medical, Dean Research, Director IQAC, Medical Superintendent, Deputy Dean Medical, Deputy Dean Dental, Assistant Dean Dental, Manager Admission and Principal Nursing are all female. This commitment extends beyond the administrative domain with female faculty members leading ground-breaking research projects and pioneering curriculum advancements that impact the broader educational landscape. The University champions initiatives like leadership programs and mentorship networks to empower women and support their success in academia and beyond. Furthermore, The University organizes camps, health programs, conferences, and workshops to address challenges women face in leadership and create strategies for overcoming them. Through these efforts, Santosh Deemed to be University fosters diversity, inclusion, and gender equality in leadership roles within higher education and healthcare globally.

| File Description | Documents |
|--|---|
| Appropriate web in the Institutional website | https://www.santosh.ac.in/institutional-distinctiveness |
| Any other relevant information | Nil |

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

Santosh Deemed To Be University is committed to advancing its mission of excellence in Medical Education and healthcare. Looking to the future, University plans to introduce cutting-edge programs and enhance its research capabilities to remain at the forefront of innovation. The University intends to expand its academic offerings by establishing new courses in emerging fields such as digital health and bioinformatics. This will prepare students to navigate and lead in a rapidly evolving healthcare landscape. Collaborations with International institutions are also on the horizon aiming to foster cross-cultural knowledge exchange and provide students with global perspectives. In terms of infrastructure the University plans to invest in state-of-the-art specialized laboratories and research facilities. This investment will not only improve practical training but also encourage faculty and students to engage in ground breaking research particularly in areas like personalized medicine and public health. The University is dedicated to enhancing its community engagement programs by providing quality healthcare services to underprivileged areas for extensive outreach and service-based learning opportunities.

Lastly, implementing robust digital platforms for hybrid learning can ensure accessibility and flexibility accommodating the changing needs of students. Santosh Deemed to University is poised to adapt and thrive in the 21st-century educational environment.