



# SELF STUDY REPORT

Submitted to  
**NATIONAL ASSESMENT AND  
ACCREDITATION COUNCIL**

VOLUME-1

SEPTEMBER 2015



**SANTOSH UNIVERSITY**

## Section B

### PREPARATION OF SELF-STUDY REPORT

#### 1. Profile of the Institution

(To provide information whichever is relevant to the HSI)

##### 1. Name and Address of the Institution:

<b>Name:</b>	SANTOSH UNIVERSITY	
<b>Address:</b>	No. 1, Santosh Nagar, Ghaziabad, NCR Delhi, U. P.	
<b>City: Ghaziabad</b>	<b>Pin: 201009</b>	<b>State: UTTAR PRADESH</b>
<b>Website:</b>	<a href="http://www.santoshuniversity.com">www.santoshuniversity.com</a>	

##### 2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
<b>Vice Chancellor</b>	<b>DR. V. K. ARORA</b>	<b>O: 0120-2741777</b>	+91-9811282822	0120-2741140	santosh@santoshuniversity.com
<b>Pro Vice Chancellor (s)</b>	-	O: R:	-	-	-
<b>Registrar</b>	<b>SH. V. P. GUPTA</b>	<b>O: 0120-2741777</b> R:	+91-7838888790	0120-2741140	santosh@santoshuniversity.com
<b>Principal / Dean / Director</b>	<b>DR. USHA DHAR [MEDICAL]   DR. MANOJ GOYAL [DENTAL]</b>	<b>O: 0120-2741777</b> R:	-	0120-2741140	santosh@santoshuniversity.com
<b>Vice Principal</b>	-	O: R:	-	-	-
<b>Steering Committee / IQAC Co-ordinator</b>	<b>BRIG (DR) PARAMJIT SINGH</b>	<b>O: 0120-2741777</b> R:	+91-7838888790	0120-2741140	santosh@santoshuniversity.com

## 3. Status of the Institution:

- Autonomous College  
 Constituent College  
 Affiliated College  
 State University  
 State Private University  
 Central University  
 University under Section 3 of UGC (A Deemed to be University) ✓  
 Institution of National Importance  
 Any other (specify)

## 4. Type of University:

- Unitary   
 Affiliating

## 5. Type of College:

- Ayurveda   
 Dentistry   
 Homoeopathy   
 Medicine   
 Nursing   
 Pharmacy   
 Physiotherapy   
 Siddha   
 Unani   
 Yoga and Naturopathy   
 Others (specify and provide details)

## 6. Source of funding:

- Central Government   
 State Government   
 Grant-in-aid   
 Self-financing   
 Trust   
 Corporate   
 Any other (specify)

7. a. Date of establishment of the institution: **13/06/2007** (dd/mm/yyyy)

## b. In the case of university, prior to the establishment of the university, was it a/an

- |                         |     |                                     |    |                                     |
|-------------------------|-----|-------------------------------------|----|-------------------------------------|
| i. Autonomous College   | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| ii. Constituent College | Yes | <input checked="" type="checkbox"/> | No | <input type="checkbox"/>            |
| iii. Affiliated College | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| iv. PG Centre           | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| v. De novo institution  | Yes | <input type="checkbox"/>            | No | <input checked="" type="checkbox"/> |
| vi. Any other (specify) | Nil |                                     |    |                                     |

c. In the case of college, university to which it is affiliated

Not Applicable
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8. State the vision and the mission of the institution.

To be a leader in medical education, healthcare services and research.

Santosh University is a unique institution delivering quality medical / dental education, services to the community and is the centre providing excellent academic and infrastructural facilities.

Santosh University is an institution of higher learning, with a triple mission of education, service, and research. In addition to offering degrees in medicine and dentistry, the University provides an environment for learning and discovery through education of healthcare professionals and biomedical students, research in health science and comprehensive health care.

Committed to fulfilling its responsibilities, it is the University's mission to educate students to become caring, compassionate, ethical and proficient health care professionals and creative biomedical students; To conduct research in the health sciences, advancing knowledge and encouraging new response to health care needs; To provide excellence in patient care, in an environment that is respectful of others, adaptive to change, accountable for outcomes and attentive to the needs of the under privileged members of the society.

9. a. Details of UGC recognition / subsequent recognition (if applicable):

Under Section	Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*		
ii. 12B*		
iii. 3*	18/05/2007	

\* Enclose the certificate of recognition, if applicable

A copy of the Notification No. F.9-2/2003-U.3 dated 13.06.2007, Central Government of India, Ministry of Human Resource Development (Department Of Higher Education), U.3(A) Section, New Delhi, on the recommendations of the University Grants Commission vide their letter No. F.6-77/2004(CPP-1) dated 18.05.2007 have declared as deemed to be a university in the name of Santosh University, Ghaziabad, Uttar Pradesh, on **13.06.2007** under Section 3 of the UGC Act, 1956, is enclosed as per **Annexure – 1**

b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)

The details of recognition / approval of MCI, DCI & other Regulatory Bodies other than UGC are enclosed as per **Annexure – 2**.

10. Has the institution been recognized for its outstanding performance by any national / international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?

Yes  No

If yes, name of the agency

ICMR, WHO, Primary Health Centers, DOT

Details thereof is enclosed as per **Annexure- 3**

11. Does the institution have off-campus centres?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

12. Does the institution have off-shore campuses?

Yes  No

If yes, date of establishment : ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

13. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area	<b>Urban</b>	<b>85.235</b>	<b>64,798.19</b>
ii. Other campuses in the country	NA	-	-
iii. Campuses abroad	NA	-	-

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify))

If the institution has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

14. Number of affiliated / constituent institutions in the university

Types of institutions	Total	Permanent	Temporary
Ayurveda			
Dentistry	1	1	
Homoeopathy			
Medicine	1	1	
Nursing			

Types of institutions	Total	Permanent	Temporary
Pharmacy			
Physiotherapy			
Siddha			
Unani			
Yoga and Naturopathy			
Others (specify and provide details)			

15. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

Yes  No  Number

16. Furnish the following information:

Particulars	Number
a. Accredited colleges by any professional body/ies	-
b. Accredited course / department by any professional body/ies	-
c. Affiliated colleges	-
d. Autonomous colleges	-
e. Colleges with Postgraduate Departments	2
f. Colleges with Research Departments	2
g. Constituent colleges	2
h. University Departments	
Undergraduate	29
Post graduate	24
Research centres on the campus and on other campuses	2
i. University recognized Research Institutes/Centres	2

17. Does the institution conform to the specification of Degrees as enlisted by the UGC?

Yes  No

If the institution uses any other nomenclatures, specify.

18. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the program)

Enclosed as per **Annexure - 4**

Programs	Number of Programs	Number of students enrolled
UG	2	1000
PG	29	186
DNB	-	
Integrated Masters	-	

Programs	Number of Programs	Number of students enrolled
Integrated Ph.D.	-	
PharmD.	-	
M.Phil.	-	
Ph.D.	1(12)	73
Certificate	-	
Diploma	-	
PG Diploma	11	34
D.M. / M.Ch.	-	
Sub / Super specialty Fellowship	-	
Any other (specify)	-	
<b>Total</b>	<b>54</b>	<b>1293</b>

19. Provide information on the following general facilities (campus-wise):

- Auditorium/seminar complex with infrastructural facilities      Yes  No
- Sports facilities
  - \* Outdoor      Yes  No
  - \* Indoor      Yes  No
- Residential facilities for faculty and non-teaching staff      Yes  No
- Cafeteria      Yes  No
- Health centre
  - \* First aid facility      Yes  No
  - \* Outpatient facility      Yes  No
  - \* Inpatient facility      Yes  No
  - \* Ambulance facility      Yes  No
  - \* Emergency care facility      Yes  No
  - \* Health centre staff
    - Qualified Doctor      Full time  Part-time
    - Qualified Nurse      Full time  Part-time
- Facilities like banking, post office, book shops, etc.      Yes  No
- Transport facilities to cater to the needs of the students and staff      Yes  No
- Facilities for persons with disabilities      Yes  No
- Animal house      Yes  No

- Incinerator for laboratories Yes  No
- Power house Yes  No
- Fire safety measures Yes  No
- Waste management facility, particularly bio-hazardous waste Yes  No
- Potable water and water treatment Yes  No
- Any other facility (specify).

## 20. Working days / teaching days during the past four academic years

	Working days				Teaching days			
	Number stipulated by the Regulatory Authority	240	240	240	240	240	240	240
Number by the Institution	270	272	274	279	250	250	253	249

(‘Teaching days’ means days on which classes/clinics were held. Examination days are not to be included.)

## 21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).

Yes, university was last reviewed by the University Grants Commission on 14/07/2014. Copy enclosed as per **Annexure – 5**.

## 22. Number of positions in the institution

Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer / Sr. Lecturer	Tutor /Clinical Instructor / Jr. Resident	Senior Resident		
Sanctioned by the Government Recruited Yet to recruit	-	-	-	-	-	-	-	-
Sanctioned by the Management/Society or other authorized bodies	60	31	41	17	153	26	340+ 153 ancillary	256



Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer / Sr. Lecturer	Tutor /Clinical Instructor / Jr. Resident	Senior Resident		
Recruited Yet to recruit							staff	
Stipulated by the regulatory authority Cadre ratio Recruited Yet to recruit	-	-	-	-	-	-	-	-
Number of persons working on contract basis	-	-	-	-	-	-	-	-

## 23. Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor /Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Permanent teachers</b>												
D.M./ M.Ch.	1	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	26	18	14	7	22	19	-	-	88	65	15	11
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	5	10	4	6	-	-	6	11	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	2	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	--	-	-	-	-	-	-	-	-
UG	-	-	-	--	-	-	-	-	-	-	-	-
<b>Temporary teachers</b>	-	-	-	--	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	--	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	-	-	-	--	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	--	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	--	-	-	-	-	-	-	-	-

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor/Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
M.Phil.	-	-	-	--	-	-	-	-	-	-	-	-
UG	-	-	-	--	-	-	-	-	-	-	-	-
<b>Contractual teachers</b>	-	-	-	--	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	--	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./M.S.	-	-	-	--	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	--	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS	-	-	-	--	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	--	-	-	-	-	-	-	-	-
UG	-	-	-	--	-	-	-	-	-	-	-	-
<b>Part-time teachers</b>	-	-	-	--	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	--	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./M.S.	-	-	-	--	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	--	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS	-	-	-	--	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	--	-	-	-	-	-	-	-	-
UG	-	-	-	--	-	-	-	-	-	-	-	-

## 24. Emeritus, Adjunct and Visiting Professors.

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number	-	-	-	-	5	-

## 25. Distinguished Chairs instituted:

Department	Chairs
	Nil

## 26. Hostel

## \* Boys' hostel

- |                       |           |
|-----------------------|-----------|
| i. Number of hostels  | 2         |
| ii. Number of inmates | 152       |
| iii. Facilities       | Available |

- \* Girls' hostel
  - i. Number of hostels 3
  - ii. Number of inmates 523
  - iii. Facilities Available
- \* Overseas students hostel Nil
  - i. Number of hostels
  - ii. Number of inmates
  - iii. Facilities
- \* Hostel for interns
  - i. Number of hostels 2
  - ii. Number of inmates 140
  - iii. Facilities Available
- \* PG Hostel
  - i. Number of hostels 2
  - ii. Number of inmates 70
  - iii. Facilities Available

27. Students enrolled in the institution during the current academic year, with the following details:

Students	UG	PG			Integrate d Masters	M.Phi l	Ph.D.	Integrate d Ph.D.
		PG	DM	MCH				
	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	
From the state where the institution is located	M – 36 F – 53	M – 10 F – 10	-	-	-	-	M – 25 F – 10	-
From other states	M – 47 F – 64	M – 19 F – 18	-	-	-	-	M – 29 F – 9	-
NRI students	-	-	-	-	-	-	-	-
Foreign students	-	-	-	-	-	-	-	-
Total	M – 83 F – 117	M – 29 F – 28	-	-	-	-	M – 54 F – 19	-

\*M-Male \*F-Female

28. Health Professional Education Unit / Cell / Department

- Year of establishment: 1998
- Number of continuing education programs conducted (with duration)
  - \* Induction – For all batches of UG students are conducted at the start of the course

- \* Orientation – Three days orientation classes are conducted for every incoming batch coordinated by the MEU
- \* Refresher
- \* Post Graduate – Induction and orientation are conducted for all PG students regularly

29. Does the university offer Distance Education Programs (DEP)?

Yes  No

If yes, indicate the number of programs offered.

Are they recognized by the Distance Education Council?

30. Is the institution applying for Accreditation or Re-Assessment?

Accreditation  Re-Assessment

Cycle 1  Cycle 2  Cycle 3  Cycle 4

31. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4)

Cycle 4: NA (dd/mm/yyyy), Accreditation outcome/Result .....

Cycle 3: NA (dd/mm/yyyy), Accreditation outcome/Result .....

Cycle 2: NA (dd/mm/yyyy), Accreditation outcome/Result .....

Cycle 1: NA (dd/mm/yyyy), Accreditation outcome/Result .....

\* Enclose copy of accreditation certificate(s) and peer team report(s)

32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university.

**1. SANTOSH MEDICAL COLLEGE & HOSPITAL**

**2. SANTOSH DENTAL COLLEGE & HOSPITAL**

Are the two constituent colleges which are now submitted for cycle 1 accreditation.

33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).

IQAC **09/10/2013** (dd/mm/yyyy)

AQAR (i) **21/04/2014** (dd/mm/yyyy)

(ii) **27/03/2015** (dd/mm/yyyy)

(iii) ..... (dd/mm/yyyy)

(iv) ..... (dd/mm/yyyy)

34. Any other relevant data, the institution would like to include (not exceeding one page).

Child guidance clinic (CGC) was started in the department of pediatrics as a felt need for CHILDREN WITH SPECIAL NEEDS . It is an umbrella term for a whole gamut of disorders in children with spasticity, Intellectual disability, Hearing loss and speech deficits, Attention and hyperactivity disorder, Autism, Learning disability and a host of behavioral disorders.

This branch of pediatrics was so far a neglected area but with ever improving survival in babies the incidence of these disorders is increasing. The CGC offers a comprehensive diagnostic, therapeutic and preventive management of cases of children with special needs utilizing the expertise of the various departments. Also it gives a platform for the students - both undergraduate and postgraduate of the involved departments to get trained.

As a result of the efforts in CGC, out of 94 children who have been registered so far, 5 children have completely recovered and stopped treatment and rest are improving and are on regular follow up.

Santosh University started the Outreach Program in Aug 2014 with the aim to provide comprehensive medical services to the remotest areas of Ghaziabad with the ultimate goal of "Reaching the Unreached". We also aim to provide school health services to schools in Ghaziabad for improvement in health of school children through early detection and treatment of diseases and to improve health of population through health promotion and health education activities by adopting villages/PHCs. Measurable indicators of outreach programs are

- 5 research publication
- State Health department has been able to improve its immunization coverage due to the joint medical camps being held with Santosh Hospital. The above fact has been acknowledged by the District Health authorities in the monthly meetings on immunization held in the Collectorate in Aug-Sep 2015.
- Participation in National Health Programs like Janani Suraksha Yojana and National Blindness Control Program
- Increased exposure of PGs/Interns/students to variety of patients seen in rural/urban slum settings.
- Providing skills in community based research activities to medical students/interns/PGs.

**PREAMBLE**

The Santosh Medical, Dental College, Hospitals and other group of Institutions were established by the “Maharaji Educational Trust”, registered under the Indian Trust Act, in the year 1995. MBBS, BDS and other para-medical subjects were started in 1996-97 under Ch. Charan Singh University, Meerut. The Central Government of India, Ministry of Human Resource Development (Department of Higher Education), New Delhi, vide their No.F.9-2/2003-U.3, dated June 13, 2007, declared the Santosh Medical/ Dental Colleges, Ghaziabad as one of the Institutions, under Deemed to be University in the name and style of Santosh University Ghaziabad on the recommendations of the University Grants Commission vide their letter No. F 6-77/2004/CPP-I dated 18-05-2007. Presently Ph.D. and various Under Graduate Medical & Dental Degree, Post Graduate Medical Degree and Post Graduate Dental Degree Courses are successfully running under the aegis of the Santosh University. All the Undergraduate and Postgraduate courses, are duly approved by the Medical Council of India and Dental Council of India, Santosh University has a triple mission of Medical education, Healthcare service & Research. The University was conceived with a vision to build an institution focused on providing academic excellence to develop next generation healthcare professionals, institutional care at affordable cost and advancing inter-disciplinary research aligned with regional/ national needs that will have large societal impact. In line with the Vision, the management has developed a dedicated focus on healthcare vertical and has taken a horizontal expansion approach within healthcare. University over the last few years has strengthened its capabilities in areas of Post Graduate education, Doctoral programs, Research and Societal engagement.

## **EXECUTIVE SUMMARY**

### **Strategic Alignment:**

The University's vision is to be a leader in Medical Education, Healthcare services and Research. Through its triple mission of education, services and research, the institution has embarked on a journey to supplement the nation's development goals in providing affordable and quality healthcare services to the masses while developing medical/dental professionals of excellent technical caliber with a humane approach capable of shouldering the responsibility of building a nation where quality healthcare services would be available to one and all.

Over the last two decades, the institutions (medical and dental) have produced more than **2300 healthcare Professionals** in India. Continuing its growth journey and in-line with its Vision, Santosh University has been gradually building its core capabilities in areas of Education, Healthcare and Research.

University offers 54 core programs in its campus including UG and PG programs. All courses running in the University are recognized by the various regulatory councils like MCI and DCI and all the mandates of the councils are strictly followed. The Academic Council regularly conducts meetings with the departments, to ensure all changes sought by the respective councils are implemented without any delay. The institution believes that community learning and hands on training are important to build confident healthcare professionals. Hence, for every program, community training is an integral part of the curriculum that is achieved through the extensive outreach activities of the University run in collaboration with the Government, WHO and other NGOs. In the University's teaching hospital, the administrative team has been continuously working on providing services at minimal rates to provide affordable care to the community while improving the exposure of students to real life medical situations rather than focusing on only theoretical

### **Background**

- 20 Medical and 9 Dental Departments
- Currently 1293 Students studying in the University come from across 20 states
- 15.44% of student base enrolled in PG and doctoral programs
- 2300 alumni has successfully graduated (879 since University inception in 2007)

### **29 PG, Doctoral programs launched (2007-15)**

- 8 (out of 24) MD/ MS/ MDS program
- 5 (out of 11) PG Diploma programs
- 5 MSc program
- PhD programs (11)

### **Governance, Management and Research output**

- Active stakeholder involvement
- Professional management team with more than 100+ years in medical education
- Over the last decade, institution has published more than 431 papers in peer-reviewed journals (National and International) and has authored a numbers of books for Publishers

### **Institutional Social Responsibility**

- Go-Green Drive
- Community health camps by departments
- 9 Villages adopted
- 22 Schools - health screening programs
- 'Care for Her' program
- 3 PHC adopted

learning of concepts. The University has launched clinical Doctoral programs in specific areas like TB & Chest Diseases to help develop new ways of removing the burden of epidemics like Tuberculosis in India. This ensures that the programs offered under the umbrella of Santosh University is in alignment with the government councils as well as meets the needs of the community.

The University follows a systematic approach to develop and revise its curriculum periodically. Inputs from various stakeholders (students, faculty, and experts) are taken and in depth discussions are held with the departments, Board of Studies and Academic Council for the same. University ensures that all changes are made with due consideration to guidelines of MCI/ DCI. Final recommendations are presented to Board of Management and then implemented. University curriculum is reviewed on an annual basis to ensure that the curriculum is in compliance with the broad guidelines set by MCI/ DCI.

Designing innovative curriculum to meet the emerging needs of the society is at the core of curriculum development. Recently, academic programs in emerging areas, like stem cell research and verbal autopsy have been introduced to keep the curriculum contemporary. Holistic teaching and care of patients are done by integrating various disciplines. Significant emphasis is laid on Yoga as a science, practice and way of life in Santosh University.

Industry leaders are brought in to share their expertise of innovative models in healthcare with faculty and students. Certain value added programs are also offered to the students beyond the stipulated discipline-specific curricula of MCI/DCI.

Over the last few years, the University has built a number of new capabilities

- Professional management team with rich experience in managing medical education
- Post Graduate program and research capabilities
- Robust governance and transparent admission process
- Institutional linkages/ collaboration for growth

### Research infrastructure

- Strong base of 149 faculty in medical and dental streams
- Increasing base of researchers - 260+ Post Graduate and Doctoral students base to spur research
- Central Research Lab, Digital Library, Plagiarism software
- Central and department library with more than 12500 books

### Infrastructure

- 700 bed teaching hospital
- 900+ student hostel accommodation
- 85 acre campus with academic and student recreation facilities
- 100+ Computers and Internet facility
- Simulation Lab

### Consultancy and Community engagement

- Knowledge partnership with academic and industry for National/ International conference (AIIMS, Surgeons Associations, etc.)
- WHO and Government administration for supporting National Health programs
- Partnerships with NGO for Dental screening and health awareness
- Medical Screening program



The University has made significant strides in the above-mentioned areas and efforts have yielded positive results/ outcomes.

University has now chartered a next phase of its growth considering emerging market opportunities and key capabilities built in the last few years. Currently, the institution is focused on continuous improvement plan in key areas to strengthen its core capabilities

Focus areas for institutional strengthening:

- Building talent pool (management, faculty, students) to strengthen institutional care and research: University has consistently strengthened its Post Graduate and Doctoral programs offerings and has consciously stayed away from increasing student intake in UG program. University is one of the few institutions to offer Doctoral programs in clinical subjects. University has attracted a professional management team with rich experience in medical education and a number of faculty who served in prestigious/ recognized posts in healthcare industry. Currently, University has built a research talent base of **more than 260 professionals** and aims to significantly increase its research output. University also has set an ambitious goal of **producing more than 125 PhDs by 2020**.
- Build on Innovative curriculum, pedagogy with active community engagement: University has built an innovative curriculum leveraging on stakeholder inputs and experiences gained from active community engagement. University has built on interdisciplinary teaching, project based learning, practice (community) based learning and research modules for effective learning. University is also planning to evaluate Self Directed Learning and enrichment programs to provide more learning opportunities to students.
- Build on Institutional linkages and Technology for growth: University has been actively building relationships with reputed institutions (National/ International) to collaborate on research. University has evaluated possible tie-ups with leading International Organizations for Student/ faculty observerships and joint research programs.
- Leveraging Technology for growth: University has also been actively building its capabilities to leverage technology for effective learning (e.g. digital classroom, digital library), research (e.g. Knowledge repository, library consortium access, statistical tools, plagiarism software) and administration (e.g. Hospital information system, Student / Learning management system is in the process of implementation).
- Diversity and student support: University is taking various steps to promote diversity amongst students and faculty. Currently, University attracts students from across 20+ States and more than 58% of faculty are from outside UP. University has adequate reach to students across the country through extensive marketing programs (including digital marketing, hosting/ participating in key events and conferences). University also has structured plan to build diversity in faculty through Lecture Series involving expert academicians/ healthcare professionals. University provides adequate support, guidance to students seeking scholarship programs in the state and provides concession to students on a need basis.

The following paragraphs details out institutional strengths and capabilities across various dimensions:

## 1. Curricular aspects

The curriculum is designed and developed according to the Institutional goals and with an objective of providing academic excellence, research and expertise in the health care delivery system. Curriculum is designed taking into consideration key trends in medical education, incorporating essential competencies for healthcare professionals such as patient engagement and communication, practice based learning, research and knowledge of the ethical practices.

Students (PG and doctoral) are actively encouraged to carryout research in emerging research areas such as community based geriatric research, stem cell research, verbal autopsy, opportunistic screening, etc. As a result, PG & Doctoral students have published research papers in indexed journals.

Curriculum is developed by incorporating feedback at departmental level from students, faculty and the Committee of Internal, External Experts. Approval of Board of Studies, Academic Council and Board of Management is sought before implementation. University curriculum is reviewed on an annual basis to ensure that the curriculum is in compliance with the curricular framework set by MCI/ DCI, Industry leaders share their expertise of innovative models in healthcare with faculty and students. Certain value added programs are offered to the students beyond the stipulated discipline-specific curricula of MCI/DCI.

The University lays special emphasis on research amongst its undergraduate, postgraduate and doctoral students. The Medical Education Unit provides training on research methods, biostatistics, and research grant writing etc. to its students.

University offers core programs in its campus. University runs **54 UG & PG programs i.e. 2 UG Courses, 11 PG diploma programs, 24 PG degree program, 5 MSc Medical programs and 12 Doctoral programs**. The University has launched clinical Doctoral programs in the following areas - TB & Chest Diseases, Maxillofacial Surgery, Obstetrics and Gynecology, Clinical Psychology and Orthodontics and Dentofacial Orthopedics to promote research in clinical areas. The University has a breadth of program offering at UG, PG & Doctoral level giving student's sufficient opportunity/choice to pursue their career in healthcare.

University also has enhanced courses in the field of nutrition and biostatistics. University promotes inter disciplinary programs at under graduate and post graduate levels and is in the process of developing a "Forensic Odontology Course" to be offered from 2016-17, jointly developed by medical and dental college. One Ph.D. Course with interdisciplinary collaboration between the department of Psychiatry and Clinical Psychology has started.

Pilot program on organ-based teaching was launched recently and inter disciplinary lectures/ programs are regularly conducted at the Postgraduate level. In order to promote multi-disciplinary learning experience the University has started Child Guidance Clinic, Child Nutrition Clinic and DOTS Centre. University has also started value added courses in clinical psychology, bronchology and orientation programs in biostatistics and research methodology. University regularly obtains feedback from students and faculty members and sends it to appropriate bodies for effecting curriculum changes. IQAC and academic audit process plays a major role in the curriculum development.

## **2. Teaching-Learning and Evaluation**

Santosh University focusses on a transparent student admission process. Students are admitted from across 20 States in India through a common entrance examination. The student population which joins the University is analysed on the basis of gender equality, differently-abled students and culture & beliefs. They are then oriented to enter into the main stream. Even though deemed-to be universities are not obligated statutorily to adopt reservation policy of Govt. of India Santosh University has provided admission to 2.5% to 9% for SC/ST students and 23% to 32% for OBC students during the last four years.

Prior to the commencement of the concerned academic course, students are provided with teaching schedule in a booklet for the concerned course, session wise and department wise which includes date, time, day, topic of lecture and venue. Besides this, it also includes time table for the complete year including integrated lectures and organ based teaching. Syllabi of all UG & PG courses are provided as booklets of concerned course including the Rules & Regulations of the University, keeping in mind the broad guidelines of MCI/ DCI. Besides this, the teaching schedules of MBBS & BDS courses are prepared/ compiled in the format of the booklets and provided to the students before starting their concerned Sessions. Ph.D. students are oriented by the Core Committee in the beginning of the course and calendar of activities are defined.

The faculty are sensitized to modern medical education technology and all teaching learning activities are focused on what learners should be able to do at the end of a definite learning period. Well-structured objectives, effective teaching-learning interventions and well-structured formative evaluation help the University in effectively implementing the learner-centric teaching methodology.

A systematic process is adopted for the guidance and counselling of students. In case of slow learners and differently abled students, University provides special guidance involving faculty, clinical Psychologist and Medical Social Workers.

The faculty deploy innovative teaching methods to foster critical thinking, problem solving, participative and field based learning. Some of the innovative approaches piloted include organ based teaching, integrated teaching (multidisciplinary) and PG micro-teaching. Feedback system is used to evaluate the effectiveness of the program. The efforts by the faculty are recognized by honouring them during Institutional functions.

The University has a structured student feedback mechanism for the evaluation of teachers. Suggestions made by students on the teaching learning process are discussed, deliberated at the department level and implemented to enhance the quality of education.

The University has a diverse faculty pool comprising of faculty coming from different states and with rich prior experience of working in medical education/ healthcare. Over the last few years, the University has developed mechanisms to attract eminent teachers, distinguished faculty at Professor and Head of Department level. To enhance capabilities of faculty, the University has faculty development policy that enables them to attend scientific meetings, conferences, symposia, seminars, workshops, selection committee meetings, delivering of lecture, chairing the session, invited external examiner-ship in India and abroad. The University also encourages

the departments to organize National/ International conferences for professional up gradation. As per Santosh University Guidelines, all the grievances pertaining to examinations, etc. are handled by Grievance Redressal Cell of the University. The University has developed a comprehensive evaluation system comprising of formative and summative assessments. University has a well laid out process for engaging external examiners in the examination process. The examination division is computerised and the results are announced within ten days of completion of the last written/clinical examination day.

### **3. Research, Consultancy & Extension**

Santosh University has a definitive Research Policy and a seven member Research Committee which monitors and addresses issues related to research. Research committee frames and implements the guidelines for conducting research in the University. Santosh University has created Post of Dean Research in 2011 to facilitate and coordinate research activities and for timely release of grants, administrative and technical support. University has taken necessary steps for advancing funds for sanctioned projects, providing seed money, and autonomy to the principal investigator/coordinator for utilizing overhead charges. The University empowers its faculty to attend knowledge events, conferences and workshops. The University has a flexible policy for faculty to avail sabbatical for pursuing research.

The University has a strict policy with regard to checking the malpractices and plagiarism in research for PG & Ph.D. The University has also acquired anti-plagiarism software, to check the contents of the books, research papers, projects, that can be accessed through internet.

To keep pace with the recent trends Santosh University invites eminent scientists from the reputed institutions in the country and from abroad to deliver lectures, conduct workshops, and CMEs. In the recent past, the University had invited eminent scientists from AIIMS, New Delhi, ICMR, New Delhi, National Jewish Health USA, etc. to interact with faculty and students ensuring academic enrichment. Further, webinar and guidance from eminent researchers from Johns Hopkins and New York Presbyterian, and new areas have been identified for research.

The University has established institutional/ departmental linkages with other colleges to promote faculty/ doctoral researches. The University provides additional financial aid for students to carry out their research projects.

University provides financial support for purchase of equipment's, software, books and journals. The Departmental libraries also have access to journals/e-journals and books through intranet. The Centre for Information Technology is fully functional and caters to the entire University campus by providing high speed internet connection. It also offers links through the University website to various e-resources available throughout the world. The Centre also provides 24x7 facilities to faculty members as well as the research scholars not only in their offices but also in houses and hostels located in the University campus through optical fibre, an effective Wi-Fi networking.

A significant number of faculty and doctoral students are currently involved in carrying out research. Over the last decade the medical and dental colleges has published research papers in national / international peer reviewed journals. Over the last few years the University has

developed a research talent base of 260+ researchers and a conducive policy to promote research publications. The Institution has produced more than **431 research publications** between 2007 to 2015, and has a plan to significantly increase its research output in the next three years. Currently, there are 73 candidates registered for PhD and by 2020, the University is expecting to produce 125+ PhDs in the medical field. The faculty have **authored more than 25 books/chapters in books.**

The institution has successfully partnered with Academic institutions and Industry for conducting National / International conferences. To name a few the following events were successfully organized: **INPAFOCON** bringing in experts in the field of Medicine and Dentistry, **UPASICON** (attended by a delegation of more than 800 members) in collaboration with Association of Surgeons of Ghaziabad, **International Pulmonary Update** widely attended by experts in Pulmonology across North India and USA, **INDUSEM 2015** with AIIMS, New Delhi and Indo US Emergency Medicine.

The University has been providing healthcare services along with UP Government while rolling out national mission and various primary healthcare services. University also engages with NGO and public in Ghaziabad carrying out focused medical camps on a weekly basis.

The main thrust of research is on community based studies. Keeping in view the demography of Ghaziabad, NCR, prevalence of problems such as skin diseases, hypertension, dental problems, AIDS, Malaria, Rabies, various communicable and non-communicable diseases etc. are the main focus of research.

The University is actively engaged in community health and social responsibilities. More than 200 students have been actively involved in the various community camps, immunization drives and school health programs. The University as part of the institutional social responsibility encourages students and faculty to participate actively in the initiatives like ‘Go Green Drive’, ‘Swachh Bharat Abhiyan’, ‘Oral Health Awareness’ and ‘Hand Wash Hygiene’.

As a result of such collaborations with other institutions, students are not only sensitized to research activities but also exposed to newer developments in their respective areas of specialization which are of societal relevance.

#### **4. Infrastructure & Learning resources**

##### ***4.1 Infrastructure***

The University has a vast 85 acres, eco-friendly, green campus with infrastructure and physical facilities as per course requirement and provisions for future expansion which facilitates and gives a conducive platform for teaching, learning and research activities. The University has laboratory infrastructure which assists the faculty and students in their research activities. With 1 computer for every 10 students, the University ensures that everyone gets an equal opportunity in knowledge dissemination via technology.

University provides an excellent support system, residential facilities to cater to a diverse population of students. These facilities provide a comfortable and lively stay on campus with

both academic and enriched vibrant cultural and sport environment. 24X7 medical facilities are provided to all the faculty and students. The University, with its aim 'Education for All', provides conducive environment for the differently-abled students/patients by providing lifts, ramps and special toilets suitable to their needs.

#### **4.2 Library as a Learning Resource**

University has an Advisory Committee, which meets periodically and takes initiatives to make the library user-friendly by the stakeholders. It also takes regular feedback from students and faculty members to improve the facilities. The initiatives taken by committee include viz. New books are being displayed at the entrance. A Thesis Section has been created to give impetus to the research environment and digitalization and e-learning resources have been upgraded. The library has adequate space having a **total area of 10689 sq.m.** with ample scope for future expansion. Further, library has adequate signboards, fire alarms for the convenience and safety of users.

There are a total of **12514 books, 421 back volumes of journals, 349 thesis** available in the library. A total number of 745 books were added to the library in the last three years. Reference books, e-books, e-journals and book banks are available in the library. The book bank is available for under privilege students. Further, question banks area available in the library which maintains the record of old question papers from the previous examinations conducted in the University. The library has automation in Dental College with the software New Generation Library. Further, the library has been connected with **1 GBPS bandwidth under NMEICT plan**. The library has separate facilities for multimedia and Wi-Fi for benefit of students and staff. The Librarian regularly collects feedback from its users and maintains a complaint book to incorporate the changes as per the suggestions made by its users. Inputs from IQAC about strengths and weaknesses of library are considered which helps in continuous improvement and up-gradation of resources.

#### **4.3.IT Infrastructure**

University has a well-developed IT infrastructure and it utilizes NKN facility. Hi-speed internet connectivity is provided to the faculty members, students (day scholars and staying in hostels) and research scholars through local area network/Wi-Fi. Departments in the Medical College, Dental College and hospital are connected through LAN. University has service management contract to provide best services to its end users and University provides information security and ensures protection against the instances of breach of confidentiality. University encourages the use of open source resources through web links and databases like MedScape, PubMed Central, Biomed Central etc. University ensures the use of computer and related resources in an environmentally responsible manner. University is upgrading Wi-Fi facilities on campus, e classrooms, Video- Conferencing room, Student Management system/ Learning Management System, Skills Simulation lab, Electronic Record Management System to capture details of Outreach programs, CCTV monitoring in colleges, hostels, hospital and in library, the existing operation theatres to show live procedures to the students in the lecture halls and auditorium. Attempts have been made to enhance students learning and evaluation by promoting use of e-learning, simulation, webinars, webcasts, use of smart phones as learning tool and student response system. Maintenance of Computers & peripherals is done by the Purchase & Inventory Control Office (PICO) of the University. Further, Departments are also provided with budgetary

support for maintaining equipment. Annual Maintenance Contracts for sophisticated equipment are also undertaken.

Building & Construction Department of the University carries out the repair and maintenance works. Housekeeping has been out sourced for better maintenance and biomedical-waste management is carried out by a committee in the hospital. Security Department ensures 24x7 protection for all the faculty, students and staff and the transport system is maintained by transport in-charge.

### **5. Student Support and Progression**

The University has an independent user-friendly, an easily accessible support, redressal and mentoring mechanism. Academic mentoring is carried out through community outreach programs on and off campus/ syllabus. Various career counselling, soft skills sessions are conducted for career progression by the counselling and guidance centre which also takes care of student placements. University assists students for obtaining educational loans from various financial institutions. It also provides financial assistance under various Govt. Schemes, freeships and provision for free books, etc. The University publishes updated prospectus and students handbook annually which provides important information regarding academic and other University activities. Besides this, online information is also available for both the domestic as well as the international students. 24x7 help lines are established to address distress and unexpected situations and circumstances for the students. Students are encouraged to participate in sports and cultural activities and give editorial write-ups for the University magazine. Grievance-Redressal Cell addresses grievances of students including potential and perceived ones. Prevention of ragging is handled by the Anti-ragging Committee. Sexual Harassment Committee deals with the issues related to gender-sensitiveness and sexual harassment. The University is sensitive and cautious in its effort to provide equal and ample opportunities to all sections, communities and gender among the diverse student population.

The University has a student-oriented approach towards the education with the faculty conducting problem solving sessions with the students. Students are encouraged to approach the faculty anytime for their academic problems. During the examination period, a clinical psychologist is made available to boost and encourage the students when in stress.

Students are provided with the resources and administrative support to organize various cultural and sport events in the University. Students are encouraged to participate in various sports and cultural competitions with the provision of extra-tutorials for such students. The University has its own magazine, published annually, where students actively participate in the editorial columns. Student participation, feedback are encouraged for discussion in various academic and administrative meetings for future planning and decision making. The alumni of the university in various countries and universities like Harvard, Boston in USA.

### **6. Governance, Leadership & Management**

University has a vision to be a leader in Medical Education, Healthcare services and Research. Committed to fulfilling its responsibilities, it is the University's mission to educate students to become caring, compassionate, ethical, and proficient health care professionals. All these are

implemented as per the perspective plan document of the University, the Board of Management is the highest executive body whose approval is sought in all major decision-making process. Besides, there are Board of Studies, Academic Council, Finance Committee and Planning & Monitoring Board Committees according to the UGC norms. All proposals are considered by these Bodies before the recommendations of these Bodies are placed for consideration and approval of Board of Management.

The University follows a system of decentralized participatory governance at three levels. At the University level, the Chancellor and Vice Chancellor heads various meetings. At the institutional level, the Dean (Medical) and Dean (Dental) ensures the requirements of their Colleges which are put forward to the leadership team. At a Department level, the various HODs interact with the faculty, staff and students thereby ensuring their views/suggestions are being taken up by the University. The University has developed distinguished hierarchy and reporting structure for academic, administrative, research and patient care to ensure effective management and governance. The leadership interacts periodically with internal as well as external stakeholders of the University. Formal and informal feedback is taken from students, parents, faculty, staff, patients, and alumni through periodic meetings and discussions.

To provide the best healthcare services to the under privileged members of the community the University has established collaborations with external institutions like District administration of the Govt. of UP. Research has been a major area of focus for the institution. The presence of various clinical, para-clinical and pre-clinical departments facilitate interdisciplinary research. The Institution follows a learner centric curriculum. The Institution has initiated a plan to develop a centre for integrated health. The vision for the future is to focus on areas as per the socio economic needs of the region.

Leadership team assesses and evaluates outcomes periodically on the basis of formal and informal feedback/suggestions from various internal and external stakeholders. The leadership team ensures corrective measures are adopted in conformance with the University policies. A Grievance-Redressal committee is in place to ensure prompt action towards grievances are taken up. The University prepares an annual perspective plan to bring in changes suggested by the major stakeholders.

Santosh University is a part of National Knowledge Network (NKN), a 1 GB pan India network to provide a unified speed network for all universities and institutions in the country. The NKN connectivity of 1 GB facilitates ICT enabled knowledge management. The institute invites national/international experts for guest lecture series, provides opportunity for students and faculty for observership programs. Students and faculty are encouraged and provided administrative support to participate in national and international conferences, paper and poster presentations. The University has a network of alumni spread across the globe and has taken initiatives to connect them with the current batch of students. The University also makes efforts for recognizing the contributions made by the alumina to the global community through excellence in healthcare. For developing international collaborations in various areas, University has initiated communications, with Hospital for Special Surgery (HSS), Johns Hopkins, New York Presbyterian, University of Colorado Denver, and National Jewish Health (NJH) which are at various stages of progress thus imbibing a global learning environment for students and teachers.



Various initiatives have been taken by the University to enhance the professional development of teaching staff. Medical teaching workshops/ conferences/seminars have been organized in the University and academic/financial support provided to faculty for attending such workshops outside the organization. The University conducts subjective and objective assessment of faculty to identify and build strengths of each individual faculty. There are various welfare schemes available for teaching and non-teaching staff including health insurance, maternity leave and medical care facility for self and immediate family. Residential quarters are provided on need basis and depending on availability. Food at subsidized rate is provided in the canteen.

Santosh University provides salary to faculty as per recommendations of UGC and eminent faculty are offered leadership positions in the University. In the leadership positions as well as the faculty base of the University, there is a healthy diversity mix that can be observed.

The University has a clear well defined mechanism for its financial planning, annual budgeting, expenditure and auditing. Finance Committee prepares a budget based on future projects, IQAC inputs, Department budgets and Planning and Monitoring Board recommendations. The Budget is prepared with provisions for Planned and Non Planned Budget. The finance Committee presents the budget to the Board of Management for the final approval.

Budget and expenditure of funds is allocated under different heads i.e.

- Library
- Research
- Student welfare
- Maintenance
- IT Infrastructure

The Finance Committee ensures that the budget is prepared and presented for approval to the Board of Management. It ensures timely disbursement of the allocated funds and efficient utilization for the allocated purpose through regular informal meetings and inspections.

The recurring expenses and the capital expenditures are projected to be within the budgeted resources of the Institution, thereby deficit budgeting is avoided. The Institution is a self-financing institution mobilizing more than 99% of its funds through fees collected from students. The Institute conducts independent internal and external audit every year to verify the annual income and expenditure statements.

The goal of the University for 2015-16 is to move into a learner centric, patient care centric and research centric organization. The Institution plans to invest into infrastructure building and upgrading the existing infrastructure to meet the envisioned goals.

The University conducts an academic audit of all its departments by the IQAC. All the recommendations of the IQAC are placed before the statutory authorities of the University for implementation. Quality assurance strategies and processes are being regularly monitored and updated in all departments of the Medical, Dental College and Hospital. The IQAC coordinators visit the departments frequently and monitor their functioning. The IQAC team with periodical audits ensures high quality and standard in all processes. All reports of the IQAC audits are well documented.

## **7. Innovations and Best Practices**

University conducts a green audit of the campus every year through Department of Preventive Medicine and Engineering Department to look into ways by which energy consumption can be reduced. However, as a first step towards “Going Green”, University has introduced sensitization initiatives among students, faculty and staff. Informal discussion and debates on the benefits of an eco-friendly campus are also conducted. Go green drive, tree plantation and landscaping has helped University to maintain carbon neutrality.

The University is eco-friendly, landscaped with extensive gardens and lawn spaces. The entire campus is tobacco-free. Steps have been taken to make the campus green by reducing printing through extensive email communication and saving trees. ‘Save electricity’ posters are placed at strategic locations within the University to promote reduction in energy consumption.

Best practices that are followed by the University include

(a) Vector Control in the University campus and its surrounding areas - The vector density has decreased the breeding, and the risk of transmission of vector borne diseases in the premises now. Water borne disease transmission has also been eradicated.

(b) Rural Health Training centres which aims at rural community based public health training for medical interns. The training centres have helped achieve the University’s mission of providing affordable healthcare.

## **CONCLUSION**

To fulfill its triple mission of medical education, healthcare services and research, Santosh University has laid out a clear action plan, setup a professional management team and has developed an institutionalized process mechanism focusing on continuous improvement.

University believes that it has made a significant progress in the last few years:

- University has been able to build a research culture and meaningful engagement with external stakeholders to create an impact in the society
- University has made significant progress towards the goal of advancing inter-disciplinary research that impacts society, disseminating knowledge using innovative teaching methods
- Academic freedom and autonomy provided to Santosh University has given an impetus to launch doctoral programs, build inter-disciplinary research capabilities, differentiated curriculum, examination patterns, collaboration with leading institutes that are essential to improve performance
- Santosh University has complied with all necessary regulatory requirements and has built a strong governance mechanism. It is run by a professional leadership team guided by eminent industry people in key Boards, Councils and Committees
- University has developed innovative teaching methods, holistic learning environment for student, leveraged on technology for effective dissemination of knowledge
- University has progressively improved upon its research capabilities by launching specialized programs, attracting high caliber students/ faculty for research and producing significant research outcomes

- University has a strong base of experienced faculty (permanent) members and established linkages to a pool of external experts from the industry/ eminent academic institutions to ensure high standards in teaching
- Santosh University lays emphasis on a transparent process of admissions and follows a rigorous evaluation mechanism to ensure credibility of its degrees

While the University has made significant strides over the last few years, University is planning to strengthen the capabilities in each of the above mentioned areas to emerge as leader in education, healthcare and research. “ ..... **Miles to go before I sleep**” as Robert Frost said, is a philosophy ardently followed by Santosh University in pursuit of excellence.

## **SWOT**

### **Strengths**

- The University healthcare and health education services in partnership with Govt. of UP and WHO as a PPP model have received appreciation as a good ISR activity to community.
- Research has been one of the prime focus areas of the University. The University has introduced 12 PhD programs in clinical and non-clinical areas which gives an impetus to the research culture of the Organization.
- Institutional linkages with academic institutions and government organizations have helped the institute to develop and groom their faculty and students through regular knowledge transfer as well as introduce the most recent innovations in its teaching pedagogy.
- The Institute has an experienced team of faculty who have served in various international/national editorial boards and associations.
- 54 academic programs are offered by the University which includes 11 PG Diploma programs, 17 MD/MS programs, 7 MDS programs, 5 M.Sc. Medical programs, 12 PhD programs, 1 M.B.B.S. and 1 B.D.S. program.
- The institute leverages its linkages with the government institutions and NGOs to give an opportunity for intense community based learning for its students.
- The institution has a well-defined and structured organizational structure. The Board of Management is the highest Executive Body whose approval is sought in all major decision making. There is decentralized participatory governance for academic, administrative and financial decision making.
- The University has a 700 bedded teaching hospital strategically located in one of the busiest areas of Ghaziabad thus catering to a large population base and providing an excellent opportunity for practical learning for its students.
- The University has an alumni base of more than 2300 students widely distributed in various countries across the world and universities like Harvard and Boston in USA.

### **Weaknesses**

- Most of the research projects in the University are internally funded with some support from national/international agencies and charity funds for patient care. The University has not been able to acquire extramural funding, inspite of efforts by the faculty, which is an important source of funding for the research activities.
- The University at present does not have research projects funded by the industry.
- Though, there has been substantial up gradation of technology in the institution in the form of enabling a Wi-Fi campus, library with digital access to journal, simulation labs etc. yet the

University has not achieved international standards. Major investment into technology driven learning and teaching is being planned.

**Opportunities**

- There are opportunities for tie up with international institutions for student exchange and faculty exchange programs. The introduction of joint programs in collaboration with a foreign partner can enhance the learning experience of students.
- Collaboration with industries should be explored for developing innovative and interdisciplinary low cost model for lifelong learning, healthcare delivery and research.
- Technology based learning can provide students with opportunity to learn frequently from their global counterparts and hence provide a platform for enhanced knowledge transfer between international and national institutes.

**Threats**

- Opening up of more campuses of national institutes like AIIMS, Central Universities and upsurge in the number of private medical/dental colleges pose a challenge for the University to attract quality students.
- The number of qualified and experienced faculty in healthcare education is limited. Hence, attracting and retaining the best faculty will be a challenge for the University.
- The number of students who are interested in pursuing PhD programs with a strong inclination towards research is not very high. Thus, the University will have to lay strong focus on attracting quality students for their PhD programs and encourage strong research culture to fulfill its ambitious goal of producing more than 125 PhDs by 2020.

## 2. Criteria-wise Inputs

### CRITERION I: CURRICULAR ASPECTS

#### 1.1 Curriculum Planning, Design and Development

##### 1.1.1 Does the institution have clearly stated goals and objectives for its educational program?

Yes the University has clearly stated goals and objectives for its educational programs around medical education, healthcare service and research.

##### 1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

The institutional goals and objectives are reflected in the academic programs offered by the University. The University is committed to provide educational opportunities for lifelong learners and healthcare leaders. The academic curriculum provides an educational environment for all students thus preparing them for a career of excellence in the field of medicine.

Santosh University provides UG, PG programs focused on health sector. The University curriculum has been designed to provide a rich learning experience to students – through a right blend of teaching, professional skills, patient care experience and active participation in community healthcare. The community engagement ensures the curricula are designed to develop compassionate healthcare professionals with ethical principles and community service orientation.

Santosh University provides holistic learning experience to its students through its distinguished and committed faculty, pool of industry experts. It provides students with adequate learning resources (library, digital content, etc.) and exposure to clinical experiences in its teaching hospital. The teaching hospital provides affordable healthcare facilities for the low-income communities.

University provides doctoral programs in both clinical and non-clinical areas, for experienced health professionals, with a focus on promoting research and life-long learning skills.

##### 1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Yes, The University follows a systematic approach to develop its curriculum. Course curriculum is prepared after taking inputs from various stakeholders (students, faculty, experts), in depth discussions by Departments, formal Board of Studies and Academic Council meetings. University ensures that all changes are made with due consideration to guidelines of MCI/ DCI. Final recommendations are presented to Board of Management and then implemented. University curriculum is reviewed on an annual basis to ensure that the curriculum is in compliance with the broad guidelines set by MCI/ DCI.

#### 1.1.4 How does the curriculum design and development meet the following requirements?

##### **Community needs**

Community needs are met by posting the students in the in urban, rural health centres , community outreach programs , organization of camps by clinical departments in the rural areas and in the hospital

##### **Professional and skills and competencies**

Curriculum is designed and developed to promote professional skills and competencies by clinical postings in the hospital where they learn the skills Medical education unit regularly conducts workshops. Students are also exposed to skill labs and basic life support system.

##### **Research in thrust and emerging areas**

**Students are encouraged to attend orientation programs on research which is organized from time to time. Further, students are encouraged to write research projects.** The curricula are designed in such a manner that it promotes Research Activities/ Work in the University. Undergraduate, postgraduate students are encouraged to undertake research on specific topics, write dissertations and undertake summer research projects.

All PG and doctoral students are actively engaged in carrying out research in emerging research areas such as community based geriatric research, stem cell research, verbal autopsy, opportunistic screening, etc. PG students have published research papers in indexed journals.

##### **Innovation**

As a part of the curriculum, University actively engages industry leaders to share their experiences, innovative models in healthcare with students.

Students of Santosh University are encouraged to actively participate in various healthcare competitions across India and have won several accolades. They have been recognized for their innovative ideas and research in the field of medicine (recognition young scientist – ICMR award).

Some of the academic programs are innovative in emerging areas, like stem cell research and verbal autopsy. The curriculum is contemporary and relevant to the emerging needs of the society

##### **Employability**

The curriculum is designed keeping in mind the global & national needs and it follows the broad guidelines of MCI & DCI so that graduates/ students are fully equipped to handle the challenges of medical education & health industry.

Many alumni have successfully cleared USMLE exams which gives them ample opportunities to pursue higher education in leading medical institutions across the globe. The University is offering PG and Ph.D. programs so that interested students can engage themselves to pursue their career further in these courses of higher learning. The curriculum provides opportunities for the students in the following areas.

1. Health care service providers – All the students are trained to be healthcare providers as independent consultant or employed in systems of healthcare.
2. Researchers – curriculum allows students to gain employment as independent researchers, research assistants, research associates in the field of medicine and dentistry.

Academics/Teaching – Students can take up careers as lecturers, assistant professors, demonstrators, readers and professors in medical health universities.

**1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?**

The curriculum designed is in accordance with the Regulations set by the MCI and DCI which are the Chief Regulatory Bodies of Medical and Dental Education.

Course curriculum is prepared by the University after in-depth discussions with the Departmental faculty. Thereafter, the proposals submitted by concerned departments of Medical & Dental colleges are considered by Board of studies and Academic Council on the basis of broad guidelines of the Medical Council of India and Dental Council of India. Accordingly, the Syllabi/ curriculum and Teaching Schedule are printed in the booklet form and the same are distributed to the students of the concerned course as well as to the all faculty members of the concerned departments at the beginning of the concerned Sessions (Copy enclosed as per **Annexure - 6**). University is providing the following:

1. Regulations & Syllabi MBBS Degree course
2. Academic Calendar/ Handbook for MBBS Degree course
3. Regulations & Syllabi MD/ MS Degree course (17 courses)
4. Regulations & Syllabi PG Diploma course (11 courses)
5. Regulations & Syllabi BDS Degree course
6. Regulations & Syllabi MDS Degree course (7 courses)
7. Regulations & Syllabi M.Sc. Medical courses (4 courses)
8. Teaching Schedule of MBBS Phase-I
9. Teaching Schedule of MBBS Phase-II
10. Teaching Schedule of MBBS Phase-III Part-I
11. Teaching Schedule of MBBS Phase-III Part-II

12. Teaching Schedule of BDS I year
13. Teaching Schedule of BDS II year
14. Teaching Schedule of BDS III year
15. Teaching Schedule of BDS IV year

**1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?**

Yes, the University interacts with industry, research bodies and the civil society in the curriculum revision process.

Faculty of Santosh University have been invited to be part of key positions in leading education institutions and health organizations. This gives the faculty at Santosh University ample opportunity to interact with various industry stakeholders, discuss on latest trends in medical education, healthcare and provide inputs to Board of Studies on potential areas for inclusion in the curriculum.

University has developed a mechanism to interact with leading industry experts (through the Expert Lecture Series), where the various departments gets an opportunity to discuss on potential improvement areas in curriculum

In the case of doctoral programs, Santosh University has formed several institutional linkages for students to carry out their research projects. University regularly invites experts from leading research bodies (such as ICMR) for capacity building/ research orientation lectures and also to seek guidance on areas to improve research aspects of the curriculum.

**1.1.7 How are the global trends in health science education reflected in the curriculum?**

The University tracks global trends regularly and incorporates these trends in the curriculum so as to keep students and faculty updated about the latest happenings in the health sciences space. Some of the initiatives undertaken in this regard are:

- Implementation of problem based learning
- Integrated teaching
- Focus on student centered learning , summative assessment , group discussion, clinical based learning and simulation
- Regular scientific and journal sessions in Institution and continuing medical education programs
- Community based learning



**1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.**

After the status of Deemed University following courses have been started:

**MEDICAL COURSES:**

S.No.	NAME OF THE COURSE	YEAR OF START	INTAKE EVERY YEAR
1	M.D. Physiology	2008	05
2	M.D. Pharmacology	2008	03
3	M.D. Biochemistry	2008	1
4	M.D. Microbiology	2008	02
5	M.D. Community Medicine	2008	02
6	M.D. TB & Chest	2008	01
7	M.D. Psychiatry	2008	01
8	Diploma in Clinical Pathology (D.C.P)	2008	02
9	Diploma in Public Health (D.P.H)	2008	02
10	Diploma in Psychiatric Medicine (D.P.M)	2008	01
11	Diploma in Tuberculosis & Chest Diseases (D.T.C.D)	2008	01
12	Diploma in Anesthesia (D.A)	2010	03
13	M.Sc. (Medical Microbiology)	2008	20
14	M. Sc (Medical Anatomy)	2013	20
15	M. Sc (Medical Physiology)	2013	20
16	M. Sc (Medical Biochemistry)	2013	20
17	Ph.D. - Anatomy	2013	
18	Ph.D. - Physiology	2013	
19	Ph.D. - Biochemistry	2013	
20	Ph.D. - Microbiology	2013	
21	Ph.D. - TB & Chest	2013	
22	Ph.D. - Pharmacology	2013	
23	Ph.D. - Community Medicine	2013	
24	Ph.D. - Psychiatry	2013	
25	Ph.D. - Haemato Pathology	2014	
26	Ph.D. - Obstetrics & Gynecology	2014	

**DENTAL COURSES:**

S.No.	NAME OF THE COURSE	YEAR OF START	INTAKE EVERY YEAR
1	MDS (Oral Pathology & Microbiology)	2013	03
2	Ph.D. - Maxillofacial Surgery	2012	
3	Ph.D. - Orthodontics & Dentofacial Orthopedics	2015	

Several specialized laboratories have been provided for the research work of PG & Doctorate courses.

**1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?**

Yes departments conduct CME, workshop and community extension programs

**1.1.10 Explain the initiatives of the institution in the following areas:**

**Behavioural and social sciences**

Institution organizes and conducts sessions of behavioural and social sciences from 1<sup>st</sup> year of training of the medical students by Community medicine and Clinical psychology departments as foundation course. Emotional factors and stressors in the medical students are identified and appropriate measures are taken on regular basis

**Medical Ethics/Bio ethics / nursing ethics**

Medical ethics classes are conducted as per guidelines of MCI for undergraduate students

**Practice management towards curriculum and /or service**

Regular review on the curriculum is done after obtaining feedback from students, faculty and externals.

**Orientation to research**

The following measures are taken to orient students/ faculty to research

- UG, PG and PhD students attend expert lecture series on research
- On periodical basis work shops on biostatistics and research methodologies are organized
- UG, PG, PhD and faculties of the Institution are encouraged to write proposals for external and internal grants
- Intramural funds are available approved projects by research committee

**Rehabilitation**

Rehabilitation department in the hospital plays an active role in the training students in rehabilitation in various diseases. Our rehabilitation department is recognized by World Federation. Departments of Orthopedics, TB and Chest Diseases and OBG departments work closely with the Rehabilitation department to ensure optimal patient care.

**Health Economics**

Introduction to health economics is given to the students in community medicine. University is planning. To start a course in the same.

**Medico legal issues**

Medico legal cases are handled by emergency unit of the hospital. No cases are rejected from emergency Unit of the hospital for admission and treatment. Department of Forensic medicine conducts classes for students on medico legal issues as per guidelines on MCI

**Enhancement of the quality of services and consumer satisfaction**

Regular feed back is taken from the patients in the hospital for enhancement of quality of service and Consumer satisfaction. Suggestions are implemented. Suggestions from IQAC is sought regularly.

**1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?**

The institutions ensures that evidence based medicine is covered as part of the curriculum for its students As part of teaching methods students are exposed to various clinical practice guidelines through various standard operating procedures followed in the hospital.

**1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?**

The following values added courses have been offered by the University:

- Three months training course in clinical psychology was started in 2011 for undergraduate, post graduate and PhD students. Students of Santosh University and other universities attend the course. Course is conducted once a year.
- Department of Tuberculosis and chest diseases is going to start certificate course in bronchology from January 2016.
- Orientation courses in Biostatistics and Research methodology is held every year
- Socially relevant enrichment programs like “We CARE for HER” for underprivileged women have been initiated to inculcate value based socially relevant education
- Outreach programs like school health and adolescent health programs are part of the curriculum
- By incorporating above value added courses into the curriculum, the University ensures that all students have access to them.

Interns attend orientation programs in research and posted for community out reach programs.

**1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?****\* Vertical and horizontal integration**

Vertical and horizontal integration is achieved through lecture series on organ based learning and cadaveric skill and simulation.

**\* Integration of subjects taught with their clinical application**

Integration of subjects taught with their clinical application is achieved by holding integrated lectures with other clinical departments and it is included in syllabus.

**\* Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy etc.) in the teaching hospital.**

Physiology department has taken the initiative of introducing Yoga as part of its teaching and learning methodology. Yoga is taught as a practice, yoga as research, yoga as a way of life.

Since the teaching hospital is broadly governed by MCI & DCI, Allopathy and Dentistry are main disciplines. However, holistic teaching and care of patients are done by integrating other disciplines as per need basis. Significant emphasis is laid on Yoga as a science, practice and way of life in Santosh University.

**1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?**

It is achieved by integrated and inter disciplinary approach between community medicine, medical practice and medical education. Institution organizes outreach program, school health programs in rural and urban areas. Simulation labs, cadaveric simulation, clinical training in the hospital help students to develop skills. Delivery of such interface is achieved by providing good infrastructure facilities like lecture halls and demo halls. Learning is translated into clinical practice by outreach programs and community services extended by Institution. The institute has indigenous Child guidance and Child nutrition clinic (ICDS) which acts as an interface between pediatricians, psychologists, students and academicians. Community dentistry ensures that students are learning the importance of maintaining good oral hygiene inside and outside the institute.

**1.2 Academic Flexibility****1.2.1 Furnish the inventory for the following:**

- \* Programs offered on campus
- Strength for current year is shown.

S. No.	Course Offered	Program Level
1	MBBS	UG
2	BDS	UG
3	Diploma in Obstetrics & Gynecology (DGO)	PG Diploma
4	Diploma in Ophthalmology (DO)	PG Diploma
5	Diploma in Anaesthesia (DA)	PG Diploma
6	Diploma in Psychological Medicine (DPM)	PG Diploma
7	Diploma in Tuberculosis & Chest Diseases (DTCD)	PG Diploma
8	Diploma in Oto-Rhino-Laryngology (DLO)	PG Diploma
9	Diploma in Child Health (DCH)	PG Diploma
10	Diploma in Orthopedics (D.Ortho)	PG Diploma
11	Diploma in Clinical Pathology (DCP)	PG Diploma
12	Diploma in Public Health (D.P.H.)	PG Diploma
13	Diploma in Forensic Medicine (DFM)	PG Diploma
14	M.D. General Medicine	PG Degree
15	M.D. Paediatrics	PG Degree
16	M.D. Anaesthesiology	PG Degree
17	M.D. T.B.& Chest Diseases	PG Degree
18	M.D. Psychiatry	PG Degree
19	M.D. Physiology	PG Degree
20	M.D. Biochemistry	PG Degree
21	M.D. Pathology	PG Degree
22	M.D. Microbiology	PG Degree
23	M.D. Pharmacology	PG Degree
24	M.D. Forensic Medicine	PG Degree
25	M.D. Community Medicine	PG Degree
26	M.S. General Surgery	PG Degree
27	M.S. Obstetrics & Gynecology	PG Degree
28	M.S. Orthopedics	PG Degree
29	M.S. Oto-Rhino-Laryngology	PG Degree
30	M.S. Ophthalmology	PG Degree
31	M.D.S Periodontology	PG Degree
32	M.D.S Oral & Maxillofacial Surgery	PG Degree
33	M.D.S Conservative Dentistry & Endodontics	PG Degree
34	M.D.S Orthodontics & Dentofacial Orthopedics	PG Degree
35	M.D.S Prosthodontics and Crown & Bridge	PG Degree
36	M.D.S Paediatric & Preventive Dentistry	PG Degree

37	M.D.S Oral Pathology & Microbiology	PG Degree
38	M.Sc. (Medical Microbiology)	PG Degree
39	M.Sc. (Medical Biotechnology)	PG Degree
40	M.Sc. (Medical Anatomy)	PG Degree
41	M.Sc (Medical Physiology)	PG Degree
42	M.Sc.(Medical Biochemistry)	PG Degree
43	Ph.D. in Anatomy	Doctorate
44	Ph.D. in Physiology	Doctorate
45	Ph.D. in Biochemistry	Doctorate
46	Ph.D. in Microbiology	Doctorate
47	Ph.D. in TB & Chest Diseases	Doctorate
48	Ph.D. in Pharmacology	Doctorate
49	Ph.D. in Community Medicine	Doctorate
50	Ph.D. in Orthodontics and Dentofacial Orthopedics	Doctorate
51	Ph.D. in Maxillofacial Surgery	Doctorate
52	Ph.D. in Clinical Psychology (Psychiatry)	Doctorate
53	Ph.D. in Haemato-Path (Pathology)	Doctorate
54	Ph.D. in Obstetrics and Gynecology	Doctorate

\* programs offered on campus

Nil

\* Programs available for colleges/students to choose from

Nil

### 1.2.2 Give details on the following provisions with reference to academic flexibility

#### a. Core options / Elective options

S. No.	Course Offered	Core	Optional
<b>Undergraduate Programs</b>			
1	MBBS	All subjects	-
2	BDS	All subjects	-
<b>PG Diploma Programs</b>			
3	Diploma in Obstetrics & Gynecology (DGO)	All subjects	-
4	Diploma in Ophthalmology (DO)	All subjects	-
5	Diploma in Anaesthesia (DA)	All subjects	-
6	Diploma in Psychological Medicine (DPM)	All subjects	-
7	Diploma in Tuberculosis & Chest Diseases (DTCD)	All subjects	-
8	Diploma in Oto-Rhino-Laryngology (DLO)	All subjects	-

9	Diploma in Child Health (DCH)	All subjects	-
10	Diploma in Orthopedics (D.Ortho)	All subjects	-
11	Diploma in Clinical Pathology (DCP)	All subjects	-
12	Diploma in Public Health (D.P.H.)	All subjects	-
13	Diploma in Forensic Medicine (DFM)	All subjects	-
<b>MD/ MS Postgraduate Programs</b>			
14	M.D. General Medicine	All subjects	-
15	M.D. Paediatrics	All subjects	-
16	M.D. Anaesthesiology	All subjects	-
17	M.D. Tuberculosis and Respiratory Diseases	All subjects	-
18	M.D. Psychiatry	All subjects	-
19	M.S. Obstetrics & Gynecology	All subjects	-
20	M.D. Physiology	All subjects	-
21	M.D. Biochemistry	All subjects	-
22	M.D. Pathology	All subjects	-
23	M.D. Microbiology	All subjects	-
24	M.D. Pharmacology	All subjects	-
25	M.D. Forensic Medicine	All subjects	-
26	M.D. Community Medicine	All subjects	-
27	M.S. General Surgery	All subjects	-
28	M.S. Orthopedics	All subjects	-
29	M.S. Oto-Rhino-Laryngology	All subjects	-
30	M.S. Ophthalmology	All subjects	-
<b>MDS Postgraduate Programs</b>			
31	M.D.S Periodontology	All subjects	-
32	M.D.S Oral & Maxillofacial Surgery	All subjects	-
33	M.D.S Conservative Dentistry & Endodontics	All subjects	-
34	M.D.S Orthodontics & Dentofacial Orthopedics	All subjects	-
35	M.D.S Prosthodontics and Crown & Bridge	All subjects	-
36	M.D.S Paediatric & Preventive Dentistry	All subjects	-
37	M.D.S Oral Pathology & Microbiology	All subjects	-
<b>M.Sc. (Medical) Postgraduate Programs</b>			
38	M.Sc. (Medical Microbiology)	All subjects	-
39	M.Sc. (Medical Biotechnology)	All subjects	-
40	M.Sc. (Medical Anatomy)	All subjects	-
41	M.Sc. (Medical Physiology)	All subjects	-
42	M.Sc.(Medical Biochemistry)	All subjects	-
<b>Doctorate Programs</b>			
43	Ph. D. In Anatomy	All subjects	-

44	Ph. D. In Physiology	All subjects	-
45	Ph. D. In Biochemistry	All subjects	-
46	Ph. D. In Microbiology	All subjects	-
47	Ph. D. In TB & Chest Diseases	All subjects	-
48	Ph. D. In Pharmacology	All subjects	-
49	Ph. D. In Community Medicine	All subjects	-
50	Ph. D. In Clinical Psychology (Psychiatry)	All subjects	-
51	Ph. D. In Haemato-Path (Pathology)	All subjects	-
52	Ph. D. In Obstetrics and Gynecology	All subjects	-
53	Ph. D. In Maxillofacial Surgery	All subjects	-
54	Ph. D. In Orthodontics and Dentofacial Orthopedics	All subjects	-

While regulatory bodies require all course to be core subjects the university offers academic flexibility to interns to choose elective courses. In addition the University offers skilling programs such as BLS course, Allergy workshop, Emergency medicine skills, suturing training to its students. PG students are also provided opportunities to learn from other specialty by posting them across departments.

b. **Bridge course** : Not Applicable

c. **Enrichment Courses**

Periodically workshop are conducted in Biostatistics and on nutrition guidelines. The university conducts specific programs regularly inviting external experts to share latest trends and practical field experiences with students and faculty. The University is planning to provide specific courses to interns on diabetes and hypertension management.

d. **Credit accumulation and transfer facility**

Yes CME Credits as per MCI/ DCI Regulations.

f. **Lateral and vertical mobility within and across programs, courses and disciplines**

Not Applicable, as per MCI/ DCI Regulations.

g. **Twinning programs** : Not Applicable

h. **Dual degree programs** : Not Applicable

**1.2.3 Does the institution have an explicit policy and strategy for attracting students from**



- \* other states
- \* socially and financially backward sections,
- \* international students?

The institution has structured marketing programs to reach out to students from other states/ countries. The institution has successfully attracted students from various states of the Northern region. The institution also participates in SAARC educational events..

**1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?**

All programs offered by the University are self-financing.

Admission to all programs is by a Common All India Entrance Exam. Santosh University provides salary to faculty as per recommendations of UGC. The University selects qualified faculty to meet the requirements of the curriculum and the selection is done through advertisements and interviews. Fee structure is on the basis of recommendation of Finance Committee and approval from Board of Management

**1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?**

The Members of the Board of Studies, Academic Council and Board of Management considered UGC D.O. letter No. 1-1/2014(secy) dated: 27/11/2014 from University Grants Commission (UGC) regarding Semester System, Grading and Choice Based Credit System (CBCS) for UG & PG courses. The matter was considered in detail and noted that Santosh Medical College is following the Rules & Regulations of the Medical Council of India for various Medical Undergraduate and Postgraduate courses and similarly, Dental College is following the Rules & Regulations of the Dental Council of India for various Dental Undergraduate and Postgraduate courses. After detailed discussion it was decided that at this point of time, the Choice Based Credit System cannot be implemented as the University is following the Rules & Regulations of Medical Council of India and Dental Council of India.

**1.2.6 What percentage of programs offered by the institution follow:**

- Annual system**  
University follows annual system as per guidelines of DCI
- Semester system**  
University follows 9 semester system as per guide lines of MCI
- Trimester system**

Not Applicable

**1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.**

University promotes inter-disciplinary learning programs both at the UG and PG levels. University has introduced Organ-based teaching at the UG level (pilot programs have been initiated this year for the first year cohort). University arranges inter-disciplinary lectures/ programs at PG level (integrated lectures on HIV, Hypertension, TB, etc.).

University is in the process of developing a “Forensic Odontology Course” to be offered from 2016-17, jointly developed by medical and dental college.

University has setup Multi-Disciplinary Learning Centres for students to gain practical learning experience by working with professionals from different departments. The started programs are:

- Child Guidance Clinic: Students learn in an interdepartmental environment of Paediatrics – Psychiatry – Rehabilitation.
- Child Nutrition Guidance Clinic: It caters to the needs of children who need advice on proper diet and nutrition counseling. It also provides guidance depending on the specific condition, on healthy life-style and nutritious diet.
- DOTS clinic: Plays a major role to ensure that the patient with tuberculosis (TB) completes therapy to cure and to prevent developing drug resistance in the community.

**1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?**

Institution offers UG, PG and PhD programs for skill training. Apart from these programs, expert lecture series by inviting externals are conducted

**1.3 Curriculum Enrichment**

**1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?**

Course curriculum is reviewed periodically so that the students are aware of new emerging medical/ dental trends and techniques which will help them serve the Nation better. Reviewed and revised curriculum is implemented once in a year at the beginning of a new academic session based on the inputs received from the students, faculty, external examiners, Board of Studies and Academic Council. The Academic Council discusses the revision of syllabi, teaching curriculum and change of question patterns, etc. relating to UG and PG Medical and Dental courses. The details of the syllabi and

teaching curriculum considered by the Academic Council are as under:

Date of meeting of Academic Council	Purpose
07/04/2008	<ol style="list-style-type: none"> <li>1. To consider and approve the Regulation and Syllabus for MBBS Phase-I</li> <li>2. To consider and approve the Regulation and Syllabus for BDS I year</li> </ol>
10/12/2008	<ol style="list-style-type: none"> <li>1. To consider and approve the Regulation and Syllabus for MBBS Phase-II</li> <li>2. To consider and approve the Regulation and Syllabus for BDS II year</li> <li>3. To consider and approve the regulations for re-admissions after break of study for all UG, PG, Degree and Diploma courses of study offered by Santosh University</li> </ol>
16/05/2009	<ol style="list-style-type: none"> <li>1. To consider and approve the regulations and syllabus for MDS Degree course</li> </ol>
01/09/2009	<ol style="list-style-type: none"> <li>1. To approve the Regulations and syllabus for PG Diploma (Clinical and Non-Clinical) courses</li> <li>2. To approve the Regulations and syllabus for M.Sc. Medical Microbiology and M.Sc. Medical Bio-Technology courses</li> </ol>
24/10/2009	<ol style="list-style-type: none"> <li>1. To approve the Regulations and syllabus for PG Degree (Clinical) courses</li> <li>2. To approve the Regulations and syllabus for PG Degree (Non-Clinical) courses</li> </ol>
07/06/2010	<ol style="list-style-type: none"> <li>1. To approve the new Regulations and syllabus for BDS II year for the students admitted in 2008-09 batch onwards</li> <li>2. To consider and approve old Regulations and syllabus BDS III year course for the students admitted in 2007-08 batch</li> </ol>
28/10/2010	<ol style="list-style-type: none"> <li>1. To approve the Regulations and syllabus for MBBS Phase-III Part-I</li> </ol>
25/03/2011	<ol style="list-style-type: none"> <li>1. To approve the Regulations and syllabus for BDS III year and one year compulsory rotatory internship</li> <li>2. To approve the Regulations and syllabus for BDS IV year and one year compulsory rotatory internship</li> </ol>
15/09/2011	<ol style="list-style-type: none"> <li>1. To approve the Regulations and syllabus for MBBS Phase-III Part-II along with one year compulsory rotatory internship</li> </ol>
27/02/2012	<ol style="list-style-type: none"> <li>1. To consider and decide to form a sub-committee to study DCI revised course (3<sup>rd</sup> amendment) Regulations 2011, dated: 26<sup>th</sup> August 2011 and to prepare a comprehensive Regulations and Syllabus for the entire BDS Degree course for implementation from the academic year 2011-12</li> <li>2. To consider and decide to form a sub-committee to study the draft academic calendar/ hand book on MBBS course and recommend to the Academic Council for adoption</li> </ol>

	<ol style="list-style-type: none"> <li>3. University examination batch wise tentative examination schedule for MBBS course</li> <li>4. Academic calendar/ hand book on MBBS course relevant to the subjects of MBBS Phase-II course</li> <li>5. Academic calendar/ hand book on MBBS course relevant to the subjects of MBBS Phase-III course</li> <li>6. To approve the UG Dental courses as amended by DCI (revised BDS regulation &amp; syllabus 2011 (4+1 year CRI)</li> <li>7. Internal examination tentative schedule for BDS course</li> <li>8. To consider the changes in curriculum of each courses by identifying the areas where the University can bring changes like virtual learning and behavioural changes, improve in practical/ clinical skill of a student by adopting newer techniques, identify the areas of methodology of integrated teaching, framing of structural patterns, Structured Clinical Evaluation (OSCE) in clinical training</li> <li>9. To start M.Sc. Pre and Para clinical courses, Ph.D. programs and other certificate course which are innovative in nature, subject to applicability of the norms of controlling statutory authorities</li> <li>10. To identify the areas of research where the University can start the research work to be under taken both by the faculty and the students at all levels- both at UG and PG level, which will help the society and the country.</li> </ol>
18/07/2012	<ol style="list-style-type: none"> <li>1. Code of conducts for students</li> <li>2. Moderation of Question Papers for Examination</li> <li>3. To institute the Ph.D. course in the Department of Anatomy, Physiology, Biochemistry, Microbiology, Community Medicine, TB &amp; Chest diseases and Oral &amp; Maxillofacial Surgery. Essential qualification, admission criteria, award of degree, requirements for admission for foreign nationals, duration of course, completion of thesis, etc.</li> <li>4. To institute the M.Sc. Medical courses in the Department of Anatomy, Physiology and Biochemistry and syllabus thereof</li> <li>5. Academic Calendar year for all Internal Assessments/ Pre-Professional Examinations and all University Examinations for all UG/ PG courses</li> </ol>
20/11/2012	<ol style="list-style-type: none"> <li>1. Changes in the Examination pattern of theory paper of MDS examination</li> <li>2. Changes in the Examination pattern of theory paper of MBBS Phase-III Part-II (General Surgery) examination</li> <li>3. Changes in the Examination pattern of theory paper for MD/ MS and PG Diploma medical courses in Paper I, II, III, and IV.</li> <li>4. Changes in the Syllabus of Diploma in Psychology (Paper-III)</li> </ol>

	<ol style="list-style-type: none"> <li>5. Amendment in pattern of examination of PG Medical &amp; Dental course from marks system in theory &amp; practical to that of Pass (minimum 50% marks) or Fail</li> </ol>
08/05/2013	<ol style="list-style-type: none"> <li>1. To approve the teaching schedule of MBBS Phase-I, MBBS Phase-II, MBBS Phase-III Part-I and MBBS Phase-III Part-II</li> <li>2. Changes in the Examination pattern of theory paper of MBBS Phase-III Part-II (General Medicine) examination</li> <li>3. Changes in the Examination pattern of theory paper of MBBS Phase-II (Microbiology) examination</li> <li>4. Changes in the Examination pattern of theory paper of MBBS Phase-III Part-I (Community Medicine) examination</li> <li>5. Rules for maintenance of records and rules for weeding the old records – Santosh University, Ghaziabad</li> </ol>
17/06/2013	<ol style="list-style-type: none"> <li>1. To start the Ph.D. course in the Department of Pharmacology And Psychiatry (Clinical Psychology), -Santosh Medical College</li> <li>2. Amendment in the nomenclature from Ph.D. program Oral Maxillofacial Surgery to that of Maxillofacial Surgery in the Department of Oral Maxillofacial Surgery</li> <li>3. Guidelines for conducting written examination for persons with disabilities as per MCI, DCI and UGC letter no. MCI-34(1)(UG)(gen.)/2012-med./164245 dated 29.03.2013, de22-misc-2013/147 dated 06.04.2013 and f.6-2/2013(SCT) dated 02.05.2013</li> </ol>
18/07/2013	<ol style="list-style-type: none"> <li>1. Eligibility criteria for appointment of guide for Ph.D. Candidates – Santosh University</li> <li>2. Amendment in the guidelines for the Ph.D. program in respect of the internal faculty candidates</li> </ol>
10/02/2014	<ol style="list-style-type: none"> <li>1. To start Ph.D. course in Hematology in the Department of Pathology – Santosh Medical College &amp; Hospital</li> <li>2. Appointment of Confidential Officer in each department to help for University examinations of the Santosh Medical &amp; Dental Colleges and Hospitals</li> <li>3. To start Ph.D. course in the Department of Obstetrics &amp; Gynecology – Santosh Medical College &amp; Hospital</li> <li>4. To consider [i] The guidelines for granting Intramural Research Projects Funds to the faculty members of the Santosh Medical &amp; Dental Colleges and Hospitals [ii] Constitution of Research Coordination Committee and [iii] Constitution Of Monitoring Cell for grant of intramural research grant – ex-post –facto permission thereof</li> <li>5. To re-consider existing guidelines for grant of permission to the faculty members to attend various scientific conference and other academic activities in India and aboard of the Santosh Medical &amp; Dental Colleges and Hospitals and constitution of a committee thereof - ex-post –facto permission thereof</li> </ol>

30/04/2014	<ol style="list-style-type: none"> <li>1. To consider B.P.T. / B.O.T. Degrees also for admission to M.Sc. Medical Anatomy, Physiology, Biochemistry and Microbiology courses</li> <li>2. To start observership up to maximum 3 months at a time for UG, PG and Ph.D. students at Santosh Medical / Dental Colleges &amp; Hospitals</li> <li>3. To start clinical observership up to maximum 3 months at a time in the Department of Paediatrics, Medicine, Obstetrics &amp; Gynecology and other Departments at Santosh Medical / Dental Colleges &amp; Hospitals</li> <li>4. To consider the proposal for an independent status to Department of Clinical Psychology at Santosh Medical College &amp; Hospital</li> </ol>
26/07/2014	<ol style="list-style-type: none"> <li>1. Teaching curriculums of MBBS PHASE-I, MBBS Phase-II and BDS 1<sup>st</sup> year, BDS 2<sup>nd</sup> year, BDS 3<sup>rd</sup> year &amp; BDS final year courses from new session of each batch start from 1<sup>st</sup> Sept 2014 onwards</li> <li>2. To consider the criteria for entrance test for Ph.D. programs</li> <li>3. To consider the proposal for starting certificate course/ fellowship in Bronchology</li> <li>4. Regarding internal assessment examination of MBBS &amp; BDS students</li> </ol>
10/09/2014	<ol style="list-style-type: none"> <li>1. To consider the directions of the UGC &amp; MCI regarding dissection of animals at UG &amp; PG levels and to employ alternate technology</li> <li>2. Revision/ Amendment of Memorandum Of Association (MoA)/ rules for the approval of UGC after amendment the same according to the UGC regulation May 2014</li> <li>3. To consider B.P.T. / B.O.T./ BDS degrees also for admission to M.Sc. Medical Anatomy course and other M.Sc. Medical courses</li> </ol>
28/01/2015	<ol style="list-style-type: none"> <li>1. Teaching Curriculums of MBBS Phase III Part – I and MBBS Phase III Part – II from new session of each batch to be started from 1<sup>st</sup> April 2015</li> <li>2. To review the further progress and improvement in Integrated Lectures and Organ Based Teaching</li> <li>3. To review the Stimulations (Computer Assisted Modules) teaching in the Department of Physiology &amp; Pharmacology along with the Animal House status after the decisions of MCI / UGC</li> <li>4. To start Ph.D. Course in the department of Orthodontics &amp; Dentofacial Orthopedics, Santosh Dental College</li> </ol>
11.05.2015	<ol style="list-style-type: none"> <li>1. To consider the matter with regard to Post Graduate Examination (percentage) in Post Graduate Courses as per direction of MCI vide Letter No. MCI-23(1)/2014/MED./157716 Dated : 11/02/2015</li> </ol>

	<p>2. To consider the Letter No. V.15011/01/2015-PH-I Dated 17/02/2015 from Govt., of India, Ministry of Health &amp; Family Welfare for implementation of National Mental Health Policy of India and Mental Health Action Plan 365 in the Department of Psychiatry, Clinical Psychology, Medicine and Community Medicine.</p>
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The decisions of the Academic Council are then considered by the Board of Management and after approval of the Board of Management, the same is implemented.

**1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.**

\* multi/inter-disciplinary

\* programs in emerging areas

16 various Academic Programs have been started during the last 4 years.

1. Ph.D. (Twelve (12) including 4 in clinical subjects) courses have been started in last four years

Ph. D. In Anatomy

Ph. D. In Physiology

Ph. D. In Biochemistry

Ph. D. In Microbiology

Ph. D. In TB & Chest Diseases

Ph. D. In Pharmacology

Ph. D. In Community Medicine

Ph. D. In Clinical Psychology (Psychiatry)

Ph. D. In Haemato-Path (Pathology)

Ph. D. In Obstetrics and Gynecology

Ph. D. In Maxillofacial Surgery

Ph. D. In Orthodontics and Dentofacial Orthopedics

2. One (1) MDS course in Oral Pathology & Microbiology

3. Three (3) Medical M.Sc. courses (M.Sc. Medical Anatomy, M.Sc. Medical Physiology and M.Sc. Medical Biochemistry) have been started.

**1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?**

A strong feedback mechanism is in place for recognizing the core areas for changing needs of the society. Course content is subject to cautious scrutiny to include the necessary reforms.

From time to time, new and emerging techniques are considered and timely implemented for the growth in medical/ dental fields. For every course, the curriculum and teaching schedule are reviewed annually and if required, it is revised after in depth discussion in Board of Studies and Academic Council. Syllabi/ pattern of examination and various

academics issues have been considered/ reviewed. Rate is 9% approx.

**1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?**

The following value added courses have been offered by the University:

- Three months training course in clinical psychology was started in 2011 for undergraduate, post graduate and PhD students. Students of Santosh University and other universities attend the course. Course is conducted once every year.
- Department of Tuberculosis and Chest Diseases is going to start certificate course in bronchology from January 2016.
- Orientation courses in Biostatistics and Research methodology is held every year
- Socially relevant enrichment programs like “We CARE for HER” for underprivileged women have been initiated to inculcate value based socially relevant education
- Outreach programs like school health and adolescent health programs are part of the curriculum
- By incorporating above value added courses into the curriculum, the University ensures that all students have access to them.

**1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?**

University has identified a few areas for higher order skills training of doctors. University has started discussions with the National Skill Development Corporation and Healthcare Sector Skills Council to explore possibilities of pilot implementation of a few Skills related programs from this year

**1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?**

Institution incorporates the aspects of overall personality development addressing physical, mental, emotional and spiritual well being by:

- Personality development program as foundation course when students join the institute
- Sports and cultural program
- Students’ counselling
- Mentorship programs
- Yoga and Meditation Sessions

**1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?**

Medical Education Unit periodically conducts CME and orientation programs on



patient safety, confidentiality, rights and education for UG, PG and PhD students. Department of Forensic Medicine also conducts regular classes on these topics as per MCI guidelines. Post Graduate and PhD Students are oriented towards research methodology including Biostatistics and principles of bio-ethics in patients and experimental animals.

#### 1.3.8 Does the curriculum cover additional value systems?

All possible efforts are made to cover additional value system in the curriculum. The clinical psychology unit prepares the students psychologically to face stress in day to day life as soon as students join the institute. Students are taught to understand the rights of patients and ethical values. Further, students are exposed to structured learning during their study period.

### 1.4 Feedback System

#### 1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?

Yes, Santosh University have well defined system of feedback mechanism through structured proforma on curriculum which involves students and faculty members.

- Suggested curriculum changes are examined by curriculum committees and the process is facilitated by the Medical Education Unit.
- External feedback plays an important role apart from discussion with the statutory council, Board of Management and studies as well as from the external examiners visiting Santosh University.
- The departments take formal feedback from the student which is discussed amongst the staff and then it is submitted to the board of studies followed by academic council.
- The other mechanism is through IQAC that visits different departments and takes the feedback and then they place it to the IQAC which sends their recommendations to the Board of Studies, Academic Council and Board of Management for their consideration, approval and implementation thereof.

#### 1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.

Yes. Faculty at Santosh actively networks with industry, leading faculty across medical universities in India and obtains inputs to improve the curriculum. University also invites experts recognized in their fields for interaction/ deliberation with faculty. All such inputs are then provided to Board of Studies and Academic Committee for further action.

The curriculum is developed and revised with the deliberate involvement of Discipline experts at the national and international level.

1. The University has an interaction with professors at John Hopkins, USA through

- webinar which has led to the initiation of new research in the institution.
2. Pediatrics department conducted webinar with New York Presbyterian to discuss the community engagement in Pediatrics and those recommendations have been adopted by the department

**1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.**

Feedback obtained from students and faculty on curriculum enrichment is analyzed and implemented.

**1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?**

IQAC meetings are held regularly where report of Annual Quality Assurance Report are considered changes in the curriculum are done as per the defined process.

**1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?**

Mechanism adopted by Institution is as follows

- New programs are implemented only after examining the relevance through feedback
- Heads of departments, students and external examiners play a major role in assessment
- Periodic feedback is taken by Medical Education Unit from students, faculty and external examiners on curriculum
- After discussion and consideration, the suggestions are placed in the academic council and courses are started after receiving the feedback from board of studies

**CRITERION II: TEACHING-LEARNING AND EVALUATION****2.1 Student Enrolment and Profile****2.1.1 How does the institution ensure publicity and transparency in the admission process?**

As per the guidelines of the statutory bodies, every year, the institute conducts their All India Entrance Exam to select students for all their academic offerings on the basis of merit. The entire process is fully transparent. Details of the admission process are as follows.

- Admission to PG and UG courses: All UG & PG seats are advertised in the National Dailies with remark, “Selection will be made on merit based on the marks secured in the Entrance examination conducted by the Institute on All India basis”.
- Merit list of the candidates appeared for Entrance examination is prepared and verified by the Result Declaration Committee before declaration of results. UG & PG courses are offered to the selected candidates based on merit. PG students last date to join is 31<sup>st</sup> May and for UG courses is 30<sup>th</sup> September of the academic year.
- The requisite information in the prescribed format is sent to Regulatory authorities (MCI/ DCI) of the selected /admitted students for the UG & PG courses.

Ph.D. seats are notified as per eligibility of Guide according to the norms of statutory bodies. The eligible candidates are required to appear for Entrance Test as well as Interviews. The merit list is prepared and seats are offered to selected candidates.

**2.1.2 Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).**

The admissions of all Under Graduate & Postgraduate Courses are carried out strictly on the basis of merit through Common Competitive Entrance examination the details are as follows:

- a] UG & PG courses are advertised in the National Dailies with remark, “Selection will be made on merit based on the marks secured in the Entrance examination conducted by the Institute on All India basis”.
- b] The question papers along with answer key for conducting the UG & PG Common Entrance Examination is done by External Paper Setters.

- c] The attendance sheet is prepared as per Examination Schedule which is duly signed by the candidates appearing in the Entrance examination and is verified by the center superintendent [Examination] and the invigilators.
- d] The Answer Sheets of all the candidates appearing in the Examinations are evaluated by the External Evaluators.
- e] Merit list of the candidates appeared for Entrance examination is prepared and verified by the Result Declaration Committee before declaration of results.
- f] The provisionally selected candidates (PG) are called for counselling to appear before the Selection Committee constituted by the Vice - Chancellor for allotment of specialties.
- g] UG and PG courses are offered to the selected candidates based on merit.
- h] The requisite information in the prescribed format is sent to Regulatory authorities (MCI/ DCI) of the selected /admitted students for the UG & PG courses.

#### Selection of Ph.D. candidates

- Ph.D. seats are notified as per eligibility of Guide according to the norms of statutory bodies.
- The question papers along with answer key for conducting the Ph.D. Common Entrance Examination is done by External Paper Setters.
- An External Expert as an Observer is invited to observe the selection process for the Ph.D. seats.
- Entrance Test & Interview: The eligible candidates are required to appear for Entrance Test as well as Aptitude Interviews. The merit list is prepared and seats are offered to selected candidates

#### **2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.**

University does not have any affiliated college as it is a private deemed to be University under section 3 act of UGC.

#### **2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

The Institute reviews its admission process from time to time and takes necessary steps accordingly for the same. The Institute has conducted many promotional events at various education fairs and in locations like Kanpur, Meerut, Jhansi, Lucknow to create

awareness among students about the University, including advertisements in national dailies. These processes have helped in spreading awareness among students from diverse geographical locations and economic strata, which adds to the diversity of the students profile.

### 2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories:

- \* SC/ST
- \* OBC
- \* Women
- \* Persons with varied disabilities
- \* Economically weaker sections
- \* Outstanding achievers in sports and other extracurricular activities

**Even though Deemed Universities are not statutorily obligated to follow Govt., reservation policy, our University has provided the following for year 2014-15.**

- Out of 200 UG seats, 38.5% from OBC category and 7% from SC category seats were filled in.
- Out of 74 PG seats, 14.8% from OBC category seats were filled in.

The University provides equal opportunity for all students.

Categories	2011-12		2012-13		2013-14		2014-15	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
SC	10	12	7	13	3	4	7	7
ST	2	1	0	1	0	0	0	0
OBC	30	35	43	35	37	33	38	52
GENERAL	101	88	77	104	81	120	77	98
OTHERS	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>143</b>	<b>136</b>	<b>127</b>	<b>153</b>	<b>121</b>	<b>157</b>	<b>122</b>	<b>157</b>

### 2.1.6 Number of students admitted in the institution in the last four academic years:

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	10	12	7	13	3	4	7	7
ST	2	1	0	1	0	0	0	0
OBC	30	35	43	35	37	33	37	51

General	101	88	77	104	81	120	77	98
Others	0	0	0	0	0	0	0	0
Total	153	136	127	153	121	157	121	156

**2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.**

Yes, the three years data was analyzed and it shows Clinical departments have higher demand as compared to pre-clinical departments. Diploma has less demand as compared to Degree (MD/ MS). For Ph.D. admission demand has increased 4 times in last 3 years.

Programs	No. of Applications	No. of students admitted	Demand Ratio
UG	510	200	2.55:1
PG Degree	126	57	1.72:1
Integrated Masters	-	-	-
M.Phil.	-	-	-
Ph.D.	113	28	4.03:1
Integrated Ph.D.	-	-	-
Certificate	-	-	-
PG Medical Diploma	93	17	5.47:1
M.Sc. Medical	5	5	1:1

**2.1.8 Were any programs discontinued/staggered by the institution in the last four years? If yes, specify the reasons.**

In the last four years no programs were discontinued from University.

**2.2 Catering to Student Diversity**

**2.2.1 Does the institution organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

University organizes 3 days orientation program for freshers. Details are as follows

Day 1: Campus Visit and interaction: Parents of the students are also involved in the interactive session for freshers.

Day 2: Areas to cover: HOD - career aspect for medical students, importance of communication skills, exposure to co-curricular activities, various student support mechanism including anti ragging, sexual harassment, grievance-

redressal, etc. to settle in.

Day 3: Informal introductions are also encouraged for students to network with their departments. Their feedback is incorporated based on previous years programs to ensure needs are met.

**2.2.2 Does the institution have a mechanism through which the “differential requirements of the student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

The student population which joins the University is analysed on the following basis:

- Gender equality
- Differently-abled students
- Culture & beliefs
- Geographical areas / states wise

They are adequately oriented to induct them into the main stream.

Based on the above, each department also analysis the needs of the students based on the cohort i.e. Ph.D. orientation for Bio-statistics, PG Medical for communication skills. English language classes are conducted for the undergraduate students apart from orientation programs for culture & beliefs.

**2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?**

1. Advance learners are engaged in higher order thinking, investigations, focused group discussions, debates, projects, presentations and applications of skills.

2. Slow learners are identified from their performances in class.

- ✓ Extra Classes are arranged in summer/winter vacation by various departments for slow learners
- ✓ Periodic Tests are held to see improvements or otherwise

**2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

Remedial classes are taken by the faculty for students who are slow learners. Further special care is given during tutorial classes. All departments identify slow learners and give special attention during tutorials throughout the year and during summer & winter vacations. Students who have not completed their clinical work, are allowed to complete them during the summer break.

**2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings?**

Yes, the institution closely monitors academic performance of students from the disadvantaged sections and has initiated a study on the academic growth of during the formative and summative assessment. We found that during the pilot study that was undertaken by the Clinical psychology department the need for additional peer learner support and counselling amongst slow learners in this category. In the current year the University is planning to track progress of the entire batch and provide guidance using the mentoring approach.

**2.2.6 Is there a provision to teach the local language to students from other states/countries?**

The medium of instruction is English. Students are encouraged to interact with patients in local language. Role plays in local language to facilitate learning amongst students and patients.

**2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?**

University encourages students to learn moral and ethical values through soft skills, building of attitude and communication skills and regular participation in Community Services. Faculty serve as role models and impart value based education to the students. Institution provides adequate opportunity for students to learn from real life experience of healthcare experts, service providers, public health professionals and academicians from across the country to build moral and ethical values. Students are encouraged to participate, volunteer in programs of national importance like Swachh Bharat, Mission Indradhanush, social service to make students good citizens of India.

**2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.**

When the students are admitted to the College, orientation classes are held for addressing the diversity and to ease students' integration into the environment of the institution. Lectures/ Seminars by faculty are arranged for the students involving social issues such as women empowerment, socially relevant enrichment programs like "We CARE for HER" for underprivileged women. Programs have been initiated to inculcate value based socially relevant education.

**2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?**

Yes, institution incorporates the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities through Yoga, mentorship



and community service, self-help i.e. washing, cleaning on their own, Yoga, meditation sessions, social service, showing respect for gurus and elders, gentleness in life etc. Counselling through in-house psychologists is also sometimes undertaken for needy students.

**2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline?**

Yes. The faculty in department of Physiology regularly conducts yoga and meditation sessions for students and teaches them importance of self-discipline.

**2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?**

The institution attends to the diverse health issues through the following facilities:

1. Health Centre available in the College for Students and Staff
2. In-house Clinical Psychologist
3. Mentorship programs, weak students program and informal peer interactions

**2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?**

Yes, the university caters to the needs of the groups requiring special attention through extra classes, slow learner program, periodic tests and tutorials. Special interest groups (SIGs) are organized to cater to students' interests in co-curricular activities, games, research etc.

**2.3 Teaching-Learning Process**

**2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedule.**

Teaching, learning and evaluation schedule are prepared on the basis of MCI and DCI guidelines by various departmental heads in consultation with their faculty. The evaluation is done through formative and summative assessment for all the academic courses. Academic calendars include details like syllabus, course content, number of lectures planned in each subject with name of faculty wise and dates for pre-professional and professional exams.

**2.3.2 Does the institution provide course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Prior to commencement of the concerned academic course, every student of undergraduate (MBBS/ BDS) is provided with the following:

1. Teaching schedule in the shape of booklet for the concerned course, session and department-wise which includes date, time, day, topic of lecture and venue. Besides this, it includes time table of the complete year including integrated lectures, practicals, demonstrations and organ based teaching.
2. Syllabus in the shape of booklet of concerned course subjects including the Rules & Regulations of the University which have been prepared keeping in mind the guidelines of MCI/ DCI.

Similarly, prior to the commencement of the concerned academic course, each and every student of postgraduate (MD/ MS/ MDS/ PG Medical Diploma/ M.Sc. Medical) are provided with syllabus in the shape of booklet of concerned course including the Rules & Regulations of the University which have been prepared keeping in mind the broad guidelines of MCI/ DCI. The Deans of the colleges meet the Head of the Departments regularly to ensure that syllabus are completed on time as per the schedule.

The above steps ensure that the Academic Session runs effectively for completion of desired curriculum.

**2.3.3 Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

The Institute has an academic calendar with regard to commencement of teaching of various courses, end of the teaching and commencement of examinations, which are strictly followed by all faculties/ Departments. Curriculum is thus completed well in time as per the academic session.

**2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

The faculty is sensitized to modern medical education technology through Medical Education Unit and all teaching learning activities are focused on what learners should be able to do at the end of a particular learning period ie Competance Based Learning is practiced Well-structured objectives, effective teaching-learning interventions and well-structured formative evaluation help the University to effectively implement learner centric teaching methodology.

Problem based learning, projects, case studies, simulation labs, organ based teaching, community based learning, e learning through NKN are a few of the participatory learning activities adopted by faculty contributing to holistic development and improved student learning. Students are also sent for camps and industry tours to have on field training.

**2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?**

Santosh University recognizes the importance of academic interactions between experts and people of eminence with students and faculty. Hence, the distinguished faculty from the reputed Institutions in India and abroad like , AIIMS, ICMR,DRDO , National Jewish Health, USA etc. are invited on a regular basis to deliver the lectures, CMEs, workshops, conferences, etc. to all Undergraduate and Postgraduate students and interact with faculty members of Santosh University. The expert lecture series calendar is published ahead of time to ensure maximum number of Students / faculty participation from these Programs .

### **2.3.6 Does the institution formally encourage learning by using e-learning resources?**

Yes, students are encouraged to use e-learning resources in addition to their regular classroom lectures. The students have access to e-content and the NKN 1 GB network facilitates the use of the digital resources at Santosh University. The University also has a retrievable digital repository of expert lecture series, conferences, development programs, seminars, thesis, student projects, and videos of workshops that is easily accessible to all students and faculty. Wi-Fi enabled campus ensures students have access to e content from their hostel premises. Library has EBSCO software for accessing national and international journals.

### **2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?**

Teaching is conducted with the aid of audio-visual, simulation based teaching, with multimedia facilities and the faculty judiciously uses these facilities for effective teaching & learning experiences. All departments have internet facility and access for various online medical/ dental journals.

University has internet facility which provides students an option for self-learning through e-learning modules & resources.

Central Library is equipped with area for browsing & internet services, for accessing e-resources and reprographic facilities. Books, journals, CD-ROMs and a variety of e-resources are available in the library.

All departments have departmental libraries with a variety of reference books and journals.

Smartphones are also used for exchange of knowledge and learning experience amongst the departmental groups. The NKN connectivity of 1 GB facilitates ICT enabled knowledge management. Students are encouraged to use OPAC facilities in the library.

### **2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?**

Yes, the University has a group of faculty who monitor the trends and issues regarding developments in Open Source Community. The University has subscribed to NKN (National Knowledge Network), which is an initiative for sharing of resources by the Government of India. The NMEICT initiative intends to integrate the developments in the Open Source Community with the University's educational processes.

**2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?**

The University has a large LAN (Local Area Network) and has 85 Internet nodes which are functional through NMEICT (NKN) program. The up-gradation of nodes to 171 is in the process. Internet facility is operational on 24x7 basis. The University has a retrievable digital repository of expert lecture series, conferences, development programs, seminars, thesis, student projects, and videos of workshops that is easily accessible to all students and faculty.

**2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.**

All UG students are divided into batches. Each batch is supervised by a faculty who is responsible for counselling and advising them on academic and personal matters. In addition HOD and other faculty members keep a close watch on the attendance and academic performance of each student. The attendance and marks obtained by the students in UG courses (MBBS/ BDS) in the Internal Assessment Examinations are conveyed twice a year to their parents so that parents are well aware of the performance of their wards.

A systematic process is also adopted for guidance and counselling of PG students. For psychosocial guidance, Clinical Psychologist and Medico Social Workers are available. The University takes special care to ensure all students are benefitted from such programs.

**2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

Yes, there are innovative teaching approaches introduced by the faculty in the last four years. Some of the approaches introduced are organ based teaching, case studies, problem based learning etc. Innovative teaching methods like Simulation labs, micro teaching, peer to peer teaching and Cadaver lab workshops have been introduced. All hostels have been made available internet facilities so that the students can access the web portal. Live Webcasting of Workshops from Auditorium to lecture theatres and Operation Theatres have been introduced.

Reverse classroom teaching has been implemented in a pilot phase and is in process of being made a part of the teaching process.

Student feedback is taken to evaluate the impact of such practices.

The efforts by the faculty are recognized by honouring them during Institutional functions. Recently on teachers day on 05 sep 2015, 20 eminent teachers were felicitated by university.

### **2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?**

- All teaching learning activities of this University are student-centric in accordance with the present day principles of medical education. The faculty is sensitized to modern medical education technology through inhouse MEU, and all teaching learning activities are focused on what students should be able to do at end of course ie competency oriented.
- The faculty of the Medical/ Dental Colleges encourages self-learning by UG and PG students and University have provided infrastructural facilities for the same. Internet facility is available in the campus for the students to access the internet for self-learning to create creativity & scientific tempo, University conducts regular CME's, Orientation programs in research training & encourages the student to attend All India Conferences. Recently (30 sep-04 oct 2015) World Conference -INDUSEM 2015 held at AIIMS and Santosh university , had largest number of delegates from university only
- Problem based learning. Departments of Medical/ Dental Colleges are using PBL method for specific learning in all subjects. This puts students in actual situations to find solutions.

### **2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?**

Though the projects are not made mandatory as per MCI/DCI norms, but all efforts are made to popularize these among students. Faculty facilitates such projects.

- Project work is mandatory in all PG programs. For UG programs, projects are not mandatory. However, the UG students are encouraged and supported by the faculty to undertake summer project works and take part in poster presentations and seminars.
- PhD students of the University do their projects with external institutions where external faculty act as co guide in their projects.
- Faculty at Santosh University act as guide/ mentor for the students. They facilitate the students in their research by helping them in choosing the research topic and

working with an external co guide. The faculty also ensures that students are provided with the necessary guidance and support of resources for the entire duration of their project. The faculty also help the students in publishing their papers.

**2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**

Yes, the University have qualified teaching faculty to meet the requirements of the curriculum. As and when the shortfall occurs, the open selection is done through advertisements & interviews.

**2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the institution for such efforts?**

The faculty are encouraged to use computers and prepare computer aided learning materials. Faculties are encouraged to undergo sponsored training programs for development and use of ICT enabled learning. Every department has computer facilities which can be used by faculty and staff for preparing learning materials. The NKN connectivity of 1 GB and access to e resources for faculty as well as students ensure provision for e learning is made available in addition to the classroom blackboard teaching. For integrated learning, the faculty use power point presentations in the class. Simulations labs, e- learning modules, telecasting of live surgeries from the theatres, webcasting of workshops, projectors and LCD screens are made available to enable a computer aided learning environment.

**2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?**

Yes, the Institute has a mechanism for evaluation of teachers by students/alumni.

Students in each academic year evaluate their faculty. Suggestions made by students are implemented to enhance the quality of education. The feedback is assessed by the Head of the Department and improvements/suggestion given to the concerned faculty on the basis of the feedback obtained.

The alumni of the Institute provide informal feedback to the faculty. The faculty are in touch with their alumni through various informal means and social media and get constant feedback on how to improve the teaching learning process in the University. Such recommendations are discussed and deliberated during the departmental meetings and implemented in the subsequent years, if approved by the respective committees.

**2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.**

Santosh University has telemedicine facilities to take care of patient's need which aids in teaching learning process. We have connected with patients in Canada via

videoconferencing and provided expert consultation. The pediatric and dermatology departments provide regular consultations to schools using mobile technology. Telemedicine is one of the thrust area for the University

**2.3.18 Does the institution utilize any of the following innovations in its teaching-learning processes?**

- \* ICT enabled flexible teaching system.  
**Yes**
- \* Reflective learning.  
**Yes**
- \* Simulations.  
**Yes – Physiology, Anesthesiology, Pharmacology and Surgery Departments**
- \* Evidence based medicine.  
**Yes**
- \* Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.  
**Yes**
- \* Problem based learning (PBL).  
**Yes – Anatomy, Physiology, Biochemistry and all clinical departments**
- \* Student assisted teaching (SAT).  
**Yes**
- \* Self directed learning and skills development (SDL).  
**Yes**
- \* Narrative based medicine.  
**Yes**
- \* Medical humanities.  
**Yes – Clinical Psychology Department**
- \* Drug and poison information assistance centre.  
**Yes. (Pharmacovigilance center)**
- \* Ayurveda practices.  
**No**
- \* Yoga practices.  
**Yes, Periodic classes are conducted**
- \* Yoga therapy techniques.  
**Yes**
- \* Naturopathy and its practices.  
**No**
- \* Any other.

**2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process?**

Yes the institute has an Electronic Medical Records facility. Students are encouraged to use EMR. Data is analyzed to find trends and in building research. We are in the process of building electronic records facility for the outreach program.

**2.3.20 Does the institution has well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?**

Yes ,the institution has well documented procedures and templates for case sheet writing. The students, interns and post graduates are taught on a regular basis to obtain informed consent.

**2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?**

Yes institution produce videos of clinical cases and use them for teaching-learning processes. The institute also use mobile technology to discuss important cases. These are archived in the central library repository for future use and retrieval. Technology is used to make case discussions more interactive for students.

**2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?**

Yes the faculty train undergraduate and post graduate students on medico legal/ post-mortem procedures.

**2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?**

The University has a recognized Pharmacovigilance center which is used to train students in Adverse Drug Reaction as well as toxic effects of drugs.

**2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?**

In addition to the regular programs, the University also has a regional Pharmacovigilance center which trains students on adverse drug reactions. Recently Haemovigilance has been introduced under this center. Yoga and meditation sessions are conducted to promote positive health and prevention of lifestyle diseases.

**2.3.25 Laboratories / Diagnostics**

- \* How is the student`s learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).  
[Time table - **Annexure – 7** enclosed]
- \* Student staff ratio in the laboratories / diagnostics.



The student's learning process in laboratory is monitored through regular interactions with faculty, direct observations and manuals that are used to document learning by students in the different labs. Laboratory learning is part of the curriculum for students and the time table is provided to them as part of the teaching schedule right at the beginning of the course.

Students are given hands on practical training in the different skills lab e.g. phantom lab in the dental college and Basic Life Support skills training in the medical college.

Student-Teacher ratio remain the same for Laboratory. Regular workshops are also conducted in association with other academic and industry partners to enhance the learning of students. The community outreach programs using community as a lab for learning.

**2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives?**

As per the regulatory bodies students are posted to various departments where they observe, assist or perform with assistance a number of procedures/ clinical cases/ surgeries. The students maintain a log book to document the learnings. Such hands on practices help students fulfill the learning objectives.

**2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?**

Yes patients are provided information on complementary systems of Medicine on request. Department of Pharmacology also teaches students about the complementary and alternative systems of Medicine.

**2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?**

The following methods are used to promote teaching-learning process in the clinical setting:

- Bed side learning
- Case discussion
- Clinical examination
- Skills/ Competence based learning , training
- Community as a classroom for clinical teaching

**2.3.29 Do students maintain log books of their teaching-learning activities?**

Yes each department requires students to maintain a log book to document the learnings which is assessed during the ward leaving. This helps both students and faculty keep track of the teaching and learning activities

**2.3.30 Is there a structured mechanism for post graduate teaching-learning process?**

The post graduate curriculum has a structured teaching learning process with clearly-defined objectives and learning outcomes as defined by the regulatory bodies and academic council of the University. This curriculum is provided to the post graduate students at the time of joining in the form of a booklet.

**2.3.31 Provide the following details about each of the teaching programs:**

- \* Number of didactic lectures  
As per the regulatory guidelines
- \* Number of students in each batch  
UG -100 , PG – 1 to 5
- \* Number of rotations  
Clinical rotation schedule is attached as **Annexure - 8**
- \* Details of student case study / drug study  
During clinical postings the students document case studies in their log book.
- \* Nursing Care Conference (NCC)  
Yes
- \* Number of medical / dental procedures that the students get to see  
During the clinical postings and internships, a student gets to see medical and dental procedures as stipulated per MCI/ DCI guidelines
- \* Mannequins / Simulation / skills laboratory for student teaching  
Medical & Dental Skills labs are available to provide hands on training for students. Workshops are also conducted regularly to train students on essential clinical skills
- \* Number of students inside the operation rooms at a given time  
Around 10 by rotation
- \* Average number of procedures in the ORs per week, month and year  
MRD details are provided as **Annexure - 9**
- \* Autopsy / Post-mortem facility  
Available

**2.4 Teacher Quality****2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?**

Human Resource department of the University plans & manages the human resource requirements. Whenever, the University applies for starting a new course in the concerned specialty, the faculty is appointed as per MCI/ DCI Guidelines.

**2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).**

Yes, the teaching faculties are recruited according to Regulations of the Santosh

University through the Selection Committee of the Santosh University. The faculty has been from different states all over the country and the percentage of the faculty of Santosh Medical College & Santosh Dental College and Hospitals are as under:

Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
Santosh Medical College	5.30%	41.70%	53 %	-
Santosh Dental College	20.93%	14.79%	64.28%	-
<b>Total</b>	<b>13.11%</b>	<b>28.24%</b>	<b>58.64%</b>	

**2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?**

The Post-Graduation was started in Oral Pathology & Microbiology department last year where appointment of faculty was done as per the guidelines of Dental Council of India. In order to maintain the standards and quality of faculty, MCI & DCI Guidelines are followed to ensure the quality of the faculty. The University ensures qualified faculty are appointed as per MCI/DCI and UGC norms, as applicable. Faculty are appointed by advertisement in national/regional newspapers and interviews by the Selection Committee. The Committee ensures only competent faculty for the respective programs are appointed.

**2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?**

To build strong academic culture in the institution, the University encourages visiting professorship. As per **Annexure-10**

**2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)**

The University provides duty leave to the faculty of Santosh Medical/ Dental Colleges for to attend scientific meetings, conferences, symposia, seminars, workshops, selection committee meetings, to deliver the lecture, chairing the session, invited as external examiners or for any other academic activities in India and abroad.

The workshops/ CME programs are organized by the Santosh Medical/ Dental Colleges itself for the benefit of the students and faculty. The University also encourages to organize National/ International conferences for professional up gradation.

Undergraduate, postgraduate students and faculty are encouraged to undertake research projects.

**2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**

On a number of occasions, faculties are honoured by the Scientific Associations/ Bodies as per **Annexure – 11**.

**2.4.7 How many faculty underwent professional development programs during the last four years? (add any other program if necessary)**

Faculty Development Programs	Number of faculty attended
Induction programs	70
Re-orientation programs	4
Refresher courses	40
Capacity building programs	60
Programs by regulatory / apex bodies	12

The details of the above programs is enclosed as per **Annexure – 12**

**2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

The University conducts regular academic development programs for its faculty. The Academic Council, Dean, and HoDs conduct periodical meetings to assess the changes required in the curriculum and suggest changes on improving the learning experience. Support is given in the form of training the faculty, as and when required.

**2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?**

The organizational culture of the institution plays a very conducive role in retaining faculty. Time bound promotion, leaves policy to support progression, supportive environment for research, regular faculty developmental programs, team culture and opportunities for interaction with national/international experts are some of the major factors have that helped faculty grow professionally. Thus the attrition rate has been very minimal.

**2.4.10 Does the institution have a mechanism to encourage**  
 \* **mobility of faculty between institutions /universities for teaching/research?**  
 \* **faculty exchange programs with national and international bodies?**  
**If yes, how have these schemes helped in enriching the quality of the faculty?**

The faculty at Institute are invited by various academic institutions and industry for

delivering lectures. Administrative support is provided from the University. Similarly various experts are invited to the University to share their real life experience. Such regular interactions have helped faculty with knowledge exchange and sharing best practices across institution and build research.

The Institute is also in the process of developing MoUs with different National/ International Bodies for sharing best practices. University of Florida students would be visiting Santosh University this year to understand public health in India.

**2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.**

The University has several career advancement opportunities available for health sciences faculty and students. Faculty are allowed academic leaves for pursuing students are encouraged to attend conferences and other training programs to enhance knowledge. Students are also encouraged to pursue higher education, super specialization and PhD programs. Counsellors are available to guide students on various career options available.

**2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?**

The University interacts through regular knowledge exchange platforms and CMEs to create synergies with organizations such as AIIMS (INDUSEM 2015 ), interactive video-conferencing sessions with international institutions like Presbyterian, Johns Hopkins etc. Faculty are also encouraged to attend fellowship programs for capability building.

**2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?**

In association with various bodies the University conducts regular workshops and conferences for capacity building. Experts are invited from national and international organizations to share best practices with faculty. Faculty are also encouraged to attend workshops at other institutions to keep abreast with the latest developments in their field.

**2.5 Evaluation Process and Reforms**

**2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?**

At the time of admission, the University provides syllabus, teaching schedules which includes University Rules & Regulations to the admitted students. Besides this, the evaluation methods are communicated to the student and other members of the University by the administration in writing by displaying on notice boards prominently.

The evaluation pattern is also communicated to students by the faculty during introductory lecture to students at beginning of the Sessions.

All formative evaluations in the University simulate the final University examination so that the students understand the process well.

**2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.**

University Professional Examinations:

The following reforms were implemented in the University Examination

1. Objective structured practical examination is under pilot testing
2. OSCE and OSPE system of evaluation is under pilot testing
3. Students are given credits on projects assigned during the academic year and these credits are added to the internal assessment marks.

**2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).**

University results are usually announced within ten days after the completion of University examinations. Results are displayed on the notice-board of the concerned colleges and hospitals. A copy of the result is also provided to the Dean of the concerned Colleges as well as to all HODs of the concerned Departments.

**2.5.4 How does the institution ensure transparency in the evaluation process?**

The University takes the following steps to ensure transparency in evaluation process as well as confidentiality:

- i. For UG & PG Courses University Examination the Panel of paper setters, panel of External Examiners are invited.
- ii. For UG & PG Courses University Examination, the Question Papers are prepared by the External Experts. After approval of the Moderation Committee for the Question Papers, the University Examinations are conducted.
- iii. For the PG Courses, thesis are evaluated by the External Experts before conducting University Examinations.
- iv. The Answer Sheets of the UG & PG students are checked by the External & Internal Examiners and the Practical Examinations are conducted according to the MCI & DCI norms.
- v. The result is prepared and scrutinized by the Examination Committee before the declaration of the result.

**2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?**

- Confidentiality of papers, experts , evaluation is strictly maintained
- For examination, two set of papers and question bank is maintained with strict confidentiality
- The University has manual with SOP to ensure the confidentiality in the conduct of the examination

### 2.5.6 Does the institution have an integrated examination platform for the following processes?

- \* pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.
- \* examination process – Examination material management, logistics, etc.
- \* post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc.

#### Pre Examination Processes-

- |                           |   |     |
|---------------------------|---|-----|
| • Time Table generation   | - | Yes |
| • OMR                     | - | Yes |
| • Student list generation | - | Yes |
| • Invigilators, squads    | - | Yes |
| • Attendance sheet        | - | Yes |
| • Online payment gateway  | - | No  |

#### Examination process –

- |                                   |   |     |
|-----------------------------------|---|-----|
| • Examination material management | - | Yes |
| • Logistics                       | - | Yes |

#### Post-examination process –

- |                             |   |            |
|-----------------------------|---|------------|
| • Attendance capture        | - | Yes        |
| • OMR-based exam result     | - | In Process |
| • Auto processing           | - | No         |
| • Generic result processing | - | No         |
| • Certification             | - | Yes        |

### 2.5.7 Has the university / institution introduced any reforms in its evaluation process?

Yes, the University has introduced reforms in its evaluation process such as in the case of Ph.D. evaluation process is as under:

#### i. Assessment of the work of the Candidates:

- a) The progress of the candidates work is periodically assessed by doctoral committee and is submitted to the Dean through the Head of the Department.
- b) The Dean conveys the assessment report in writing to the candidate, who may also be advised of his/her short-comings.
- c) In case during the 1 ½ years of the registration period the Doctoral Committee reports to the Dean in three consecutive reports that the candidate is incapable of continuing the work of the desired standard, the Dean may then warn the candidate and give him one more chance to improve the work during the next six months. In case at the end of this period, the work of the candidate still unsatisfactory, his/her registration is cancelled by the University on the recommendation of the Chief Supervisor routed through the Dean.

#### ii. Thesis and Examination

- a) No thesis is allowed to be submitted without the specific approval of the Doctoral Committee and before the approval is given, the work will be presented in full before the faculty of the department and others working in or interested in the subject of research of the candidate. A brief resume of the work done will be sent to the Dean.
- b) Each candidate for the award of degree of Doctor of Philosophy shall submit five copies of his/her thesis along with the C.D. not earlier than prescribed minimum period of three years and not later than the maximum period of five years. The thesis shall be certified by both the Supervisor and by the Co-Supervisor(s) before its submission.
- c) The Supervisor in consultation with the Doctoral committee shall submit a panel of examiners at least six months before the expected date of submission of the thesis. The panel shall include four examiners who, on the basis of their published work are acknowledged leaders in the field of study undertaken by the candidate and this should be indicated in the protocol.
- d) A Board of four examiners i.e. two external examiners and two internal examiners shall be appointed by the University for assessment of the thesis. Two internal examiners shall be the Chief Supervisor and Co-Guide of the candidate, who shall act as coordinator and internal examiner. The other two will be external examiners from the panel of examiners as per (c) above.
- e) After the thesis has been approved by the external and internal examiners, a public defense of the thesis will be held, as well as the viva voce examination to adjudge the general proficiency of the candidate in the subject(s) allied to the candidate's field of work.



- f) If the thesis is rejected by more than one examiner, it will stand rejected and shall not be referred to any other examiner.
  - g) In the event that the thesis is rejected by only one examiner, it will be referred to another examiner from among the approved panel. In case the thesis is approved by this examiner, it will be considered as unanimously approved.
  - h) If one or more examiners recommend re-submission of the thesis after modifications it shall be done within a maximum period of six months from the date on which the candidate is so informed by the University.
  - i) The candidate shall be entitled to appear at the defense of thesis viva voce examination only if the thesis is unanimously approved by the Board of Examiners for the thesis.
  - j) If the reports from all the external examiners are not received within four months, a copy of the thesis be sent to another examiner from amongst the approved panel.
  - k) The Board of Examiners for the viva voce examination shall consist of two external and two internal examiners. Normally, the supervisor and one of the Co-Supervisors of the thesis will be the internal examiners. The external examiners, from India who assessed the thesis of the candidate will act as the external examiners at the viva voce examination.
  - l) In the event of non-availability of one of the external examiners who examined the thesis, another examiner from amongst the panel be called for the viva voce examination at the discretion of the University.
  - m) There shall be a public defense of the thesis by the candidate. The topic, date and time of the defense of thesis shall be announced by the Dean's office well in advance so that the Faculty members and others interested in the topic of the thesis can be present. At the viva voce examination, the candidate's general proficiency in the subjects allied to the field of this study shall also be evaluated. Those attending the public defense, who are not members of the Board of Examiners, can also participate by asking relevant questions. The Board of Examiners shall take into consideration the views and criticism if any, of the Faculty members and others participating in the public defense of thesis. However, the result of the examinations shall be decided solely by the members of the Board of Examiners.
- iii. Result:
- a) The candidate shall be declared eligible for the award of the Degree of Doctor of Philosophy only on the unanimous recommendations of the members of the Board of Examiners at the viva voce examination.

- b) In case the examiners are not satisfied with the performance of the candidate in the above examination, the candidate shall be required to reappear for another viva voce examination after a period of two months provided such specific recommendation is made by the Board of Examiners.”

**2.5.8 What is the mechanism for redressal of grievances with reference to examinations? Give details.**

As per Santosh University Guidelines, all the grievance pertaining to examinations, etc. are handled by Grievance-Redressal Cell of the University. As per University Regulations, only re-totalling is permissible. There is no provision of re-evaluation of answer-sheet.

**2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?**

The University has developed standard process/ procedures for conduct of UG, PG and Doctoral examinations. An examination manual is attached as **Annexure - 13**

**2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

To streamline the University examinations, an Examination Management System has been indigenously developed and successfully implemented throughout the University. Controller of Examinations is the overall in-charge of examinations. The paper settings, printing, tabulation of results and declaration of results are being done by the Examinations Section by observing total confidentiality and secrecy.

**2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:**

- \* Compatibility of education objectives and learning methods with assessment principles, methods and practices.  
**Yes**
- \* Balance between formative and summative assessments.  
**Yes**
- \* Increasing objectivity in formative assessments.  
**Yes**
- \* Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.  
**Yes**
- \* Summative (theory / orals / clinical / practical).

### Theory – Long answer questions and MCQ's and Oral

- \* Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.

**Essays or Long questions = 2 and short notes having 3 short notes from each topics**

- \* Objective Structured Clinical Examination (OSCE).

Yes

- \* Objective Structured Practical Examination (OSPE).

Yes

- \* Any other.

\*

#### 2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with?

1. Confidentiality of papers, experts, evaluation is strictly maintained.
2. For exam, two set of papers & question bank is maintained
3. Only 1 case came to light and the paper was changed
4. Any report of malpractice is dealt as per the unfair means guidelines of the university

### 2.6. Student Performance and Learning Outcomes

#### 2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?

The University has articulated its graduate attributes through its vision and mission statement. It facilitates the graduate attributes through its teaching learning environment. Community based teaching has been stressed and successfully implemented in all PG as well as the undergraduate programs. Student learning has been enriched using innovative techniques like simulation labs, and problem based learning.

The graduate attributes are included as part of curriculum where ethical guidelines are provided at every stage of learning experience so that the student can develop the qualities for social good and can provide affordable health care to the society.

#### 2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?

Yes, the learning objectives are briefed to the students at the beginning of the course by the faculty. Staff awareness is created through Board of Studies, Academic Council and Board of Management where the Deans, Medical Superintendent and faculty members participates and all HODs of Medical, Dental Colleges and Hospitals participates.

**2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

The teaching, learning and assessment strategies are at two levels:

Theoretical knowledge base through lectures, e-learning modules, workshops, CME's, Seminar etc.

Practical and application enhancement of knowledge is through clinics in hospitals, problem solving approaches to issues, case studies, quiz, skill labs etc. and outreach community based learning.

The learning outcomes are tested regularly through Internal Assessments and class tests periodically both at theoretical and practical levels, through formative & summative assessment.

**2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?**

Students are assessed through internal assessments and pre-professional examinations. University examinations are used to assess whether the learning outcomes have been achieved. Feedback from students is used to assess the same. Slow learners are identified and special classes are instituted to help them.

**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION****3.1 Promotion of Research****3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.**

Yes, the University has a Central Research Committee to monitor, approve & recommend guidelines for research projects to be conducted in the University.

The University also has Core Committee responsible for framing and implementing guidelines for Ph.D. courses.

Composition of Research Committee is as under:

1. Dr. B. R. Sharma, Dean, Research - Convener
2. Dr. Shalabh Gupta, Professor & Head Surgery Member
3. Dr. Alka Agarwal, Professor & Head, Paediatrics – Member
4. Dr. Raksha Arora, Professor & Head, OBG - Member
5. Dr. Binita Srivastava, Professor & Head  
Dept. of Paediatric & Preventive Dentistry - Member
6. Dr. Jyoti Batra, Professor of Biochemistry - Member
7. Dr. Paramjit S.Dhot, Professor of Pathology-Member Secretary

Some of the recommendations of the committee include:-

1. Academic Leave Policy
2. Study Leave Policy
3. Organizing conferences and CME's at Santosh University

As a result, the faculty is encouraged to participate in conferences organized at different places in India and Abroad.

**3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?**

Yes, the institution has an institutional Ethics Committee to monitor matters related to the ethics of inclusion of humans and animals in research. All the research projects are referred to the screening committee through respective deans and once the project is cleared by screening committee, it is put up for ethical committee clearance through Dean research. Ethical committee analyses and gives permission for research. It also

advises on changes in the research projects if required.

**3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?**

Constituent colleges in the University follow the University research policy which provides for Infrastructure, equipment, Technical, and Administrative support to plan a study and carry out research. It also provides for Academic Leave to attend the conferences and exchange of newer ideas for enrichment of research and financial support to the students. The Santosh University Research Policy is provided as **Annexure - 14**.

**3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?**

a. Externally funded projects (both government and private agencies):

- **Advancing funds for sanctioned projects**  
Yes.
- **Providing seed money**  
Yes.
- **Simplification of procedures related to sanctions / purchases to be made by the investigators**  
Yes.
- **Autonomy to the principal investigator/coordinator for utilizing overhead charges**  
Yes.
- **Timely release of grants**  
Yes.
- **Timely auditing**  
Yes.
- **Submission of utilization certificate to the funding authorities**  
Yes.

The Santosh University created the post of Dean Research in 2011 to facilitate and coordinate research activities amongst constituent colleges. A research policy was framed to implement timely release of grant, administrative and technical support.

### 3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?

- \* **between/among different departments / and**
- \* **collaboration with national/international institutes / industries.**

The faculty members and PG students are encouraged to carry out collaborative and interdisciplinary research at individual and departmental level. The Heads of the Departments provide freedom on the field and topic of the research to be carried out at individual/group level and promote for applied and interdisciplinary research.

University organizes National/International seminars/ workshops/ conferences/ extension lectures etc. from time to time to promote interdisciplinary research. Details provided as per **Annexure - 15**.

### 3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.

The institution has conducted a number of workshops and training programs to promote research culture amongst its faculty and students. Some of the recent workshops and training programs conducted by the University has been given below

1. International Pulmonology update
2. UPASICON- Dr. MC Mishra, Surgeon of tomorrow and the research component
3. INDUSEM- Dr.VK Singh, Dr. Ajay Agarwarl KGMU- Pannel discussion on technology in healthcare
4. Community Medicine- CMO, DIO, WHO respresentative and Dr. Sehgal- Building research through reaching the unreached
5. Integral Health techniques- Dr. Ananthanarayan, Dr. Nedungadi, Dr. Madhusudhan, Dr. Neraj Tondon- Research has been inititated and proposal has been prepared for submission
6. Stem Cell workshop with Delhi Society of Haemotology- Discussed on areas of Cord blood banking

Workshops/ training and sensitization programs are conducted for ph.d students and faculty sensitization. (List annexed)

### 3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?

The university periodically conducts sensitization program or faculty & students by inviting Guest Lecturers. During the recent past, the following Guest Lecturers delivered lectures to promote a research culture on campus:

1. Dr. P H Ananthanarayanan  
Ex. Director HRD & Professor of Biochemistry,  
JIPMER, Pondicherry
2. Dr. S.P. Thyagarajan

- Dean Research, Sri Ramachandra University, Chennai
3. Dr. B.S. Dwarkarnath  
Scientist "G" and Additional Director  
Head, Division of Radiation Biosciences,  
Institute of Nuclear Medicine and Allied Sciences, DRDO, Delhi

**3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.**

A budget of Rs. 1,92,78,209 for the financial year 2015-16 amounting to 1.93% of the total budget with 15% margin of hike has been earmarked for research activities of the constituent college.

**3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.**

Not applicable, since no affiliated college is permissible.

**3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the institution and other sources.**

Yes, The University encourages research by inviting Post Doctoral Fellows to conduct research and providing guidance from the experts. The details have been provided as **Annexure - 16**

**3.1.11 What percentage of faculty have utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?**

University encourages the faculty to visit various international institutions for fellowships and conferences to advance their knowledge. **Annexure – 17**

The Sabbatical leave policy has been framed. The same is enclosed as per **Annexure – 18**.

**3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.**

The Medical and Dental Colleges of Santosh University organizes national and international conferences/ CMEs/ workshops from time to time such as International Pulmonary Update was conducted in collaboration with National Jewish Health USA, UP Association of Surgeons Conference, AIOTA, INDUSEM etc.  
Details provided in **Annexure – 19**



### 3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

- \* Training in research methodology, research ethics and biostatistics.  
**The Training is imparted through Medical Education Unit by inviting Guest Lecturers, organizing workshops and seminars**
- \* Development of scientific temperament.  
**Is achieved by exposing the U.G students to seminars and group discussions while PG students in addition to the dissertations are exposed to journal clubs seminars and inter departmental case discussions, poster and oral presentations**
- \* Presence of Medical / Bio Ethics Committee.
- \* Research linkages with other institutions, universities and centers of excellence. (national and international).  
**Yes, e.g AIIMS, New Delhi, IIM, Lucknow.**
- \* Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc.  
**Yes, through school health program and community outreach program.**
- \* Promotional avenues for multi-disciplinary, inter-disciplinary research.
- \* Promotional avenues for translational research.
- \* Instilling a culture of research among undergraduate students.  
**Yes, by encouraging them to participate in CME's, Conferences, Seminars etc., and undertaking ICMR and other projects.**
- \* Publication-based promotion/incentives.  
**Yes, promotion of faculty is as per the MCI, DCI Guidelines in relation to research publications.**  
Providing travel grant for attending national/international conference and workshops.

### 3.1.14 Does the institution facilitate

- \* R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market  
Department of TB and Chest is in the process of getting copyright for modified pictorial Epworth sleepiness scale v/s Conventional ESS in OSA Syndrome in Indian context with android application.
- \* Development of entrepreneur skills in health care  
The University encourages its students, faculty and staff by providing training in leadership development and managerial skills to promote entrepreneurship. For instance LMI program was conducted in 2011 and 2013. Young leaders from the faculty across departments have been identified, trained internally and with experts from the industry on institutional leadership skills.
- \* Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.  
Department of Haemato – Pathology has already conducted workshops in stem & all research in collaboration with AIIMS in September 2015.

### 3.1.15 Are students encouraged to conduct any experimental research in Yoga and / or Naturopathy?

The department of Physiology and Biochemistry are engaged in experimental research in Yoga, Meditation and Naturopathy

6 papers have been published in this subject. The list of publications are:

1. **Beneficial effects of forty days of pranayama on cardio respiratory parameters.** Sanjay Biswas, Varun malhotra, Usha Dhar, Rinku Garg POTJ Oct-Dec 2014, Vol 7, No 4: 173-180
2. **Mantra, Music and Reaction Times: A Study of Its Applied Aspects.** Varun Malhota, Rinku Garga, Usha Dhar, Neera Goel, Yogesh Tripathy, Iram Jaan , Sachit GOYAL, Sumit Arora. *International Journal of Medical Research and Health Sciences 2014* Vol 3 Issue 4 p825-828.
3. **Devotional Music and Cardiovascular System** Neera Goel, Varun Malhotra, Rinku Garg, Yogesh Tripathi, Usha Dhar. *J of Evolution of Med and Dent Sci* eISSN-2278-4802,pISSN 2278-4748/ Volume 3/Issue 33/ August 2014 , 8897-8902
4. **Beneficial Effects of Sudarshana Kriya in Type II Diabetes Mellitus** Anupama N, Varun Malhotra, Rinku Garg, Venkiduswami, Ranganath *J of Evolution of Med and Dent Sci* eISSN-2278-4802,pISSN 2278-4748/ Volume 3/Issue 27/ July 2014 , 7492-7496
5. **KAPAL BHATI PRANAYAMA MODIFIES VISUAL REACTION TIME** Neera Goel, Varun Malhotra, Usha Dhar, Archana, Niketa. *International Journal of current research and review* 5(13): 105-109
6. **Anuloma Viloma Pranayama Modifies Reaction Times and Autonomic Activity of Heart: A Pilot Study.** Varun Malhotra, Usha Dhar, Rinku Garg, Sameer S, Archana S, Jayanti, Nivriti, Sushil. *International Journal of current research and review October 2012* Vol 4 Issue 19 p 146-9.

### 3.2 Resource Mobilization for Research

#### 3.2.1 How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received?

Mention any two significant outcomes or breakthroughs achieved by this recognition.

University's teaching hospital has been recognized as PPP Centre by Govt. of UP and WHO for running the govt. aided programs like DOTS Centre, JSY etc. University actively collaborate with govt. of UP and WHO for mission INDRADHANUSH along with various outreach programs. TB & Chest, Gynae,

Paediatrics, Ophthal departments have adopted 3 PHCs under the PPP scheme. Outcome – 5 research publications have been published and students felicitated by CMO of Ghaziabad as a result of these programs. Biochemistry and Gynaecology department have received 3 research fellowships from ICMR

### 3.2.2 Provide the following details of ongoing research projects of faculty:

	Year-wise	Number	Name of the project	Name of the funding agency	Total grant received
B. University awarded projects					
Minor projects	<b>Annexure – 20</b>				
Major projects					
C. Other agencies - national and international (specify)					
Minor projects	<b>Annexure - 21</b>				
Major projects					

Some of the notable ongoing research projects are as follows:

University awarded

Minor projects

Ratio of height and arm span in North Indian adults, - Dr Vishram Singh and Dr Ruchira Sethi

A comparative study on oxidative stress, antioxidant status and lipid profile in saliva and serum of oral cancer patients. - Dr. Jyoti Batra Dr Mayank Goyal, Dr Geeta Sharma

Major projects;

Dr. Rinku Garg,; Pranayama and memory

Assessment of Nutritional Status of Urban School Children of Ghaziabad City Aged 3-16 years - A Pilot Study

Dr. Kaushal Kishore : Vit D Profile in Systemic Hypertension

Dr. Ashok Kumar: Study of Vit D3 Level in type 2 Diabetes Mellitus

Dr. Neera Goel ; Effects of Yoga on Hypertensive Students

#### Other agencies(national & international)

##### Minor projects:

- \* ICMR Raghav malik (MBBS 2008-09) under the guidance of Dr. Alpana Agrawal, ; Efficacy, safety and compliance of intravenous iron-sucrose complex, oral ironfolate therapy, and oral iron-folate therapy with jaggery for treatment of iron deficiency anaemia in pregnancy.
- \* ICMR Aditi Bhandari (MBBS 2012-13) under the guidance of Dr. Alpana Agrawal, Department of Obstetrics & Gynaecology, Santosh University; Knowledge, attitude and practice of contraception among women attending a tertiary care hospital"

- \* ICMR Ananya Doda (2008-09) in collaboration with National Institute of Communicable Diseases and Sir Gangaram Hospitals New Delhi: Carbapanam Resistance in E. Coli Isolated from hospitalized patients having UTI, using PCR technique(completed)

### Major project:

- \* Rajiv Gandhi National Scholarship (UGC) Mohit Kumar (ph d 2012 batch) & Dr Jyoti Batra - Title: study of Iron overload in neurodegenerative disorders : Parkinson disease- Total Grant is 438000 (inclusive of stipend for the research fellow and HRA and contingency- 12000 per year)
- \* WOS-A (Women Scientist Scheme) and comes under DST (Department of Science & Technology, Ministry of Science & Technology). Pooja Gangania (ph d 2012)& Dr Dakshina Bisht

### 3.2.3 Does the institution have an Intellectual Property Rights (IPR) Cell?

Yes the university strongly believes in intellectual property rights and has constituted a committee to ensure compliance.

### 3.2.4 Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

Filing of a few patents by Santosh University Faculty is under process. For example, Convertible multi-purpose multi-functional wheelchair with adjustable back rest, foot rest, detachable side arms, hand brakes which can be converted into a stretcher. Initiatives are underway to design low cost hand splints.

### 3.2.5 Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

The School Health program is driven by Santosh University has started receiving recognition and funding from corporates as well as individuals. The organization, DAKSHINA has donated INR 1,00,000 for this project. Endowment received from VIDEOCON amounts to INR 2,00,00,000. PSI has provided subsidy for family welfare projects.

### 3.2.6 List details of

1. Research projects completed and grants received during the last four years (funded by National/International agencies).

The following number of research projects were completed during the last four years.

Medical - 162  
Dental – 52

Most of the research projects in the University are internally funded with some support from national/international agencies and charity funds for patient care. The University has not been able to acquire extramural funding, inspite of efforts by the faculty, which is an important source of funding for the research activities.

### **Annexure-22**

## **2. Inter-institutional collaborative projects and grants received**

### **i) National collaborations**

### **ii) International collaborations**

#### **National Collaborative projects**

<b>S.No</b>	<b>Department</b>	<b>Project</b>
1	Anatomy	Vardhaman Mahaveer Medical College (VMMC) & Safdarjung hospital(SJH)
2	Anatomy	Jamia Milia University
3	Anatomy	GB Pant Hospital New Delhi
4	Physiology	Rohilkhand Medical College, Barielly
5	Microbiology	Ucms Gtb
6	Microbiology	Subharti University
7	Microbiology	Centre For Scientific Research Development People's University Bhopal
8	Microbiology	Mln Medical College Allahbad
9	Microbiology	Uttrakhand University
10	Microbiology	Kgmc Lucknow
11	TB and Chest Diseases	UP State Government
12	TB and Chest Diseases	TAI
13	Department Of Pedodontics & Preventive Dentistry	AIIMS
14	Orthodontics&Dentofacial Orthopedics	G.T.B. Hospital,New Delhi
15	Public Health Dentistry	With IDA and SHRI 108 GUPTISAGARDHAM JAIN TRUST
16	Oral Pathology and Microbiology	Dharamsheela Cancer Institute
17	Oral Pathology and Microbiology	SGT University, Gurgaon
18	Prosthodontics & Crown and Bridge	Maulana Azad Dental College
19	Prosthodontics & Crown and Bridge	IIT Delhi
20	Prosthodontics & Crown and Bridge	Thapar University
21	Prosthodontics & Crown and Bridge	Gurukula Kangri Vishwavidyalaya, Haridwar

22	Prosthodontics & Crown and Bridge	Central Institute of Plastics Engineering and Technology, Lucknow
23	Prosthodontics & Crown and Bridge	Central Institute of Plastics Engineering and Technology, Lucknow
24	Prosthodontics & Crown and Bridge	Bansal Calibration Services, Ghaziabad
25	Prosthodontics & Crown and Bridge	ITS Engineering College, Greater Noida

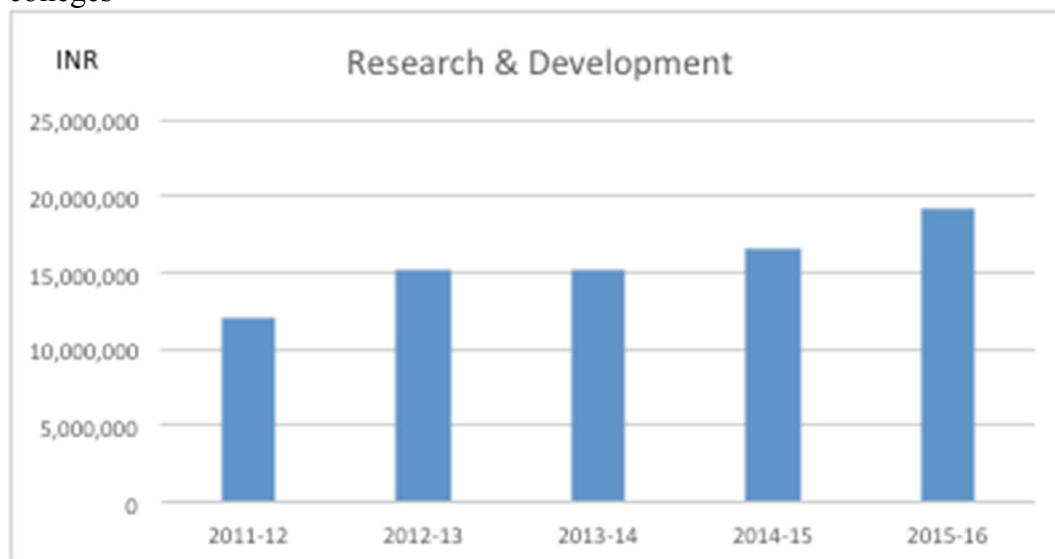
### **International Collaborative Projects**

Oral And Maxillofacial Surgery has international collaborative projects with Inion , Leibenger, Cosmotech, Alpha-bio, Synthes.

Pathology Department has 2 international collaborative projects with Duke University, Durham , North Carolina, USA for Cord Blood Banking and with St Louis Hospital Paris, University of Paris for Cord Blood Banking

### **3.2.7 What are the financial provisions made in the institution budget for supporting students' research projects?**

Annual Budget of Rs 1,92,78,209 is provided for these activities with an annual hike of 15% margin of hike has been earmarked for research activities of the constituent colleges



## **3.3 Research Facilities**

### **3.3.1 What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?**

The University provides basic infra-structure, including financial support in the form of research equipment, software, books and journals and space for setting up labs along with IT support.

The Departmental libraries have access to journals/e-journals/books. This facility is available through intranet.

The Centre for Information Technology is a state-of-the-art Centre NMEICT (NKN) which caters the entire University campus by providing excellent internet connection. It also offers links through the University website to various e-resources available throughout the world. The Centre also provides 24x7 facilities to faculty members as well as the research scholars in their hostels through optical fibre/an effective Wi-Fi networking.

**3.3.2 Does the institution have an Advanced Central Research facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility?**

All the departments of the University are connected through LAN. National Mission For Education through Information & Communication Technology (NMEICT) program facility are available and has been connected to the National Knowledge Network (NKN), an MHRD initiative. This has opened up enormous opportunities to the faculties and students to access knowledge for research and innovative purposes. We are connected to whole of India via intranet, cloud server helping our students access unlimited teaching and learning resources.

E-learning and virtual classroom has helped dissemination of knowledge among national & international counter parts. This initiative of our efforts to bring global connectivity to our students has been acknowledged and appreciated by a team that visited our Santosh University from MHRD on 20/02/2014.

**3.3.3 Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.**

The University has a regional pharmaco-vigilance unit that provides drug information catering to the needs of researchers. The clinical pharmacologist along with the technical associate of the Pharmacovigilance center regularly interact with the departments to provide technical details pertaining to drug usage which in turn helps address the needs of the researchers.

**3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?**

Yes the institution provides residential facilities for its researchers. .

The hostels and guest houses in addition to the institution have internet connectivity which helps researchers access online journals at any time.

**3.3.5 Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

Yes.

Central Research Cell Located at Santosh Medical College provides for Central Research Laboratory at Santosh Hospital and Santosh Dental College Hospital to address the challenges of research program

**3.3.6 Clinical trials and research**

\* Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?

\* List a few major clinical trials conducted with their outcomes.NA

**3.4 Research Publications and Awards**

**3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.**

University has an Editorial Office for publishing Journal of “The Anatomical Society of India - An International Journal”. University is in the process of publishing its own Research Journals.

Santosh University is also bringing its own Journal ‘Santosh University of Health Sciences’

**3.4.2 Give details of publications by the faculty and students:**

**Number of papers published in peer reviewed journals (national / international) is 431**

The details of index publications are as under:

SCOPUS	-	150
PUBMED	-	83
COPERNICUS	-	175
INDEX MEDICUS	-	23
Books	-	25

**Monographs** : 2

**Chapters in Books** : 18

**Books edited** : 16

**Books with ISBN with details of publishers:** 19

**Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, etc.)**

SCOPUS 150



	PUBMED	83
	COPERNICUS	175
	INDEX MEDICUS	23
<input type="checkbox"/>	<b>Citation Index – range / average</b>	
	The citation index for various authors ranges from	759 to 1
<input type="checkbox"/>	<b>SNIP</b>	1 to 0
<input type="checkbox"/>	<b>SJR</b>	0.36 to 0.1
<input type="checkbox"/>	<b>Impact Factor – range / average</b>	: 27 to 1
<input type="checkbox"/>	<b>h-index</b>	: 16 to 1
	Details are provided as <b>Annexure – 23</b>	

### 3.4.3 Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes?

Yes. Departments at their level come out with research findings and publish reports as part of clinical research. The research thrust area being community outreach and school health. The University has come out with a University journal that provides researchers an opportunity to publish their research.

### 3.4.4 Give details of

- \* **faculty serving on the editorial boards of national and international journals**
- \* **faculty serving as members of steering committees of national and international conferences recognized by reputed organizations / societies**

27 faculty members from medical, 28 faculty members from dental and 11 students are in the editorial board of various research journals of national and international repute. Details provided in **Annexure - 24**

### 3.4.5 Provide details for the last four years

- \* **research awards received by the faculty and students**
- \* **national and international recognition received by the faculty from reputed professional bodies and agencies**

Students and faculty have been recognised for their research by reputed professional bodies. Young scientist award has been conferred on Ms. Ananya Doda and Willam Harvey award has been conferred on Prof. Jyoti Batra.

- \* Dr.(Prof) V.K.Arora PLATINUM JUBILEE AWARD was given by President of India in 2014
- \* Dr. Jyoti Batra was awarded Landmark WILLIAM HARVEY RESEARCH AWARD-2015 in Biochemistry
- \* Dr Vishram Singh awarded FELLOWSHIP OF ANATOMICAL SOCIETY OF INDIA,
- \* Dr. Alka Agrawal awarded FIAP” for excellence and contribution to pediatric society

- \* Dr. Sushil Gaur ROBERT KOCH AWARD – 2014
- \* MAX PLANCK RESEARCH AWARD – 2015 In ENT International agency for Standards and Ratings.
- \* Best Paper Award to Dr Jyoti Batra in ACBICON 2013
- \* Dr AnoopBhushan; Fellowship of international college of Dentists
- \* Dr Anoop Bhushan & Dr Shweta Bali; Paul Harris Fellow

The list Faculty members and students who have received awards and recognitions at national/international levels are provided as **Annexure – 25**

**3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.**

267 Post Graduate students [PG Medical & Dental Degree and PG Medical Diploma] are guided by the PG teachers according to the norms of MCI & DCI and the requisite information is provided every year to the MCI & DCI by indicating the names of PG teacher, name of course along with name of students.

Ph.D. courses have been started in 2012-13 and 73 researchers have been registered under Ph.D. program. First batch of the Ph.D. will be awarded Degree in the year 2016. The participation with INFLIBNET is in the process.

**3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.**

There is a strict policy of the University with regard to checking the malpractices and plagiarism in research for PG & Ph.D. Thus, the University has acquired anti-plagiarism software, to check the contents of the books, research papers, projects, that can be accessed through intranet.

**3.4.8 Does the institution promote multi/interdisciplinary research? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors?**

Yes, University promotes interdisciplinary research. Details of interdisciplinary projects are provided as **Annexure – 26**

**3.4.9 Has the university instituted any research awards? If yes, list the awards.**

Informal recognition and career progression on the basis of research was followed by the University. However on the recommendations of the research committee in this regard the following awards are being institutionalized:

- Young Scientist Award- UG students
- Young Scientist Award- PG students
- Most publications in a year Award- Faculty
- Promising Junior Faculty (AP level)

**3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions?**

Faculty is felicitated at various forums, functions of the University to acknowledge their international recognition and research contributions

**3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.**

The details of the postgraduate and research guides are provided in **Annexure - 27**

**3.5 Consultancy****3.5.1 What are the official policy/rules of the institution for structured consultancy? List a few important consultancies undertaken by the institution during the last four years.**

The University faculty provides free consultancy services for knowledge partnership with academia and industry. Consultancy projects mainly focus on community medicine and enhancing national health programs.

**3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope and range of activities?**

Though there is no formal University-industry cell, administrative team proactively engages with some of the leading names in the industry such as Cipla, Myril etc. to organize a range of activities and events such as student and staff skills training, healthcare awareness sessions for patients etc.

**3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?**

Since Santosh University does not charge consultancy fees, publicity mainly happens through word-of-mouth during conferences, panel discussions and expert lecture series. The departments include Paediatrics, Gynecology, Pulmonology and Ophthalmology.

**3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?**

University faculty work closely with Government of UP and WHO officials for effective implementation of national health policies and provision of affordable healthcare. In addition, they also participate in various academic platforms (AIIMS, UP Surgeons Associations, INDUS-EM etc.) for knowledge partnership.

**3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners.**

Santosh University provides free consultancy services to UP Govt. to help strengthen national health program. The institute has also adopted PHCs for training health care service providers. One of the initiatives where consultancy services is provided is the initiative “Har Ghar Humaari Pahunch” where the University and Govt. of Up plans to reach out to 8-10 lakh population by 2016 for the provision of affordable healthcare.

**3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.**

**The University faculty provides free consultancy services for knowledge partnership with academia and industry. The faculty also provide free consultancy services for supporting national health programs with WHO and Govt. of U.P.**

**3.6 Extension Activities and Institutional Social Responsibility (ISR)**

**3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students’ campus experience during the last four years.**

Santosh University regularly conducts community outreach healthcare programs and cost effective schemes. University has three rural health center and one urban health center with adoption of total health care of the population in that area. Besides, it is working in close cooperation with state Govt. to provide speciality-wise PG doctors to few adopted Primary Health Centres twice a week for villages and slum patients. Recently, the Pulse Polio Program from 16/11/2014 to 21/11/2014 in Ghaziabad including the remote and slum areas was conducted by the students of Santosh University.

List of Social Outreach Programs and their impact are as follows:

- I. The rural outreach program was started by selecting five villages in Ghaziabad district which were at a distance of 12 to 18 km from Santosh Hospital and where there were not much existing Govt. medical facilities like primary health centre. The villages were visited by a team of medical students, doctors and each village was visited on a fixed day every week. OPD was run in the villages from 10:00 am to 12:45 pm. The next phase of the program was started from 2014 with program being shifted to four new villages and continuing in one village where response was good.
- II. Urban slums outreach program .From 3<sup>rd</sup> Dec 2014 a new outreach program was started in collaboration with state government authorities. Santosh hospital is providing specialist doctors and all the arrangements are made by the office of CMO, Ghaziabad including provision of medicines to the patients. It’s a public-private program, with inputs from UP Govt., WHO, UNICEF, Rotary club etc.PG

students from department of medicine, surgery, paediatrics, obstetrics & gynecology, ophthalmology and ENT along with interns besides PGs / interns from community medicine are sent to examine patients, investigate and carry out treatment .They carry out immunisation and also check the haemoglobin level of antenatal cases besides carrying out health education activities. It helps them in implementation of various national programs particularly the Universal Immunisation Program.

- III. Free transport is provided to those patients who need further investigation and treatment in the hospital and besides free consultation, 15 percent concession is given to all these patients on all procedures/IPD.
- IV. School health program in which more than 6300 school children in Ghaziabad have been examined in the last academic session. The University has been running the School Health Program for the last four years.
- V. Medical camps are organised in collaboration with the State Govt Health authorities in villages, PHCs, urban slums as well as Housing Societies to take care of construction workers. This Public Private Partnership was started in Dec 2014.

### **3.6.2 How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?**

The Medical/ Dental Colleges of Santosh University are conducting health camps, dental camps, medical camps, Pulse Polio Programs, eye camps, child health camps, etc. from time to time. A list of such programs is enclosed as per **Annexure - 28**

- I. Health Promotion and Education- Extensive health promotion and education activity is carried out in the village by running health education talks/ lectures/ exhibitions etc. These are done by the undergraduate and postgraduate students under the guidance of the faculty.
- II. Health Education drive in schools- The school children are educated about healthy food, eating habits personal hygiene, hand-washing, prevention of food and water-borne diseases, oral health etc. The science teacher is trained to educate the students on simple subjects like brushing the teeth before going to sleep. The teacher's word carries more value for the children.
- III. Training of local untrained Dais- The village Dai is trained in Santosh Hospital for conducting deliveries. This will lead to a reduction in MMR and IMR in the village.
- IV. Care of the elderly- Elderly people are guided about their own health and how they could be useful to the family and the society.

- V. Celebrate National Health days such as World Health Day/ World AIDS Day etc. to increase awareness of the community on various health topics. Department of Community Medicine is fully involved in these activities.
- VI. Community Oriented Medical Education, depending on local diseases existing in area.
- VII. Community and Academic Partnership (CAP) programs- The program includes allotting five families from the adopted village to each student to study during the entire course. The activities of these students will be also guided and supervised by department of Community Medicine.
- VIII. Research Activities- various community based studies are carried out by different departments amongst the families of the village. The Community Medicine and Community Dentistry Departments propose to take up studies of prevalence of problems such as skin diseases, hypertension, diabetes mellitus, orthopedically handicapped individuals, dental caries etc. They also undertake KAP (Knowledge, Attitude and Practices) studies of AIDS, Malaria, Rabies, various communicable and non-communicable diseases etc. Other departments can also take up related studies e.g. Anatomy department can study the problem of congenital anomalies, Physiology department can study Height/Weight of the population and the Biochemistry department can do a diet survey etc. These are only illustrative and the departments are initiating studies of similar nature and other aspects also.
- IX. The University promotes a well-knit University neighbourhood network in which students acquire service training. Such training contributes not only to sustained community development but also ensures value addition to those programs. The University provides opportunities to students by posting them by rotation to all centres/programs mentioned in previous para.
- X. The University promotes neighbourhood network with special care for the people staying in the adjoining areas of the college and hospital. The UHC at Pratap Vihar caters for the local population near the University. Similarly a large number of health camps have been organised in Chandmari slum area in Vijay Nagar starting from Dec 2014 covering the area in close vicinity to the University Campus.
- XI. The students are encouraged actively to take part in
- (a) National Health Programs like Pulse Polio Program, Mission Indradhanush, Maternal and child health program etc.
  - (b) Health care/dental care in Health Camps/School Health Program etc.

- (c) Conduct Health awareness programs in Health Camps/PHCs etc.

**3.6.3 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programs?**

The students from the colleges are being sent for Pulse Polio Immunisation during the National Immunisation Days. The students have started going for immunisation activities under Mission Indradhanush from 8<sup>th</sup> April 2015. All these students are being issued appreciation letters by the state health authorities.

Medical camps are organised in collaboration with the State Govt Health authorities in villages, PHCs, urban slums as well as Housing Societies to take care of construction workers. This Public Private Partnership was started in Dec 2014.

Participation of students in Pulse Polio Campaign and in Mission Indradhanush program of Immunization. Starting from Nov 2014, they have participated in four Pulse Polio Campaigns and two Mission Indradhanush rounds.

Awareness campaign/ extension lectures in the hospital for the general public on important health days like World Health Day.

University promotes the participation of students in extension activities in community outreach program.

University helps students participate in National Health Mission related programs, Swasth Abhiyan, Disaster Relief Fund support by students of the University.

**3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?**

Dept of community medicine has done surveys on Diabetes mellitus, Hypertension, Obesity, DOTS-TB, etc., in rural and urban slum areas. Findings are published / under publication in various medical journals. One such study is done for rural women only.

The University through its Medical and Dental College and Hospital ensures empowerment of the underprivileged in particular women and children through its Rural Outreach Program and Village Adoption Program. The aim is to improve the health of the community in general and maternal and child health in particular. Lot of importance is given to prevention of communicable diseases through extensive health education campaigns during the outreach programs especially for diseases like HIV/AIDS, Malaria, Dengue, Food and Water borne diseases etc.

The students and the faculty are encouraged to carry out Community Based Studies to understand the problems of the poor and needy people.

Santosh Hospital is actively involved in the Janani Suraksha Yojana and will be adopting 50 female children in the coming months.

Outreach health programs are organized in collaboration with Government and free checkups, investigations as well as free medicines are provided to the needy and underprivileged.

**3.6.5 Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles?**

Swachh Bharat activities are taken up by the students and the staff. Dental Department has taken part in Rahgiri for spreading awareness in dental hygiene. A follow up of such activities by the University is instrumental in keeping the track. Disaster relief fund by students.

Yes. The University has identified Staff Coordinator at each of its colleges and hospital who nurtures and coordinates such activities, besides tracking the achievements of such students. Based on the recommendations of the coordinator, students who are active and committed are recognised at appropriate occasions.

**3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.**

Santosh University regularly conducts community outreach healthcare programs and has launched cost effective schemes. University has three rural health center and one urban health center with adoption of total health care of the population in that area. Besides it is working in close cooperation with state Govt. to provide specialty wise PG doctors to few adopted Primary Health Centres twice a week for villages and slums patients.

Before starting any program in rural/ slum areas, a quick informal survey of the area is done to find specific health requirements if any, in consultation with gram pradhan, Lekhpal, office of Ghaziabad Development Authority, and CMO office etc. Date of camps and arrangements is carried in consultation with all concerned people by the local community. Community participation is the hallmark of all health activities carried out in the area by Santosh University. Our Motto here is—health of community, by the community, for the community. Only those relevant health activities are carried out, which are required and demanded by community, getting their fullest participations all the time. The activities mentioned above are carried out in partnership with village elders, Pradhans, ASHA/AWW, Local Dais, NGOs, Govt. agencies, Rotary club etc. The outreach teams educate and motivate people to donate blood and blood donation camps are held regularly eliciting active community participation.

**3.6.7 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.**



Appreciation letter from the Government has been bestowed on the University for its work in conducting various health camps, Pulse Polio Programs, eye camps, child health camps, etc.

**3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?**

Orientation program for 'cultural beliefs; are done with counselling from clinical psychologist to address the diversity of students. Special attention is given to slow learners and students with communication difficulty due to language barrier. We care for her programs are instituted for empowering women. Fees subsidies are also given to deserving students.

**3.6.9 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?**

Inculcating habits of research through participation in extension activities. Swachh Bharat Abhiyaan, Go green drive, Janani Suraksha Yojana, Out-reach Program in slums and urban areas. There is rise of health awareness in the community. Students take active part in Pulse Polio Campaigns and in Mission Indradhanush project of Universal Immunization Program in collaboration with office of CMO Ghaziabad. Over three lakh families have been covered in this initiative.

**3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?**

The institution participate in all national programs by providing man power, machinery, expertise etc., to the local health administration. Events like AIDS Day, Oral Health Day, Walkathons etc. are observed to create awareness amongst patients and students.

**3.6.11 What is the role of the institution in the following extension activities?**

- \* Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.
- \* Awareness creation regarding potable water supply, sanitation and nutrition.
- \* Awareness creation regarding water-borne and air-borne communicable diseases.
- \* Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.
- \* Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.
  
- \* Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.
- \* Complementary and alternative medicine.
- \* Pharmaco economic evaluation in drug utilization.

- \* Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.
- \* Promotion of mental health and prevention of substance abuse.
- \* Adoption of population in the geographical area for total health care.
- \* Research or extension work to reach out to marginalized populations.

The university plays an active role in all the listed programs through various departments like Community Medicine, Pharmacology, Obstetrics and Gynaecology, Tuberculosis and Chest Diseases, General Medicine, Psychiatry and different specialties of Dental College

**3.6.12 Do the faculty members participate in community health awareness programs? If yes, give details.**

Yes, the faculty members through school health program and the community outreach program participate in community health awareness.

**3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?**

The institution actively participate in the National programs such as immunization programs, DOTS, Indradhanush, World AIDS Day, Oral Health Day in collaboration with the State Health Authorities.

**3.7 Collaborations**

**3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially because of collaborations?**

The University healthcare and health education services in partnership with Govt. of UP and WHO as a PPP model have received appreciation as a good ISR activity to community.

Collaboration of Santosh University with academic institutions like AIIMS New Delhi on Emergency Medicine, All India Occupational Therapy Association [AIOTA] and IIM Lucknow has brought bi-lateral academic benefits

**3.7.2 Mention specific examples of how these linkages promote**

- \* Curriculum development
- \* Internship
- \* On-the-job training
- \* Faculty exchange and development
- \* Research

- \* Publication
- \* Consultancy
- \* Extension
- \* Student placement
- \* Any other (specify)

<u>Curriculum development:</u>	Community work and working with national level program forms part of the clinical curriculum keeping in mind the broad guidelines of MCI/ DCI.
<u>Internship:</u>	All internees undergo a one year compulsory rotatory internship after graduation in Santosh Hospital or other recognized hospitals as per MCI/ DCI guidelines.
<u>On-the-job training</u>	Being professional Medical/Dental College, all UG &PG courses involve a lot of the job oriented training.
<u>Faculty exchange and development:</u>	Participation in national and international CMEs/Symposium/ workshops etc.
<u>Research</u>	Regular research activities are being conducted from time to time.
<u>Publication:</u>	The faculty of Santosh Medical/ Dental College's 431 publications during the last five years in various reputed indexed journals
<u>Consultancy:</u>	University faculty work closely with Government of UP and WHO officials for effective implementation of national health policies and provision of affordable healthcare. In addition, they also participate in various academic platforms (AIIMS, UP Surgeons Associations, INDUS-EM etc.) for knowledge partnership.
<u>Extension:</u>	The outreach activities help to achieve the university's mission of health education, healthcare services and research.
<u>Student placement</u>	Many students are working/ placed in various reputed organizations/ hospitals in India and Abroad

**3.7.3 Has the institution signed MoUs or filed patents with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?**

The University has initiated MoU process with various national and international organizations. Some of the institutional linkages developed are AIIMS New Delhi, IIM Lucknow, District Administration, WHO, Association of All India Occupational Therapy. As a result of collaboration with other institutions, students are not only sensitized to research activities but also exposed to newer development in their respective specialties. **Annexure- 29**

**3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?**

Nil

**3.7.5 Give details of the collaborative activities of the institution with the following:**

- Local bodies/ community  
Adoption of 3 PHC's to make them in to model PHC's in collaboration with district authorities.
- State Government / Central Government / NGOs  
  
In talk with PSI for family planning purpose.
- National bodies  
DOTS Centers, Institute encourages faculty members to actively participate in national bodies
- International agencies  
N/A
- Health Care Industry – Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)  
N/A
- Service sector  
N/A
- Any other (Specify)  
N/A

**3.7.6 Give details of the activities of the institution under public-private partnership.**

Out Reach Program

1. School Health Check-up Program – In School health program, school children are screened for 5 major health problems in 22 schools in Ghaziabad.
2. Urban Health Check-up Program in association with the Govt. of Up where the urban slums are visited on a regular basis where healthcare screening and services are provided by the University and the Govt. provides medicines at zero cost to the patients.
3. Near by Village Health Check-up Program – Under this program, 9 villages are regularly visited by the healthcare team of Santosh University and regular camps and health awareness programs are conducted with ASHA healthcare workers and other local healthcare service providers.

**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES****4.1 Physical Facilities****4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?**

The University plan its physical infrastructure based on guidelines/ norms laid down by MCI/ DCI and its future projects. The University ensures optimum utilization of the physical infrastructure which includes 85 acres of land, a Medical College with build-up area 1,99,562.220sq.ft., Dental College build-up area 1,01,363 sq. ft. and a 700 Bedded teaching hospital with build-up area 1,64,813.37 sq. ft. The lecture halls, demonstration halls, clinics, libraries, staff/ Demonstration rooms, canteen, laboratories are made available for optimal utilization by faculty, students and staff for carrying out UG, PG Doctoral programs for teaching & training purpose. The faculty is using multimedia, audio visual aids, e-learning resources optimally for the teaching & training of its UG, PG and Doctoral courses. Moreover, a continuous process of land and infrastructure development is in place based on periodic need assessment and future projects of the University. The University has a 700 bedded teaching hospital to impart clinical learning to its students. In addition there is a dental hospital with \_\_ dental chairs to impart clinical hands on learning for the dental students. Indoor and outdoor recreational facilities are also available for overall development of students. The hostels provide a safe and secure environment for the students who stay on campus. Auditoriums with 250 seating capacity, lecture theater complex with 500 seating capacity and examination halls with 250 seating capacity are available.

**4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

Yes, the University has a well-structured policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment. Some recent initiatives are up gradation of:

1. Blood bank
2. Modular operation theatres
3. Auditorium/ Class rooms/ Seminar rooms
4. Library
5. Playgrounds
6. Examination Halls
7. University Offices
8. Administrative Offices in Hospital
9. Landscaping of the campus

**4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?**

Yes, the University has provided all departments with basic facilities like office room, common room and separate rest rooms for women students and staff.

**4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?**

The University has provided ramp, lift and toilets to make the environment disabled-friendly.

**4.1.5 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?**

University has sports facilities for the students such as volley ball playground, table tennis, basketball court, badminton court, etc. Students are also encouraged to organize cultural events at the auditorium and the lush green field.

Indoor Sports:-

1. Badminton – Badminton Courts 3 (Total Numbers)  
Medical College – 2 Courts  
Girls Hostel – 1 Court.
2. Table Tennis – Tables Available : 2  
Boys Common Room (Medical College 3<sup>rd</sup> Floor) – 1  
Girls Common Room (Medical College 1<sup>st</sup> Floor) - 1
3. Gym – Gym Room : 1  
Medical College - 2<sup>nd</sup> Floor
4. Total No. of Equipments – 3
5. Yoga Centre: Yoga Centre Available.

Outdoor Sports:-

1. Basket Ball Court – 1
2. Volley Ball Court – 1
3. Cricket – 1 Cricket Pitch
4. Foot Ball – 1 Field

**4.1.6 What measures does the institution take to ensure campus safety and security?**

The Institution ensures campus safety and security through the following measures:

1. Institution is under CCTV coverage and alarm systems have been installed.
2. Security Guards are posted all around the Campus and in all hospital wards and OPD's to ensure safety of faculty, students, staff and patients.

3. Standard Operating Procedures's are instituted to ensure stakeholder security
4. Fire drill are also conducted by the concerned authorities to ensure disaster preparedness.
5. Information security has been ensured in the following ways:
  - Antivirus in desktops/ laptops
  - Secure email systems have been implemented
  - Authorized access mechanisms are put in place for hospital/ electronic record management systems

#### 4.1.7 Facility of Animal House

- \* Is animal house maintained as per CPCSEA guidelines?
  - \* Whether records of animal house are maintained for learning and research activities?
  - \* Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines?
- As per UGC & MCI directions as under the Institute has only an Animal hold area as per CPCSEA Guidelines:

##### 1. University Grants Commission

UGC vide their letter No. F.14-6/2014(CPP-II) dated: 05/08/2014 has informed inter-alia as under as per their notification No. F.14-6/2014(CPP-II) dated: 01/08/2014:

“That there has been an enormous degradation of biodiversity resulting into massive ecological and imbalances as also natural calamities. Though there are a number of factors, one of the most significant reasons is the brutal use of animal species for dissection purpose at post-secondary levels of education and that too at a time when there are alternative mechanisms available for providing hands-on experience to the students. The University Grants Commission has issued the notification under section 12(j) of UGC Act 1956 urging all the Universities to stop dissection of animals at UG & PG levels.”

##### 2. Medical Council of India

The Medical Council of India has also issued the Notification No. MCI-34(41)/2013-Med./64020 dated: 18/03/2014 inter- alia states as under:

In 3. Form and Procedure clause part-II (8) Building Program (g) the heading “Animal House” will be substituted as under:

“For teaching Physiology and Pharmacology in UG curriculum, the required knowledge and skills should be imparted by using Computer Assisted modules. Only an animal hold area, as per CPCSEA Guidelines, is required.”

**4.1.8 Provide the following details on the use of laboratories / museums as learning resources:**

Museums	
College	Hospital
<ul style="list-style-type: none"> <li>• Anatomy</li> <li>• Microbiology</li> <li>• Forensic Medicine</li> <li>• Pathology</li> <li>• Pharmacology</li> <li>• Community Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Anesthesia</li> <li>• Obstetrics and gynecology</li> </ul>

Laboratory	
College	Hospital
<ul style="list-style-type: none"> <li>• Anatomy</li> <li>• Physiology</li> <li>• Biochemistry</li> <li>• Microbiology</li> <li>• Pathology</li> <li>• Forensic Medicine</li> <li>• Pharmacology</li> <li>• Community Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Biochemistry Lab</li> <li>• Haematology Lab</li> <li>• Microbiology Lab</li> </ul>

- Maintenance and up-gradation  
All are under Annual and/or Comprehensive Maintenance Care
- Descriptive catalogues in museums  
Descriptive catalogue is available for all museums in hospital and college
- Usage of the above by the UG/PG students  
Museums are used by PG and UG students as learning resource

**4.1.9 Dentistry**

- \* Dental chairs in clinic – specialty wise – **Annexure - 30**
- \* Total dental chairs - **255**
- \* Schedule of chair side teaching in clinics – specialty wise – **Annexures - 31**
- \* Number of procedures in clinics per month and year – **Annexures - 32**
- \* Mobile dental care unit – **Available**
- \* Facilities for dental and maxillofacial procedures



**Available both in Dental College & Medical College Hospital [for major maxillofacial procedures]**

- \* Dental laboratories
- 10 Laboratories including Junior Operative Labs[Phantom/Simulator]**

#### **4.1.10 Pharmacy:** Not Applicable,

- \* Pharmaceutical Science Laboratories
- \* Museum for drug formulations
- \* Machine room
- \* Herbarium / crude drug museum
- \* Balance room
- \* Chemical store
- \* Instrumentation facilities
- \* Pilot plant
- \* Computer aided laboratory

#### **4.1.11 Yoga and Naturopathy:**

Even though university does not offer any formal education program in Yoga and Naturopathy but for the wellness of the students and faculty facilities have been provided for learning yogic practices. Many research proposals have been taken up by PhD students in this regard.

- \* Demonstration hall with teaching facility to cater to the needs of the students- Available
- \* Diet Service Management Department: Available
- \* Yoga cum multipurpose hall for meditation and prayer: Available
- \* Solarium compatible for multimedia presentation: Available
- \* Mud Storage Unit: Not Available
- \* Outdoor Facilities - Walking track
- \* Swimming Pool: Not Available
- \* Naturopathy blocks: Not Available

#### **4.1.12 Homoeopathy :** Not Applicable

- \* Museum and demonstration room (Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic Materia Medica, Organon of Medicine including History of Medicine)
- \* Repertory with Computer Laboratory and Demonstration Room

#### **4.1.13 Nursing :** Not Applicable

- \* Nursing Foundation Laboratory
- \* Medical Surgical Laboratory
- \* Community Health Nursing Laboratory
- \* Maternal and Child Health Laboratory

- \* Nutrition Laboratory
- \* Pre-clinical Laboratories
- \* Specimens, Models and Mannequins

#### 4.1.14 Ayurveda :Not Applicable

- \* Herbal Gardens
- \* Museum Herbarium
- \* Panchakarma Facility
- \* Eye Exercises Clinic
- \* Kshara Sutra and Agni Karma Setup
- \* Ayurveda Pharmacy

#### 4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any:

- \* Meditation Hall: Available
- \* Naturopathy blocks: Not Available

#### 4.1.16 Provide details of sophisticated equipments procured during the last four years. Medical Departments??

1. Five Anesthesia work station for Operation Theatres
2. Monitors for Operation Theatres / ICU
3. CR system for Radiology
4. Modular Operation Theatres for Orthopedics
5. Diffusion P.F.T machine for T.B & Chest Department
6. Warmers for NICU
7. Ventilators for ICU

##### Dental Departments

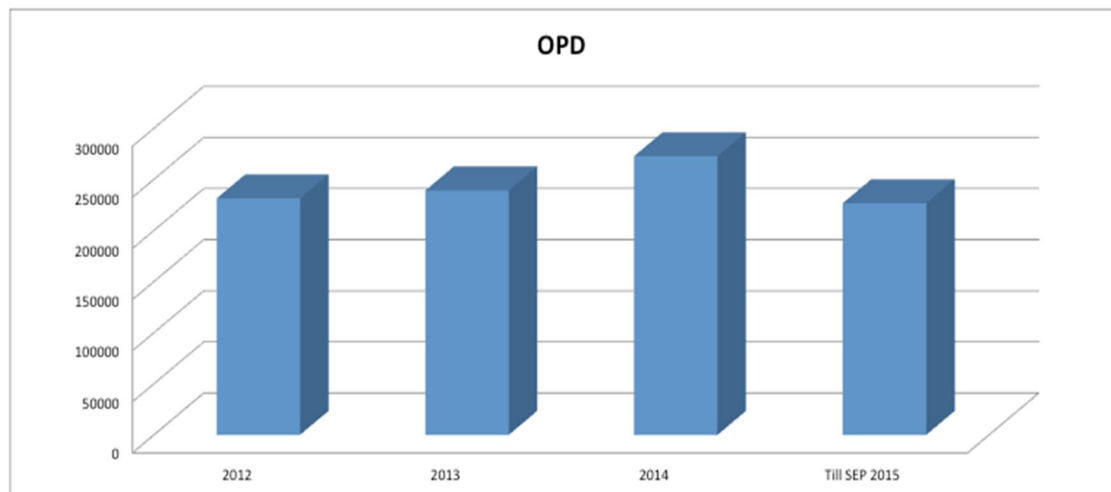
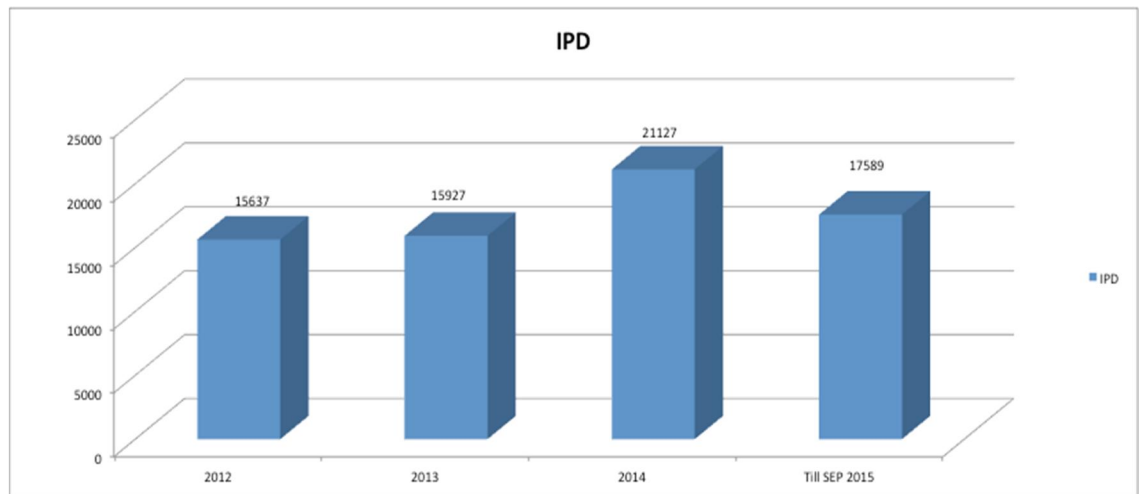
1. Physio dispenser for implant procedure
2. Endodontic operative microscope for microsurgery
3. Research Microscope with micrometry
4. Dark field and polarizing microscope and micrometry
5. Semi- automatic microtome

## 4.2 Clinical Learning Resources

### 4.2.1 Teaching Hospital

- \* Year of establishment  
1995 – 1996
- \* Hospital institution distance  
3 Km to 4 Km from the College
- \* Whether owned by the college or affiliated to any other institution?  
Own by the College

- \* Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?  
No
- \* Number of beds  
700
- \* Number of specialty services  
12
- \* Number of super-specialty services  
N/A
- \* Number of beds in ICU / ICCU / PICU / NICU, etc.  
ICU & ICCU – 20 Beds  
PICU – 5 Beds  
NICU – 5 Beds
- \* Number of operation theatres  
Major -10  
Minor -2
- \* Number of Diagnostic Service Departments  
11
- \* Clinical Laboratories  
3 – Biochemistry, Microbiology, Pathology
- \* Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, *Manifold Rooms*, pharmacy services  
Yes
- \* Blood Bank services  
Yes
- \* Ambulance services  
Yes
- \* Hospital Pharmacy services  
Yes
- \* Drug poison information service  
Yes
- \* Pharmacovigilance  
Yes
- \* Mortuary, cold storage facility  
Yes
- \* Does the teaching hospital display the services provided free of cost?  
Yes
- \* What is the mechanism for effective redressal of complaints made by patients?  
Complaints are taken in writing and are directed to the medical superintendent for redressal and appropriate action.
- \* Give four years statistics of inpatient and outpatient services provided.



- \* Does the hospital display charges levied for the paid services?  
Yes, it is available at OPD counters and at reception.
- \* Are the names of the faculty and their field of specialization displayed prominently in the hospital?  
Yes
- \* Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?  
Yes
- \* Is there a prominent display of ante-natal, mother and child health care facilities?  
Yes, displayed on notice board
- \* How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?  
The information is put on notice boards and standees informing patients regarding their rights and costs of treatment.
- \* How does the hospital ensure that proper informed consent is obtained?  
Printed inform concerned form is present in the Medical Record of Patients.

- \* All the procedures are performed only after obtaining informed consent and there are regulatory mechanism for checking the same Printed form is present in the Medical Record of Patients.
- \* Does the hospital have well-defined policies for prevention of hospital-acquired infections?  
Yes, there is a well-defined policies to prevent hospital acquired infection. A committee exists at both dental and medical hospital that holds regular meetings and updates on the latest WHO guidelines for prevention of hospital acquired infection. The committee sets policies for patient care , prevention of antibiotic abuse and SOPs for various departments .
- \* Does the hospital have good clinical practice guidelines and standard operating procedures?  
Yes, the hospital follows the good clinical practice guidelines. Center for patient safety and health care quality is established and develops guidelines and SOPs for various departments.
- \* Does the hospital have effective systems for disposal of bio-hazardous waste?  
Yes, both the medical and dental hospitals have proper bio-hazardous waste management. A biomedical waste management committee instituted in dental hospital, which organizes regular trainings and workshops.
- \* How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?  
Isolation beds/ wards are there for highly infectious patients. Proper barrier methods like masks, gloves etc are provided and used by the doctors.  
Proper disposal of biomedical wastes is carried out after making it noninfectious and also all the students & staff are regularly taught about the proper biomedical waste disposal.  
Guards are there to take care of violence by patients relatives. Posters on patient education on non- violence are there at various places in hospital
- \* How are the Casualty services/Accident and Emergency Services organized and effectively managed?  
SOP is there in place at different departments and all the emergencies are Taken care in the causality emergency department with immediate action.
- \* Whether the hospital provides patient friendly help-desks at various places.  
Yes a help desk is there for patients at Santosh hospital and Santosh dental college and hospital .
- \* Does the hospital have medical insurance help desk?  
No
- \* What are the other measures taken to make the hospital patient friendly?  
There is a help desk at the reception to assist patients, there are ramps and lifts are provide for easier access, signanges have been displayed to ensure easier navigation. The faculty and staff conduct periodic checkup and interact with patients to provide compassionate care
- \* How does the hospital achieve continuous quality improvement in patient care and safety?

The administrative team of the hospital takes patient feedback regularly. Rootcause analysis is done wherever required and process/ polcies are refined to improve patient care in the hospital.

- \* What are the measures available for collecting feedback information from patients and for remedial actions based on such information?

Feedback forms taken from the patients at the time of the stay and discharge

- \* How does the institution ensure uniformity in treatment administered by the therapists?

Encouraging generic medicine prescription and evidence based medical practices

- \* Does the institution conduct any orientation training program for AYUSH-based para-medical staff?

No

#### **4.2.2 What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?**

Outpatient and bed side discussion are done. Log books are maintained by students. Clinical end posting evaluations are performed and students are credited on completion of clinical work. Community training is provided and students are encouraged to go to outreach camps. Clinical Teaching Sides – regular Seminars, Tutorials and Lectures are carried out.

### **4.3 Library as a Learning Resource**

#### **4.3.1 Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?**

Yes, the University has an Advisory Committee which meets periodically. Its composition is as follows:

1. Dr. Usha Dhar, Dean, Santosh Medical College – Chairperson
2. Dr. Shalabh Gupta, HOD of Surgery - Member
3. Dr. Rajiv Ahluwalia, Vice-Principal, Dental - Member
4. Dr. Binita Srivastava, Prof. & Head,  
Dept. of Paediatric & Preventive Dentistry - Member
5. Dr. Alka Aggarwal, HOD of Paediatrics - Member
6. Dr. Jyotsna Madan, HOD of Pathology - Member
7. Sh. J. Kamalakannan, Finance Officer - Member

8. Dr. A. Uthirapathy, Chief Librarian - Member Secretary

The committee has taken the following initiatives to make the library user friendly:

1. New arrivals and books are displayed at the entrance of library.
2. Thesis and protocol section has been created for giving impetus to research environment.
3. Digitalization & e-learning resources have been upgraded.

#### 4.3.2 Provide details of the following:

- \* Total area of the library (in Sq. Mts.)

Apart from Central Library, there are separate libraries in Dental College and Hospital. Each department also has its Departmental Library.

Total area included in all above institutions is as below:

Medical Library	-	7300sq.m.
Dental Library	-	3000sq.m.
Medical Department (20)	-	278sq.m.
Dental Department (9)	-	111sq.m.
Total area	-	10689sq.m.

- \* Total seating capacity

Medical Library	-	150
Dental Library	-	100
Medical Department Library (20)	-	100
Dental Department Library (9)	-	40
Total seating capacity	-	390

- \* Working hours (on working days, on holidays, before examination, during examination, during vacation)

Library timings are from 8:00 AM to 9:00 PM on all days except national holidays. Before examination and during examination, the library remains open from 8:00 AM to 10:00 PM

- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Medical reading area and browsing.	-	1633 [1433+200] sq.m.
Dental reading area and browsing.	-	1500 sq.m. [1300+200]
Total	-	3133 sq.m.

- \* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection  
Yes, available.

The library has adequate signboards, fire alarm and designated floor area for undergraduate, postgraduate and staff.

- \* List of library staff with their qualifications  
The Institute has adequate staff with the requisite qualifications according the MCI & DCI Norms
  - Dr Uttarpathi- M.A., MPHIL. Master of Library Sciences., PH.D – Librarian
  - Mr Mohammad Imam Ashraf – M.A., Master of library Sciences – Assistant librarian
  - Mr. Jyoti Prakash – M.A., Master in Librray Sciences – Asisstant Librarian

#### 4.3.3 Give details of the library holdings:

##### i. Print (books, back volumes and thesis)

###### Books

Medical	8040
Dental	4474
Total Books	12514

###### Back Volumes

Medical	Indian Medical Journals	165
	Foreign Medical Journals	114
Dental	Indian Dental Journals	80
	Foreign Dental Journals	62
Total		421

###### Thesis

Medical	-	251
Dental	-	98
Total	-	349

Department wise list since 2007 is available as per **Annexure - 33**

##### ii. Average number of books added during the last three years



	Medical	-	395
	Dental	-	350
	Total	-	745
<b>iii.</b>	<b>Non Print (Microfiche, AV)</b>		
	AV facility is available		
<b>iv.</b>	<b>Electronic (e-books, e-journals)</b>		
	e-books	-	125
	<u>e-journals</u>		
	Medical	-	55
	Dental	-	85
	Total	-	140
<b>v.</b>	<b>Special collections (e.g. text books, reference books, standards, patents)</b>		
	Text Books		
	Medical	-	5450
	Dental	-	2990
	Total	-	<b>8440</b>
	Reference Books		
	Medical	-	2990
	Dental	-	1084
	Total	-	<b>4074</b>
<b>vi.</b>	<b>Book Banks</b>	-	Available
<b>vii.</b>	<b>Question Banks</b>	-	Available

The library has audio-visual aids including e-books and e-journals. Apart from this, there is a book bank available for under privilege students. There is also a question bank kept in library which maintains the record of old question papers from the previous examinations conducted in the University.

#### 4.3.4 To what extent is ICT deployed in the library? Give details with regard to

- **Library automation**

New Generation Library software in Dental Library. The Dental college library has been automated with the software 'New Generation Library' and the Medical college library is in the process of automation. Further the library has been connected with 1 GBPS bandwidth under NMEICT plan.

- **Total number of computers for general access**

Medical Library - 9+1  
Dental Library - 5+1

○ **Total numbers of printers for general access**

Medical Library - 1  
Dental Library - 1

○ **Internet band width speed**

2mbps : NA  
10 mbps : NA  
1 GB [high speed] : Yes, available

○ **Institutional Repository**

Available

○ **Content management system for e-learning**

Yes

○ **Participation in resource sharing networks/consortia (like INFLIBNET)**

Under process

**4.3.5 Give details of specialized services provided by the library with regard to**

**Manuscripts**

Nil

**Reference books**

Yes, available 6265

**Reprography/Scanning**

Yes, available (1 - Medical library and 1 - Dental library)

**Inter-library Loan Service**

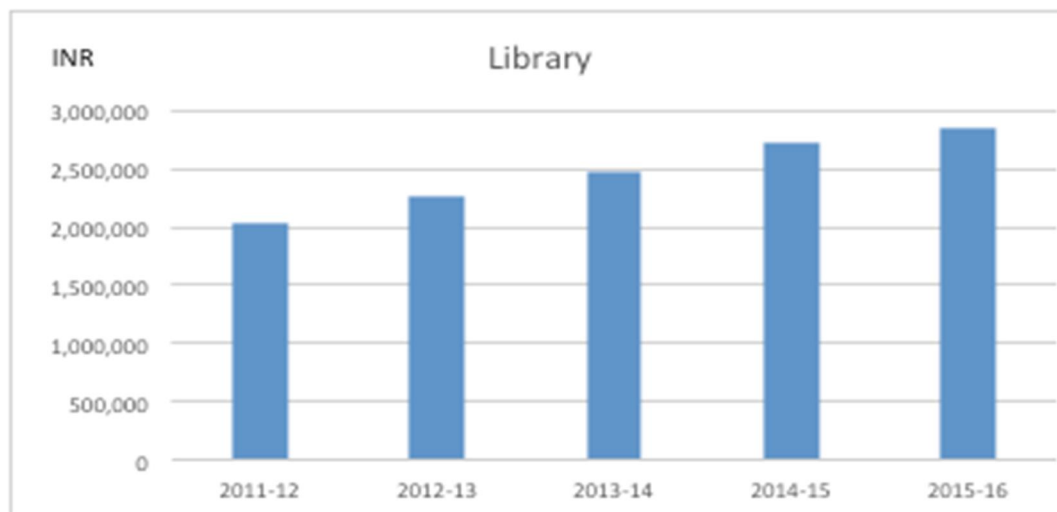
Not Available

**Information Deployment and Notification**

Not available

- OPACS**  
Available
- Internet Access**  
Yes, available
- Downloads**  
Yes, available
- Printouts**  
Yes, available
- Reading list/ Bibliography compilation**  
Available
- In-house/remote access to e-resources**  
Yes, available
- User Orientation**  
Yes, available
- Assistance in searching Databases**  
Available
- INFLIBNET/IUC facilities**  
Under process

**4.3.6 Provide details of the annual library budget and the amount spent for purchasing new books and journals.**



**4.3.7 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?**

The following strategies are adopted by the library to collect the feedback from its users:

1. Academic audit unit and faculty feedback
2. Input from the actual users who are using the library frequently
3. Complaint/ suggestion boxes kept at the entrance
4. Input from IQAC about strengths and weakness of library

The feedback from the above sources is analyzed and necessary changes are instituted for budgeting and for up-gradation of e-resources and procurement of new books and audio-video aids. Recently, stickers have been placed in journal which is ticked by the reader as and when the reader reads the journals in the library giving feedback of utility of journal for the reader.

**4.3.8 List the efforts made towards the infrastructural development of the library in the last four years.**

With availability of NMEICT, the internet facilities have been further upgraded including e-books and CD-ROMS. The availability of our own server has helped to provide different nodes in the library and efforts are made to connect with National Knowledge Network. Reprographic facilities have been further improved. Reference books have also been increased.

#### 4.4 IT Infrastructure

##### 4.4.1 Does the institution have a comprehensive IT policy with regard to:

\* **IT Service Management**

Yes, University ensures that copy right and end user licence is followed. Further, University monitors the data usage, maintenance, system failures for effective use of IT.

University has service management services to provide best services to its end users.

\* **Information Security**

Yes, University provides information security and ensures protection against consequences of breach of confidentiality

\* **Network Security**

Yes, University has system to secure computer network infrastructure.

\* **Risk Management**

Yes, University has methods for Information technology risks management and it includes uninterrupted power supply, data monitoring, air conditioner in server room and restricted entry to server room

\* **Asset Management**

University respects the copy rights and end users license agreement of software.

\* **Open Source Resources**

University encourages the use open source resources through web links and data bases like Med Scape, PubMed central, Biomed Central, EBASSCO etc.

\* **Green computing**

University ensures the use of computer and related resources in an environmentally responsible manner by replacing LED monitors. Users are advised to put off the computers when they are not in use. University is gradually decreasing use of papers in communication to encourage green computing

#### 4.4.2 How does the institution maintain and update the following services?

- \* Hospital Management Information System (HMIS)
  - \* Electronic Medical Records System (EMR)
  - \* Digital diagnostic and imaging systems including PACS
- Annual maintenance contracts are signed with the service providers to maintain uptime

#### 4.4.3 Give details of the institution's computing facilities i.e., hardware and software.

##### \*Number of systems with individual configurations

SL. NO.	SYSTEM CONFIGURATION	NO.OF DESKTOP	NO.OF LAPTOP
1.	DELL SERVER T420-A2 (INTEL XEON E5-2407 CPU 2.20 GHZ 10 MB CACHE 6.4 GT/S 300 GB SAS ,1TB X 2 SATA DVD R/W INTEL TOWER CASE DELL KEYBOARD AND MOUSE DELL LCD 18.5"	1	-
2.	ACER CORE XEON 2.80 Ghz 4 GB RAM,500 GB HDD,DVD.R/W ACER KEYBOARD, MOUSE ACER LED 18.5"	1	-
3.	Duel corei5 2.80 Ghz, DDR3 2 GB Ram,2TB GB HDD,Logitech Keyboard,Mouse,LG DVD – R/W,USB LG DVD-R/W, LG LED 19"	3	2
4.	Core-i3 2.60 Ghz,2GB Ram,1TB HDD,DVD-CD R/W,Logitech Keyboard, Mouse LG LED 19"	6	8
5.	Core 2 Due 2.93 Ghz,2GB Ram,500 GB HDD,DVD-CD R/W,Logitech Keyboard, Mouse, LG LED 19"	14	4
6.	DUAL CORE 2GB RAM, 500 GM HDD, DELL KEYBORD MOUSE, LED 18.5"	42	3
7.	Pentium-4 2.80 Ghz,1GB Ram,80 GB HDD,DVD-CD R/W,Keyboard, Mouse LED 19"	9	4
8.	DELL Pentium-4 2.40 Ghz 1 GB Ram 40 GB HDD,DVD-CD R/W ,DELL KEYBORD & MOUSE ,AOC 16" LED MONITOR	19	
9	DELL/Lenovo /HP/ Apple multiband laptop and Note book for HOD & Professors, Pentium and above 2 GB HDDwith DVD-CD R/W		23
10	Core-i3 2.60 Ghz,2GB Ram,500 GB HDD,DVD-r/w	4	
11	Core 2 Due 2.93 Ghz,2GB Ram,500 GB HDD,DVD-r/w	5	
12	APPLE LAPTOP MAC PRO 13"		1

13	APPLE LAPTOP MAC BOOK AIR 13"		1
14	APPLE LAPTOP MAC BOOK AIR 11"		1
15	APPLE I PAD		1
16	SAMSUNG GALAXY NOTE 13"		1
	Total	104	49

\* **Computer-student ratio**

1:8.45

\* **Dedicated computing facilities**

Available

\* **LAN facility**

Yes, it is available in the departments of colleges (Medical and dental) and in hospital

\* **Proprietary software**

University provides licensed software for the faculty and students

\* **Number of nodes/ computers with internet facility**

Nodes – 171 / connected to internet 153

\* **Any other (please specify)**

Wi-Fi facilities are available

**4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

University is planning to setup the following technology infrastructure in the coming year

1. Up gradation of Wi-Fi facilities on campus (Digital library access for students using Wi-Fi in the campus).
2. Up gradation of Videoconferencing room to enable discussion with National and International experts.
3. Implementation of Student Management system/ Learning Management System.
4. Implementation of Advanced Skills Simulation labs.
5. Implementation of Electronic Record Management System to capture details of Outreach programs.
6. Expansion of CCTV monitoring in colleges, hostels, hospital and in

library.

7. Linking the operation theatre procedures live to lecture halls and auditorium.

#### **4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.**

Faculty and students have been given access to online simulation software and use knowledge information packages like MEDLAR and EBESCO. Faculty, students and researchers also use online open sources journals, programs and information through National Knowledge Network (NKN) to enhance their teaching , learning and research quality.

#### **4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?**

- In last four years attempts have been made to enhance students learning and evaluation by promoting use of e- learning, simulation , webinars, webcasts , use of smart phone as learning tool and student response system. Hi-speed internet connection in the University offers links through the University website to various e-resources. It also provides 24x7 facilities to faculty members, students as well as the research scholars in their hostels through optical fibre and through effective Wi-Fi networking.
- All departments in Medical, Dental Colleges and Hospitals have internet facility and it provides faculty members, students and researcher option for self-learning through e-learning modules & e-resources.
- Central Library is equipped with area for browsing & internet services for accessing e-resources and reprographic facilities. Books, journals, CD-ROMs and a variety of e-resources are made available in the library.
- Teaching is conducted with the aid of audio-visual, simulation based teaching, with multimedia facilities and the faculty judiciously use these facilities for effective teaching & learning experiences.
- In order to meet new future challenges University is in the process of up gradation of existing IT facilities and making provisions for virtual class rooms, virtual learning centres and associating with other learning centres.

#### **4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?**

The University has provided all necessary computing facilities to students and faculty members with computers, Hi-speed internet connectivity, online journals, e-books, online resources and simulation. Digital repository has been created using these IT facilities which has ensured high-quality teaching and research.



**4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?**

ICT-enabled classrooms are equipped with projectors, OHPs, public address systems in Medical, Dental colleges and in the University hospital. These facilities are utilized for conducting webinars, interactive teaching, live demonstration from operation theatre to auditorium and other places to provide learners a real time bi-directional experience to enhance learning experience.

**4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?**

Faculty members are sent in batches to regional training centre by medical education unit to learn the computer aided teaching methodologies. Further, Medical education unit organizes regular workshops in teaching and learning methods by inviting experts in the field. Videography, photography and illustration units are available to provide assistance to faculty for preparing computer aided teaching and learning materials.

**4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?**

The University signs an Annual Maintenance Contract (AMC) with private service providers for PCs, peripherals and other ICT equipment. Presently, the University has engaged a private service provider to maintain all ICT infrastructure. Hardware Computer Engineer has also been employed.

**4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?**

Yes, University is availing of the NKN connectivity for simulation, video-conferencing and webinars. University constantly upgrades the existing facilities.

**4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

Yes, the University is availing the web resources. All information resources on the web can be freely accessed and utilised by faculty members and research scholars for their academic and research work. While the University allows free access to the material available on internet still the University is governed by strict anti-plagiarism policies for research.

**4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.**

Financial Year	Budget INR
2011- 2012	225800.00

2012- 2013	1077868.00
2013- 2014	892657.00
2014 -2015	555788.00

#### 4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?

The University is taking steps in this direction for gradual transfer of teaching and learning from closed University network to open environment by

- Making provisions for Virtual class rooms
- Up gradation of existing simulation facilities
- Virtual learning centres
- Associating with other learning centres in India and abroad

#### 4.5 Maintenance of Campus Facilities

##### 4.5.1 Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.

The University has an Estate Officer, who is mainly responsible for the maintenance of University land. The University's Building & Construction Department is mainly responsible for maintenance & repair of buildings in colleges and hospital, classrooms and laboratories. Policy for periodic maintenance of facilities is in place. One of the significant initiatives taken by the University has started Go green drive and landscaping activities which involved faculty, students and staff in making Santosh, a green campus.

##### 4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.

Infrastructure facilities, services and equipments are maintained by effective mechanisms as follows:

- a) The repair & maintenance works are done by the Building & Construction Department of the University
- b) The sanitation and hygiene is being maintained by Sanitation Department of the University through decentralized system by putting staff at the disposal of concerned Deans of Faculties/HODs
- c) Lawns/Gardens are maintained by the outsourced Horticulture Department with senior well qualified supervising staff as Horticulturist and Garden Superintendent. It has sufficient budget and staff at its disposal. They receive additional allocation for new projects and developments. This Department maintains propagation of new plants, cutting of ornamental plants, potting, re-potting etc.
- d) General equipment like Computers & peripherals, AC etc. are maintained by the

Purchase & Inventory Control Office (PICO) of the University. Departments are also provided with budgetary support for maintaining equipment. Annual Maintenance Contracts for sophisticated equipment are also undertaken.

- e) Housekeeping has been out sourced for better maintenance
- f) Security of the institution is being taken care by the Security Department to ensure 24x7 protection for the faculty, students and staff
- g) The University has a committee for bio medical waste management in the hospital
- h) Transport system is maintained by Transport in charge

#### **4.5.3 Has the institution insured its equipments and buildings?**

The University has taken adequate insurance covering key equipment's and buildings

**CRITERION V: STUDENT SUPPORT AND PROGRESSION****5.1 Student Mentoring and Support****5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?**

There is an independent student support & mentoring system in the University. Orientation is held for incoming UG students each year. UG and PG students are provided with the handbooks containing all the information regarding the curriculum, code of conduct etc. at the start of each program. The University has Counselling cell and Grievance Cell which are functional. The University conducts Periodic assessment of Post Graduate & problem solving sessions with HOD regularly.

**5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?**

Apart from classroom interaction, academic mentoring is done through community outreach programs, participation in CMEs/ Conferences/ Research activities beyond stipulated syllabus. Student are encouraged to have Interaction with external experts during guest lectures and off campus.

**5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.**

Yes, the University has personal enhancement and development schemes. The University conducts various Career counselling, soft skills enhancement sessions and Guest Lectures for UG & PG students to create awareness among them and assist them with regards to their career-path-identification. The University also has a dedicated Clinical Psychologist to help students cope with the study and career related problems. Experts from the field are invited regularly to provide career guidance to the students.

**5.1.4 Does the institution have facilities for psycho social counseling for students?**

Yes, the Institute have facilities for psycho social counseling for students. Clinical psychology unit regularly conducts the counseling sessions for students in which stressors are identified and rectified where possible. University also has student councilor and educators who also interact informally with students on various occasions. Students are also referred to councilor by heads of the department on a need basis.

**5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?**

Yes, University assists students for obtaining educational loans from banks and other financial institutions.

**5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes,**

**what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?**

Yes. The University publishes its updated Prospectus and Students' Handbook annually. The Prospectus contains important information of the University, various facilities, activities & general guidelines. Yes online information available & helplines are established to assist them along with academic schedule.

**5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details. (in a tabular form)**

The Santosh University have given fee concession to the students (UG, PG, Ph.D. of Medical & Dental Colleges) for a sum of Rs. 12,39,97,750/- during the last 4 years.

**5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?**

During the year 2013-14, 512 out of 994 students of Medical & Dental Colleges applied for scholarship to the various State Government, Central Government and other National Agencies and 158 students have received the scholarship/ financial assistance i.e. 30.85%.

**5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?**

Yes an International Student Cell exists in the University.

**5.1.10 What types of support services are available for**

- **Overseas students**

The University website has complete information for the overseas students regarding the admission process and procedure. There is a helpline provided to assist the overseas students.

- **Physically challenged / differently-abled students**

There are toilets, ramps and lifts for the convenience of physically challenged / differently-abled students.

- **SC/ST, OBC and economically weaker sections**

Necessary help provided by State Govt. scholarships/ and free books are provided to them. Additional support is provided them by Students Grievance Cell/ counselling cell.

- **Students participating in various competitions/conferences in India and abroad**

The students are encouraged to participate in extra-curricular activities like quiz, conferences, sports, and cultural events within and outside the University.

Achievements of students participating in other intercollge events are **Annexed**

- Health centre, health insurance etc.  
24x7 medical health facility is provided to all staff and students at University Hospital. The faculty and staff are provided free medical service.
- Skill development (spoken English, computer literacy, etc.)  
Workshop & special tutorials being held periodically to enhance soft & communication skills.
- Performance enhancement for slow learners  
Extra classes/ sessions are arranged for slow learners.  
Microteaching, mentorship arranged for it by faculty members
- Exposure of students to other institutions of higher learning/ corporates/business houses, etc.  
By arranging visits & observer ships in other institutions (CLEFT UNIT at Saint Parmanand Hospital, New Delhi under Smile Train initiative).
- Publication of student magazines  
Yes, University has a student magazine–“Santosh Shines” published on an annual basis

**5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome?**

Yes, the institute organizes orientation and guidance sessions for information regarding competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS). This has resulted in our students clearing national and international competitive examinations with successful career progression.

**5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as**

- \* additional academic support and academic flexibility in examinations
- \* special dietary requirements, sports uniform and materials
  - Condoning of attendance to participants/ relaxation of attendance is allowed to participants.

- Extra Tutorials / Sessions / Classes arranged.
- University provides Uniforms & Sports kits to them.

\* any other (specify)

The University provides facilities for extracurricular activities, sports and games. The Students are encouraged to regularly take part in competitions at local, University, state and National level. The University supports students for these activities.

**5.1.13 Does the institution have an institutionalized mechanism for student placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?**

Student counselling & placement assistance is provided to students through networking opportunities with industry and academia. 100% of the passed UG students have either been placed in a job or continued post graduate education.

**5.1.14 How does the institution provide an enriched academic ambience for advanced learners?**

Advanced learner are encouraged to apply for students research grants from funding agencies to facilitate evidence bases learning and to promote research based learning system at undergraduate level. Further, advanced learners are identified and they are rewarded from time to time.

**5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?**

2%. Informal communications are undertaken to ascertain the reasons and necessary remedial actions are instituted

**5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).**

Not applicable, although companies like CIPLA, Myril etc. do visit the college for training activities.

**5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?**

University currently does not have a registered Alumni Association but it is in the process of building an active Alumni Association

**5.1.18 List a few prominent alumni of the institution.**

A list of few prominent alumni of the Institution is enclosed as per **Annexure – 34**

**5.1.19 In what ways does the institution respond to alumni requirements?**

At the time of Provisional Degree or Permanent Degree is provided they are informed that if they have any query in their future they may email the same and the Academic Section also reply to them. They are also asked to email as and when takes admission in PG or gets any promotion in job etc then they may also informed to the Academic Section by Email.

**5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?**

Yes, the Grievance and Redressal Cell addresses grievances of students including potential and perceived ones. Prevention of ragging is handled by the Anti-ragging Committee which operates through anti-ragging cells and anti-ragging squads. Anti-Ragging Helpline numbers & email IDs are also available in the students' manual. No case of ragging has been reported in last 4 Years.

**5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.**

Yes, the University promote a gender-sensitive environment by established the Students Grievance Committee and Sexual Harassment Committee which deals with the issues related to gender-sensitiveness and sexual harassment.

**5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?**

Yes there is an Anti-Ragging Committee Cell is in the University.  
No such incident has been reported in last 4 years.

**5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?**

Various academic / administrative bodies of the University such as the faculty committees, the Board of Studies, the Committee of Studies, the Board of Management, the Academic Council and the Executive Council IQAC are the available platforms for all the stake-holders to engage & ensure the overall development of the students.

**5.1.24 How does the institution ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.**

The University promotes all women students to participate actively in various cultural



activities, quiz, sports competitions, etc. The detail thereof is as under:

S. No.	Name & Batch of Student	Description
1	Jigyasa Passey, Nupur, MBBS, 2007-08 batch	First Runner of in Intra college Surgery quiz contest at Santosh Medical College & Hospital, Ghaziabad
2	Rupali Tyagi, Shrey Aren, MBBS, 2008-09 batch	Third Runner of in Intra college Surgery quiz contest at Santosh Medical College & Hospital, Ghaziabad
3	Stuti Kaushik MBBS, 2007-08 batch	First Position in Intra college Surgery quiz contest at Santosh Medical College & Hospital, Ghaziabad
4	Geetanjali MBBS, 2007-08 batch	
5	Ajita Dubey MBBS, 2008-09 batch	Won Second Prize in Mixed doubles Badminton at Pulse 2011 organized by AIIMS, New Delhi
6	Nikit Murti MBBS, 2006-07 batch	
7	Ms. Ananya Doda MBBS, 2008-09 batch	"Young Scientist Award" given at 9th Joint Annual Conference of The Indian Society for Malaria and Other Communicable Diseases And The Indian Association of Eipidemiologists Organized in Collaboration with South Delhi, Municipal Corporation
8	Dr. Shazma Khan MBBS, 2008-09 batch	Second position in the Competition of I was Born Intelligent but Education Ruined Me organized by Scientific and Applied Research Centre, Meerut on 4th September 2011

9	Ms. Deepshikha Choudhary MBBS, 2010-11 batch	First position in Vishram Singh National Anatomy Quiz contest at Santosh Medical College & Hospital, Ghaziabad - Oct. 2012
10	Dr. Aditi Bhandari MBBS, 2012-13 batch	Award of short term studentship by ICMR for the year 2014

**5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?**

Students in their internship period are regularly given opportunities to experience community and school health programs and practice medicine under the able guidance of professors. Students are posted to urban and rural health centres and out reach programs during internship period by rotation. University has entered into public private partnership with district health authorities . Three PHCs have been adopted for providing total healthcare with the objective of reaching out to 8 lakh people in Ghaziabad. The University believes such community experience will enhance the student learning experience and hence has planned to introduce community based teaching right from the first year itself.

**5.1.26 Does the institution have immunization policy for its students and staff?**

Yes, students entering clinics, Hospital and patient care areas are checked and assessed for their immunization status for Hepatitis – B and Tetanus. Immunization facility is provided on need basis.

**5.1.27 Does the institution give thrust on students growth in terms of:**

**Physical development**

Facilities for Gym and fitness center and outdoor sports facilities are available for the students to help them in their physical developments and fitness.

**Emotional control**

University regularly conducts yoga and meditation program for students that help them build emotional control. Additional clinical support is also provided by Counsellor and clinical psychologist on need base.

**Social dimension**

By encouraging by participation in community outreach and social activities. University organizes out reach programs in designated areas of Ghaziabad to enhance social dimension in the students. Regular blood donation camps, volunteering services (go green drive), participation in community awareness programs like oral health day are some of the social activities undertaken by the University.

**Spiritual growth.**

Spiritual growth among student community enhanced by organizing lectures, Talks and Yoga sessions.

**5.2 Student Progression****5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.**

The student's strength of the University for the current academic year and after analysing the program wise data, trends for the last four years is as under:

S. No	Name of the Course	Strength / Intake	Passed out year	No. of Students Passed	No. of students studied / studying
1.	MBBS	100	2012	0	0
2.	MBBS	100	2013	100	8
3.	MBBS	100	2014	91	3
4.	MBBS	100	March 2015	95	1
5.	BDS	100	2012	98	14
6.	BDS	100	2013	58	7
7.	BDS	100	2014	68	2
8.	BDS	100	August 2015	53	0

**5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?**

A number of students have appeared for national and international qualifying examinations. Orientation for PG entrance examination & IQE [International Qualifying Exam] by Guest Lectures done periodically. It has resulted in increase in success rate in PG Entrance Examinations/ placement students of Overseas. **Annexure -35**

**5.2.3 Provide category-wise details regarding the number of post graduate dissertations, Ph.D. and D.Sc. theses submitted/ accepted/ rejected in the last four years.**

Since first batch of Ph.D. course started in 2012-13, Thesis to be submitted by Sept. 2015.

**5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?**

- \* AYUSH departments/Hospitals,
- \* Multinational companies,
- \* Health clubs,
- \* Spas,
- \* Yoga wellness centers,
- \* Yoga studios,
- \* Health clubs,
- \* Own Yoga cubes/studios?

Not Applicable

**5.3 Student Participation and Activities**

**5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.**

The range of sports from cultural and extra-curricular activities available to students are as follows:-

Indoor Sports:-

1. Badminton
2. Table Tennis
3. Gym – Gym Room
4. Yoga Centre

Outdoor Sports:-

1. Basket Ball Court – 1
2. Volley Ball Court – 1
3. Cricket – 1 Cricket Pitch

4. Foot Ball - 1 Field

Extra-Curricular Activities:-

6. Auditorium
7. Cultural Centre / Atrium
8. Open Theater / Foyer

The student event calender is published at the beginning of every year and the event calender for the current year is attached as **Annexure - 36**

**5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.**

The University lays equal importance to co-curricular and cultural activities of its students. Students participate in such activities both inside and outside the institution and bring laurels. The lists of achievements in the Extra Curricular Activities of Santosh University Students from 2010-14 are enclosed. **Annexure - 37**

**5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?**

Financial support is provided by students to participate in these events. Awards and medals are given by University to students who excel these events at National, state and Regional Levels.

**5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.**

Student Newsletter is published annually providing details of all the student achievements and activities in an academic year. It also serves as a platform for the students to showcase their talent in poetry, short-stories, editorial columns etc. Students are encouraged to contribute to online newsletter of Santosh University.

**5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.**

The University provides various platforms for students to participate in academic and administrative activities of the institution such as Class representative for each batch, special interest group for organizing sports and other extra curricular activities. Student editorial board for the Annual Student newsletter meets regularly. A process is initiated to have a formal student body with a clear objective, constitution and range of activities.

**5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.**

Students representatives have been inducted into various academic and administrative bodies of the institution. Student Feedbacks and suggestions are invited to be discussed meetings of various academics and administrative bodies of the University.

**CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT****6.1 Institutional Vision and Leadership****6.1.1 State the vision and the mission of the institution.**

Vision:

To be a leader in Medical Education, Healthcare services and Research

Mission:

Santosh University is an institution of higher learning, with a triple mission of education, service, and research. Committed to fulfilling its responsibilities, it is the University's mission to educate students to become caring, compassionate, ethical and proficient health care professionals and creative biomedical students; To conduct research in the health sciences, advancing knowledge and encouraging new response to health care needs; To provide excellence in patient care, in an environment that is respectful of others, adaptive to change, accountable for outcomes and attentive to the needs of the under privileged members of the society.

**6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?**

The institution's vision to become a leader in education is reflected through its academic offerings and curriculum design. The institution has continuously looked at the industry, other leading academic institutions and discussed with external and internal stakeholders while introducing new programs and incorporating changes to existing curriculum. Presently, 54 academic programs are being offered that includes 11 Diploma programs, 17 MD/MS programs, 7 MDS programs, 5 M.Sc. Medical programs, PhD programs (12), 1 M.B.B.S. and 1 B.D.S. program. The institution also provides opportunities for lifelong learning. It has conducted various CME programs and workshops for working professionals.

The institution strives to continuously provide the best healthcare services to the under privileged members of the community. The University has established collaborations with external institutions like district administration, PHCs etc. and aims to provide value based education to the students through intense community based engagement for both post graduate and undergraduate students.

Research has been a main focus of the institution. Postgraduate students are encouraged to pursue interdisciplinary research work with focus on improving low cost healthcare facilities for the masses. The presence of various clinical, para-clinical and pre-clinical departments facilitate interdisciplinary research.

To inculcate an inclination towards research from the outset of medical education, undergraduate students are encouraged and supported by their faculty to pursue summer research projects.

The institution follows a learner centric curriculum. There is an institutionalized feedback process and all feedback are analyzed and collated and taken up by the various departments. Initiatives/ improvements in the curriculum are suggested on the basis of these feedback by the departments and put up for approval before the Board of studies and Academic council. The curriculum is reviewed on a periodical basis to enhance student learning opportunities.

The institution has initiated a plan to develop a centre for integrated health. The vision for the future is to focus on areas as per the socio economic needs of the region. Thrust will be given in areas related to skill development, mother and child health, technologically enabled learning and research in public health.

### **6.1.3 How is the leadership involved in**

#### **\* developing E-Governance strategies for the institution?**

The University has set out process for technology adoption in various academic and administrative areas. In the last couple of years the University has implemented technology/ automation solutions in areas of admission, finance, hospital information system covering labs, pharmacy and library management software.

#### **\* ensuring the organization's management system development, implementation and continuous improvement?**

The University follows a system of decentralized participatory governance. The University has developed distinguished hierarchy and reporting structure for academic, administrative, research and patient care to ensure effective management and governance. The various Authorities and Committees convene at periodic intervals to deliberate on ideas and initiatives. Inputs are sought from all departments during the meetings, which ensures participation of all stakeholders in decision making. The Board of Management is the highest executive body whose approval is sought in all major decision making. However, for minor decisions, the authorities and committees with well-defined responsibilities have autonomy for decision making. There is a clear documented organizational structure for reporting with well-defined roles, responsibilities and authorities.

Leadership team assesses and evaluates outcomes periodically on the basis of formal and informal feedback/suggestions from various internal and external stakeholders. The leadership team ensures corrective measures are adopted for course correction in conformance of the University policies whenever there is a need. This ensures constant improvement based on real time feedback. The



IQAC team with periodical audits ensures highest quality and standards are followed in all processes. All reports of the IQAC audits are well documented.

**\* interacting with its stakeholders?**

The leadership interacts periodically with internal as well as external stakeholders of the University. Formal and informal feedback is taken from students, parents, faculty, staff, patients and alumni through periodic meetings and discussions. There are frequent interactions with external academic and industry experts in and outside the University through participation in conferences / lecture series / workshops / symposia.

**\* reinforcing a culture of excellence?**

The suggestions for improvement are taken up for deliberation to reinforce a culture of excellence in the University. There were several changes introduced in the curriculum after approval in the Academic Committee meetings. Innovative teaching methodologies at par with international standards were introduced for e.g. Organ based teaching, problem based learning, case studies and increased exposure to community participation in undergraduate curriculum. Introduction of community based learning has been proposed for the first year UG students in the review meetings and will be implemented after approval from the Board of Studies and Academic Council.

University ensures high quality of research through periodical infrastructure, administrative and financial support for faculty and students involved in research on a need basis, and subject to approval by appropriate committees.

A self-appraisal process has been institutionalized in every department which gives an opportunity for faculty to assess their strengths. Based on the appraisal system, promotions and other benefits are provided to encourage a culture of excellence. The appraisal system is not intended to be punitive but to provide a stimulating and encouraging environment for faculty to rediscover strengths and build on opportunities.

Excellence in quality patient care is ensured through a formal and informal feedback system, based on which the hospital services committee makes required changes in processes and infrastructure on periodical basis.

Plans are in progress for initiating faculty and student mentorship programs by experienced faculty/students for personal development. The University has also established grievance redressal systems to address and promptly act upon grievances thus ensuring excellence and quality of services is maintained at all levels.

**\* identifying organizational needs and striving to fulfill them?**

There are periodical meetings held between the various Committees, where inputs

and suggestions are taken and deliberated to understand needs of the various departments and the organizational needs. Formal and informal feedback from all stakeholders are obtained before making the administrative and financial plan of the organization.

The Finance Committee and Board of Management approves the annual financial plan prepared by the finance team on the basis of departmental plans submitted. This ensures timely budgetary resources allocation for all revenue as well as capital expenditure, as per the requirements of the departments.

Complete academic flexibility is imparted to the Deans and Department HODs to manage their departments and to implement changes to the individual departments, subject to conformance to the organization policies and statutory bodies.

**6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.**

The top leadership positions of the institution were never vacant for more than a year

**6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**

Yes the University ensures that the all positions in its various statutory bodies are filled and meetings are held regularly as per UGC guidelines

**6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes the University promotes a culture of participative management at 3 levels. At the University level and the Vice Chancellor heads the various meetings. At the institutional level, the Dean (Medical) and Dean (Dental) ensure the requirements of their schools are put forward to the leadership team. At a Department level, the various HODs interact with the faculty, staff and students thereby ensuring their views/suggestions are being taken up by the University. Also, the involvement of faculty and staff in the various Committees ensure there is participative management. Efforts are made to involve the students at the appropriate level.

**6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous.**

Not applicable as the University is unitary and has only the constitutive colleges.

**6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?**

The University is unitary with constituent colleges and has no autonomous colleges.

**6.1.9 How does the institution groom leadership at various levels? Give details.**

The University grooms leadership at various levels by encouraging participative management. The Deans and HODs have autonomy and academic flexibility to manage their departments. Faculty and staff are encouraged to be involved in various Committees which are involved in decision making.

Students participate in community engagement programs, work as class leaders and take up administrative and organisational responsibilities to work as a team.

There are various workshops and orientation programs, opportunity for international observership programs and skill development programs for hospital staff/nurses organized from time to time to groom leadership skills at various levels. The University is also contemplating on the implementation of the 'Rotatory Headship' to groom the leadership.

**6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to**

Santosh University is a part of National Knowledge Network (NKN), a 1 GB pan India network for providing a unified speed network for all medical colleges and institutions in the country. The NKN connectivity of 1 GB facilitates ICT enabled knowledge management. The University has a management strategy for knowledge creation, sustenance and knowledge dissemination.

For knowledge creation, Santosh University encourages and provides administrative and financial support, on a case to case basis, to faculty / students for participating in seminars / workshops / conferences. National and international distinguished speakers are invited to discuss on emerging areas in the University. Video conferences are held with international experts to discuss emerging global trends and innovation as and when the opportunity arises.

Santosh University ensures sustenance of knowledge with library facilities with access to e content. The University has a retrievable digital repository of expert lecture series, conferences, development programs, seminars, thesis, student projects, and videos of workshops that is easily accessible to all students and faculty.

To ensure knowledge dissemination occurs, Santosh University organizes workshops/seminars, the faculty attends various events as a speaker, resource person, publishes books, journals and unusual case reports. Through community initiatives like outreach programs, camps and school health programs, health education is disseminated to the community.

**6.1.11 How are the following values reflected in the functioning of the institution?****\* Contributing to National development**

Santosh University regularly participates and organizes programs contributing to national development. The University has organized immunization drives like pulse polio and measles, DOTS program for Tuberculosis. Institute has collaborated with District Health Administration and their partners like WHO and PHCs, to provide support and contribute to the national development. Santosh Hospital has enrolled with the government for the JSY scheme (Janani Suraksha Yojana). Other programs for national development include village adoption, school adoption, free distribution of medicine at health camps, organizing regular camps for all clinical departments.

The institution along with the local media conducted dental camps at schools across Ghaziabad to spread the awareness of good oral health. The program has inculcated a sense of value based healthcare to the students and has also gained appreciation of the media and the school authorities.

In a recent initiative launched by the organization to commemorate Women's day, CARE for HER program was launched. Through this program, the organization has taken up the initiative of providing institutional support for 50 deliveries, immunization of 50 girl child born in Santosh Hospital, and adoption of 50 schools where oral health training and gender sensitization workshops would be conducted. The CARE for HER program has received a wide coverage in the local newspapers.

**\* Fostering global competencies among students**

The University has introduced interdisciplinary curriculum incorporating global competencies and behaviour. The institute invites national/international experts for guest lecture series, provides opportunity for students and faculty for observership programs. Students and faculty are encouraged and provided administrative support to participate in national and international conferences, paper and poster presentations. The University has a network of alumna spread across the globe and has taken initiatives to connect them with the current batch of students and for recognizing their contribution to the global community through excellence in healthcare.

University has initiated communication which are at various stages of progress with Hospital for Special Surgery (HSS), Johns Hopkins, New York Presbyterian, University of Colorado Denver, National Jewish Health (NJH) for developing international collaborations in various areas thus imbibing a global learning environment for students and teachers.

Training programs conducted by global industry partners has enriched the student learning experience.

**\* Inculcating a sound value system among students**

The institute inculcates a sound value system among students by involving them in various social and community engagement programs like health camps, blood donation camps, school health programs, CARE for HER program etc. Cultural values are imbibed through informal student clubs, celebration of Indian festivals like Diwali, Navratri and Christmas. The Ethics Committee for research ensures all practices are carried out on an ethical basis.

Team spirit is encouraged through various sports events and competitions.

**\* Promoting use of technology**

The institution has put in place various technology based learning methods for the students to be able to learn using advanced techniques and skills. Institution ensures technology up gradation is taken up on a priority basis based on periodical feedback from students, faculty and external experts. Medical simulation labs, digital library, Hospital Information System which ensures complete automation of medical records of patients, LCD projectors, video conferencing system, a Wi-Fi enabled campus, digital subscription and access to e journals, NKN connectivity of 1 GB are a few examples of initiatives implemented by the University for promotion of technology in the University.

**\* Quest for excellence**

The University has introduced performance based appraisal system to assess faculty's individual goals and contribution. The appraisal system are not punitive but aims to give flexibility to faculty to pursue areas where they can excel. Various sports competitions like interdepartmental cricket match were organized to induce the spirit of team work among the students. Various interdepartmental workshops/meetings are conducted on a periodical basis to suggest ideas for improvement thus imbibing the spirit of pursuing excellence.

**6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.**

No, the institute has never been indicted by National Regulatory bodies

**6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?**

<b>Description</b>	<b>2015-2016</b>
Teaching	884,239,641
Research & Development (including FDP)	19,278,209
Healthcare Service	1,162,154,312

## 6.2 Strategy Development and Deployment

### 6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?

- \* Vision and mission
- \* Teaching and learning
- \* Research and development
- \* Community engagement / outreach activities
- \* Human resource planning and development
- \* Industry interaction
- \* Internationalization

Santosh University has undertaken a market assessment to understand opportunities and challenges in the medical education and healthcare services domain. Based on the assessment, a detailed 5 year perspective plan has been developed after discussion with external and internal experts. The 5 year plan details the internal capabilities that would be required to tap the identified opportunities and the projected capital outlay for the plan. The University makes an annual perspective plan in line with the 5 year plan.

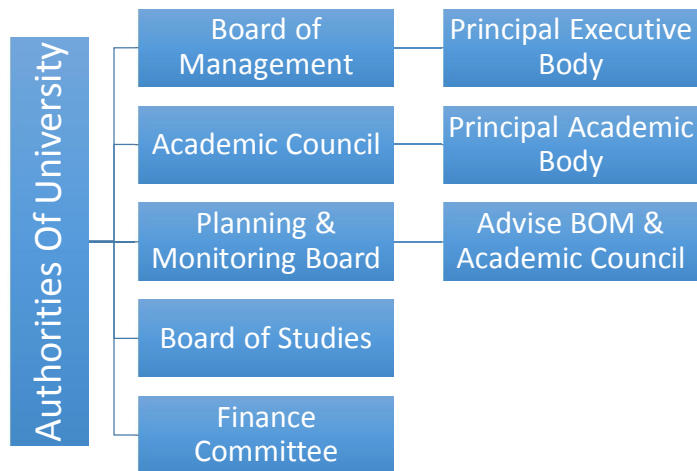
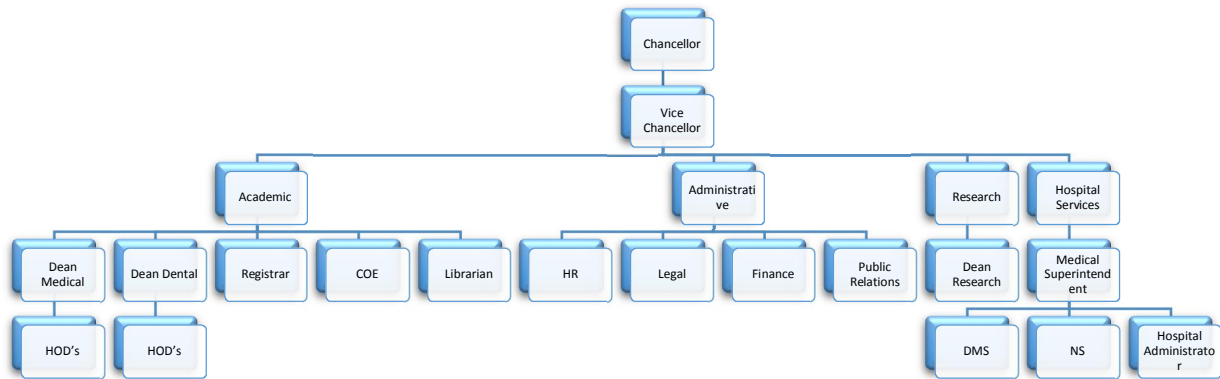
The institution periodically revises its curriculum to reflect the vision and mission statements and to suit the emerging needs of the society and the industry. Innovative methods in teaching and learning to provide the best in class education to students is always incorporated. The University has introduced PhD programs in clinical areas and at present offers 12 PhD programs to provide thrust on research and development. The institution also plans to establish linkages with academic institutions and industry for joint research projects and for strengthening PhD research in newer areas.

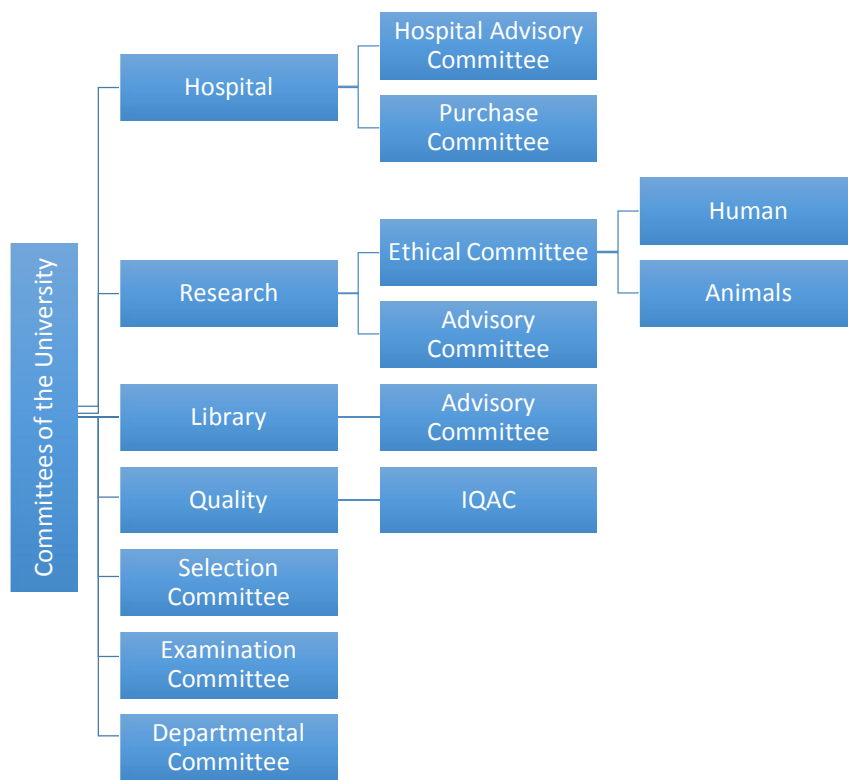
The institution ensures it attracts the best in class faculty by providing remunerations as per UGC recommendations and providing opportunities for research and regular faculty development programs.

The Institution has identified a set of national and international players with whom collaboration can be established for internationalization and interaction with industry.

### 6.2.2 Describe the institution's internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.

- \* Is there a system for auditing health care quality and patient safety? If yes, describe.
- \* How often are these review meetings held with the administrative staff?





**6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.**

Yes, the institution conduct regular meetings of its various Authorities and Statutory bodies. The details of the meeting held since 2007 to till date are enclosed as per **Annexure – 38**

**6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

The University has an IQAC team to ensure quality in all processes and departments. The IQAC team has a team of experts who conduct regular audits of the various departments and publish their results and take corrective action if required.

**6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?**



Yes, the University follows a decentralized decision making structure. Department HODs are given autonomy to function and operate with flexibility in matter relating to their department within the protocols of the University. All technical decisions are taken by the respective department heads and financial budget for every department is prepared by the department and submitted to finance department which prepares a consolidated report for the University. Accountability is ensured with a clearly defined reporting structure. The faculty in each department report to the HODs, the HODs report to the Deans of the respective Colleges who in turn report to the Vice Chancellor.

**6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?**

S.No.	Case No. & Title	Pending Before	Status
1	W.P. (Civil) No. 142 of 2006 Viplav Sharma Vs Union of India	Hon'ble Supreme Court of India	Vide Order dated 8.9.2015, Direction given to NAAC to complete the Accreditation process within 8 weeks.  Next Date of Hearing is on 19 <sup>th</sup> November 2015.

**6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?**

The University has a Grievance Redressal committee to ensure grievances are promptly attended to. In case of complaints from students in the hostel, the matter is immediately escalated to the respective hostel wardens.

The complaints are reported to the HOD of the concerned department and then to the Vice Chancellor depending on the nature of the complaint. Minor grievances are resolved at the departmental level and the major grievances are taken up the University level Committees on a case to case basis. There are various cells like anti ragging cells, sexual harassment cell to support the Anti-grievance Committee.

The same committees look after the grievances of faculty and staff as well.

Details of the nominated people are made public and access to them is provided all round the clock for prompt response. The help line numbers of concerned people are made available on all notice boards and on students manual. All matters related to grievances are documented and steps taken to ensure any future occurrence does not take place.

**6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

Santosh University conducts informal meetings between the administration team and the students to get feedback on campus life, hostel facilities, canteen facilities etc. The academic feedback system is an institutionalized process conducted every semester. Informal parents feedback are also taken to understand student progression and concern areas related to the institution.

Feedbacks are consolidated at the HOD level and corrective action taken at Department level or at the University level after discussion with the various Committees. Based on the feedback, the University has taken initiatives to establish a 'skills Laboratory' for the students to practice and acquire skills.

Based on student's feedback, changes/improvements were introduced in the pedagogy, festivals and sports competitions were organized in the college campus, community based learning experience was made more intensive, organ based teaching and problem based learning was introduced in the curriculum. Flipped classroom was another initiative that was introduced in a pilot phase and steps are being taken to make it as part of the curriculum.

**6.2.9 Does the institution conduct performance audit of the various departments?**

The IQAC team conducts internal audit of the various departments. The HODs of every department assure compliance of University policies in their department. Issues related to student progression, attendance, research outputs, budget and expenditure are discussed in the Committee meetings.

Internal audits of pharmacy, inventory management, infection rate audit, waste disposal, equipment functioning are carried on a periodical basis.

**6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?**

Academic Committees convene periodical meetings with the leadership team, Deans of respective schools and HODs of the departments. Developmental needs of the medical and dental school are deliberated upon in these meetings and an annual plan for the University is developed which incorporates the requirements of the constituent institutions.

**6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, consultation charges available on the website?**

Yes, the institution and hospital have its own website and faculty and their areas of specialization has been uploaded on its website.

**6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?**

The institute periodically undertakes board meetings and informal discussions with the senior leadership to decide the strategic growth of the University which includes academic, research and healthcare pursuits such as collaboration with national and international institutes.

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?**

Various initiatives have been taken by the University to enhance the professional development of teaching staff. Faculty observership and faculty exchange programs with international institutions have been initiated. Medical teaching workshops/ conferences/seminars have been organized in the college and academic/financial support provided to faculty for attending such workshops outside the college.

University encourages and provides support in the form of duty leave and financial support to faculty to attend CME programs in other institutes.

The institution has transparent HR policies to award faculty progression and development.

The University has put up a modular theatre based on feedback form Dept. of Surgery and a cryo preservation equipment has been purchased based on feedback from the Department of Pathology.

For non-teaching staff, essentials of success program, skills training for General Duty Assistant and Career enhancing program for nurses was conducted in the institution.

#### **6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.**

The University conducts subjective and objective assessment of faculty. Based on the assessment reports, decisions for promotion, confirmation of jobs after probation period, rotation of jobs and responsibilities is taken to fulfil individual goals, while also supporting the organizational goals. The appraisal methods are not intended to be punitive but encourage an environment for self-appraisal to assess opportunities and strengths of each individual faculty.

#### **6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.**

Teaching faculty are provided support for attending CME and Conference. There

are various welfare scheme available for teaching and non-teaching staff including maternity leaves, medical care facility for self and immediate family.

Residential quarters are provided on need basis and depending on availability. Food at subsidized rate in provided in the canteen.

**6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?**

Santosh University provides salary to faculty as per recommendations of UGC and eminent faculty are offered leadership positions in the University. Monetary/non-monetary support for research and for top performers is provided by the institution. Also welfare schemes like study leave and duty leave are provided to faculty to enable them to pursue learning and professional development programs, in addition to performing their task at the University.

**6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings.**

Yes. The faculty has a health mix of diversity. Also in the leadership positions of the University, there is a healthy diversity mix that can be observed.

**6.3.6 Does the institution conduct any gender sensitization programs for its faculty?**

Yes. Women's day was observed in the institution. Also the women in the leadership position of the University ensure a women friendly environment in the University.

**6.3.7 How does the institution train its support staff in better communication skills with patients?**

Support staff of the hospital are trained on patient communication skills through regular internal training programs. In addition district officials and WHO officials are invited regularly to sensitize the staff and students on the importance of patient communication.

**6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments?**

The research interests of the faculty are displayed in the respective departments

**6.3.9 Do faculty members mentor junior faculty and students?**

Yes mentoring is done by senior faculty members for junior faculty and in turn junior faculty including the senior residents mentor the students. There is also mentorship program for the students wherein students are divided into small

groups and are allotted to senior faculty members when the students join the institution

#### **6.3.10 Does the institution offer incentives for faculty empowerment?**

Yes the institute offers incentives to the faculty and sanctions leave for attending National , International conferences and CME's. University by honors them with Awards & Cash incentives

### **6.4 Financial Management and Resource Mobilization**

#### **6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?**

The departments prepare an annual budget plan based on their goals and requirements. The Finance Department prepares the annual budget for the University taking into account the departmental projections from all departments for capital as well as recurring expenditure. The plan is based on the previous year financial statements and the projected plan for infrastructure addition, in the current year. The Budget is put up for approval and recommendation from the Finance Committee. After the Finance Committee approves the budget, the same is put up for approval from the Board of management. The institution follows a centralized procurement policy and decentralized budget planning for effective use of financial resources.

The Finance Committee ensures that budget allocated is disbursed on time and efficiently utilized for the purpose allocated by informal meetings and inspections. The Finance Committee has flexibility to initiate course correction in allocation of funds if need be, upon consent from the Board of Management.

The recurring expenses and the capital expenditures are projected to be within the budgeted resources of the Institution, thereby deficit budgeting is avoided.

#### **6.4.2 Does the institution have a mechanism for internal and external audit? Give details.**

Yes, the University has mechanism for internal as well as external audits on an annual basis. The annual academic audit is done by IQAC and financial audit is done by an external auditor. Internal audit of the departments is carried out periodically and corrections are done wherever required. External audit is done annually by the statutory auditor and audited balance sheets are placed and approved by the Finance Committee and the Board of Management

#### **6.4.3 Are the institution's accounts audited regularly? Have there been any audit objections, if so, how were they addressed?**

Yes, the institution's accounts are audited regularly. There has been no major audit objections.

**6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.**

The Audit Reports during the last four years are enclosed as per Annexure -39

**6.4.5 Narrate the efforts taken by the institution for resource mobilization.**

The University is a self-financing institution with revenues from tuition fees as the major component.

**6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.**

Yes, the University has a corpus fund of Rs. 5 crore as per UGC guidelines and the details of same is considered from time to time every year by the standing Finance Committee of the University and the recommendations of the finance committee are considered by the Board of Management.

**6.4.7 What are the free / subsidized services provided to the patients in the hospital?**

OPDs are heavily subsidized and surgeries, medical and lab facilities are provided free to patients and are decided on a case to case basis.

**6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details.**

The School Health program is driven by Santosh University has started receiving recognition and funding from corporates as well as individuals. The organization, DAKSHINA has donated INR 1,00,000 for this project. Endowment received from VIDEOCON amounts to INR 2,00,00,000. PSI has provided subsidy for family welfare projects.

**6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution?**

Patients visit from the adjoining states. One of the centers regularly visited is Child Guidance Clinic headed by pediatricians which brings together a team of Parents, educators, psychologists and provide developmental counselling and assistance to young children.

**6.5 Internal Quality Assurance System**

**6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.**

Yes, the University conducts an academic and hospital audit of all its departments. It is conducted by Internal Quality Assurance Cell (IQAC) and Academic Audit the annual academic reports for the last two years are enclosed as **Annexure – 40 and 41** respectively.

**6.5.2 Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance?**

Recommendations of the Academic Audit: (2014-15)

- 1) Efforts should be made to increase the utilization of virtual class rooms. Co-ordination should be done with other institutions to increase the utilization.

Efforts are being made to increase the utilization of virtual classrooms. The University is in touch with reputed institutes like AIIMS, New Delhi, PGI Chandigarh and AFMC, Pune.

- 2) Based on the feedback from the students and faculty some of the areas of the curriculum such as internal assessment can be revised.

Yes, this has been completed.

- 3) Blood bank has been strengthened with the availability of facility of cryopreservation and stem cell banking. It would be appropriate to start the course of MD/Ph. D. in Haemato-path (Pathology dept.) and Obstetrics and Gynecology.

A modern, state of the art blood bank is functional in Santosh hospital. It provides facilities of blood component therapy, plasmapheresis , single donor platelets. Facilities for cryopreservation and stem cell banking has been established. Cryopreservation of red cells is being undertaken.

PhD in Hematopathology has been started and the first batch of PhD students is expected to join with effect from Sept. 2015.

PhD in Obstetrics and Gynecology has been started and the first batch of PhD students is expected to join with effect from Sept. 2015.

- 4) Rural outreach program can be strengthened by sending the team of doctors to various villages all days in a week. New villages could be adopted in consultation with Ghaziabad Development Authority and medical camps can be held in these villages on days when the camps in collaboration with State Government Health authorities are not being held.

The Rural outreach program commenced on 4<sup>th</sup> August 2014. A total of 9 villages were provided with free consultation by post graduate students of Department of Medicine, ENT, Eye, Dental, Paediatrics. Free transport was provided to patients

requiring investigations and admission in the hospital. 15% concession was giving to patients availing hospital facility.

From December 2014, a Public Private Partnership was initiated in collaboration with the office of CMO, Ghaziabad. Medical camps are being organised in villages, PHCs and urban slums. Nursing students are taking part in Pulse Polio programs and mission INDRADHANUSH. One village is being adopted by Santosh hospital.

- 5) Even though number of national and international conferences is held but looking at vastness of the University, their number could be increased.

Efforts are in hand to increase the number of national and international conferences by the various departments.

- 6) School health program can be further strengthened and extended to the areas outside Ghaziabad.

Under the motto of “Reach The Unreached”, the School Health Program is functioning commendably. Target of 2014-15 is to conduct medical examination of 10,00,00 school children in Ghaziabad. Over 10,000 EWS school children are also being medically examined.

- 7) Introduction of latest and contemporary clinical aids example CAD-CAM based digital record keeping, Laser (Hard tissue).

This is being done.

**6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?**

The Board of Studies of respective departments reviews the teaching learning processes on regular basis which is monitored by IQAC of the University.

The Academic Council reviews the recommendation of the Board of Studies for taking appropriate steps for making further changes to the strategy of teaching learning process.

**6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

Quality assurance strategies and processes are being regularly monitored and updated in all departments of the Medical, Dental College and Hospital. Quarterly meetings are being held at the departmental level and all quality parameters are being upgraded. All departments are maintaining minutes of the quarterly meetings. Feedback forms from students are taken regularly to improve the teaching methodology and curriculum. New books and journals are being added frequently to departmental library and books/



journals are issued regularly to faculty and students. The IQAC coordinators visits the departments frequently and monitoring the functioning. This feedback from all the departments forms the basis of the University IQAC.

**6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?**

All the recommendations of the IQAC are placed before the statutory authorities of the University for Implementation, referred above **Annexure – 42**.

**6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members.**

Yes, the IQAC has external members in its committee. The external members give valuable suggestions.

**6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?**

Yes, the IQAC has conducted a study on the incremental academic growth of students from disadvantaged sections of society.

**6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.**

Yes the hospital conducts regular clinical audits to ensure patient safety and good clinical practices are maintained at all times.

**6.5.9 Has the institution or hospital been accredited by any other national / international body?**

The institution strongly believes in maintaining quality standards and has undertaken process improvement at various levels and has also applied for national accreditations

**6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?**

Adequate insurance has been taken by the institution to cover hospital related claims.

**CRITERIA VII: INNOVATIONS AND BEST PRACTICES****7.1 Environment Consciousness****7.1.1 Does the institution conduct a Green Audit of its campus?**

Yes, University conducts green audit of the campus every year through Department of preventive medicine and Engineering Department to look into ways by which energy consumption can be reduced. However as a first step towards “Going Green” University has introduced sensitization initiatives among Students, faculty and staff like saving electricity and reducing printing by usage of email communication. Informal discussion and debates on the benefits of an ecofriendly campus are also conducted.

**7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?**

- \* Energy conservation

In University building, Medical College, Dental College and Hospital to conserve energy, lights, fans, air conditioners are put off when they are not in use.

All new installation are LED fitted

Parking on vehicles at proper places and not allowing vehicles to be on when it is not in use, can help to control air pollution. Efforts are also being made to make the campus noise and pollution free with no horn policy to a greater extent.

- \* Use of renewable energy

- \* Water harvesting

Water harvesting is done and store water in tank used for watering the green landscape of University.

- \* Efforts for carbon neutrality

Go green drive, tree plantation and landscaping has helped University to maintain carbon neutrality

- \* Plantation - Botanical or Medicinal significance

- \* Bio-hazardous waste management

The Hospital has biomedical Waste Management Committee that ensures hazardous waste management. Procedures are followed meticulously. Regular audits are undertaken to ensure compliance.

- \* E-waste management

- \* Effluent treatment and recycling plant
- \* Recognition / certification for environment friendliness
- \* Any other (specify)

The University is eco-friendly, which is landscaped with extensive gardens and lawn spaces. The entire campus is a non-smoking zone. Steps have been taken to make the campus green by reducing printing and saving trees. Saving electricity posters are placed at strategic locations to conserve energy consumption of the University

**7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?**

Infection Control committee, ensures periodical inspections of the wards, operation theatres, NICU, PICU and take appropriate actions i.e. fumigation and carbolyzation

Bio waste management cell is in place, that ensures collection and segregation of bio-waste ans same is disposed off by external agencies as per national guidelines

Radiation safety measures are followed as per guidelines of BARC

**7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?**

Internal Quality Assurance measures are being undertaken and the university is the process of applying for accreditations.

**7.2 Innovations**

**7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.**

The University has successfully introduced and sustained several innovations:

1. Teaching environment

Change in the curriculum, integrated and interdisciplinary learning and introduction of E-learning initiative has a positive impact in teaching learning experiences. Starting of Ph.D. in clinical, para-clinical and pre clinical subjects has created research impetus in the University.

2. The evaluation process

Transparency and involvement of external exports has helped improving the

admissions and evaluation process of the students.

3. Informed decision making

IQAC and academic audit meetings has helped in better planning and informed decision making.

4. Newer Technology [NKN through NMECIT]

Has reduced the paper work and University is in the process of utilizing the technology to make it paper less.

### 7.3 Best Practices

#### 7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

Some of the best practices followed by the University are placed as below:-

1. Public health aspects
  - (i) Reaching the Unreached Program of Santosh University
  - (ii) Vector Control in the University
  - (iii) Child Guidance Clinic

The details of the same are as follows:

#### **1. TITLE: Reaching the Unreached Program of Santosh University**

**Introduction**-Santosh University started the Outreach Program in Aug 2014 with the aim to provide comprehensive medical services to the remotest areas of of Ghaziabad with the ultimate goal of “Reaching the Unreached”. We also aim to provide school health services to schools in Ghaziabad for improvement in health of school children through early detection and treatment of diseases and to improve health of population through health promotion and health education activities by adopting villages/PHCs

#### **Objectives**

The program was started with the following objectives-

- ▶ To provide medical services to the remotest areas of Ghaziabad with the ultimate goal of “Reaching the Unreached”.
- ▶ To provide comprehensive health care to the population in the rural areas in the outskirts of Ghaziabad district.
- ▶ To provide school health services to schools in Ghaziabad for improvement in health of school children through early detection and treatment of diseases and health education.

- ▶ To improve health of population through health promotion and health education activities by adopting villages/PHCs.
- ▶ To conduct community based research activities.
- ▶ To increase the exposure of students, interns and PGs to variety of patients.
- ▶ To make Santosh University a household name.

### **Context and Practices**

The following activities have been carried out in this program

- ▶ Rural outreach program- Nine villages were selected and regular weekly medical camps were held with specialist doctors providing free consultation to the villagers. The patients needing further treatment were brought to Santosh Hospital in our transport and provided free consultation and treatment at concessional rates. School Health Examination of all children studying in Government schools in the villages was conducted free of charge.
- ▶ Public Private Partnership- Medical camps with our specialists are conducted in villages/PHCs and Urban slum areas in collaboration with the State Government Health authorities. Immunization and Health Promotion and Health Education activities are also conducted during these camps. We are participating in other National Health Programs like Janani Suraksha Yojana, National Program for control of Blindness, Universal Immunization Program and National Tuberculosis Control Program etc.
- ▶ Immunization activities- students take active part in Pulse Polio Campaigns and in Mission Indradhanush project of Universal Immunization Program in collaboration with office of CMO Ghaziabad.
- ▶ School health program- More than 6000 school children of Urban schools in Ghaziabad have been examined by our school health team in the last one year. We aim to see 1,00,000 students in the next three years.
- ▶ Village adoption program- Three PHCs/villages have been adopted by Santosh University where a Baseline Health Assessment Survey will be carried out first by our students together with the staff of these PHCs and efforts will be made to improve health of the population by comprehensive medical care and health education and health promotion activities. The aim is to ensure 100% immunization cover, improve family welfare targets, treat anaemia in mothers and malnutrition in children and ensure institutional delivery by the pregnant ladies.

### **Obstacles**

The following obstacle were faced during the Rural Outreach Program-

- ▶ Working conditions were poor at many places. No electricity in villages in daytime. Hot and sultry weather.
- ▶ Poor patients –not ready to spend money on medicines.
- ▶ Lack of involvement of Pradhans at many places.
- ▶ Lack of proper prior publicity about the camp.
- ▶ Festival/harvesting season keeping villagers busy leading to less number of patients.
- ▶ In order to overcome these obstacles, a collaboration with State Govt Health authorities was planned in which Santosh Hospital provides the Manpower i.e. doctors and all other resources like infrastructure and medicines etc for the camps. This way the two main obstacles of lack of publicity and non-provision of medicines were removed.

### **Impact**

- ▶ Increased awareness about Santosh Hospital and facilities available here.
- ▶ Increased OPD attendance in Santosh Hospital
- ▶ Better Bed Occupancy
- ▶ Lot of patients are coming directly from these villages to the hospital after the program has started.
- ▶ Increased exposure to variety of patients to PGs/interns/students.
- ▶ Students/Doctors get invaluable insight into various National Health Programs & Public Health Problems and their solutions.
- ▶ Community based studies are carried out in these villages by the PG students.
- ▶ Five Research Papers have been published in reputed indexed journals by the faculty based on these outreach activities.
- ▶ Meets NAAC and MCI requirements.
- ▶ Contribution in implementation of national health programs.
- ▶ Appreciation by govt and press-appreciation certificates given by CMO to students.
- ▶ Higher standing of Santosh brand in society in view of the social work.

### **Resources**

Following resources of Santosh University were utilised-

-PGs and Interns from Medical and Dental Colleges. Medical and Nursing students are going to conduct Baseline Health survey in adopted PHCs. Faculty- One

Community Medicine faculty member is the co-ordinator of the programme and always goes for various outreach activities with the team. Other faculties from clinical specialities too are sometimes involved.

Transport- Santosh Hospital ambulance is used for conveyance of the staff as well as provided to patients coming from these camps for further opinion.

#### Other resources-

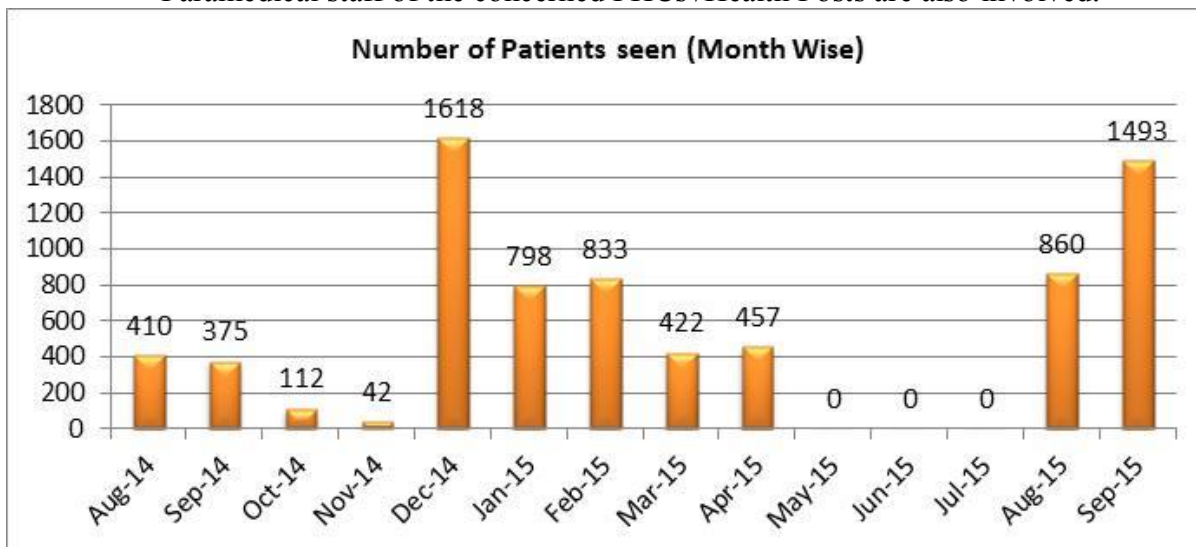
Infrastructure like tentage, chairs etc for the camps are provided by Health Dept for which they sometimes take help of NGOs, Rotary Club etc.

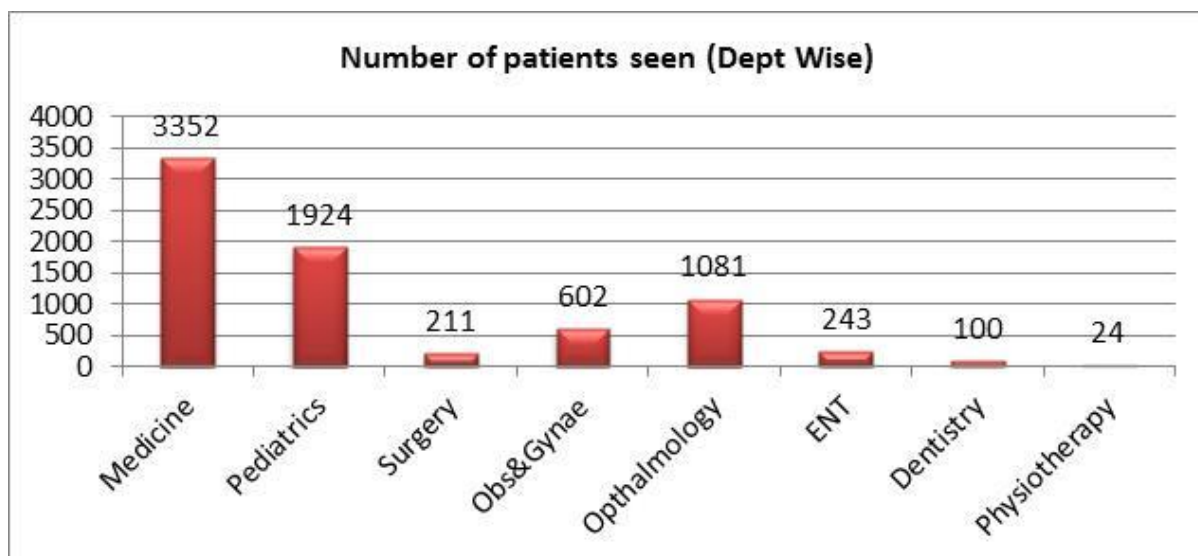
Medicines are provided by CMO office

WHO staff provides vaccines etc during the camps

UNICEF staff also involved in Health Education activities

-Paramedical staff of the concerned PHCs /Health Posts are also involved.





## **2. TITLE: VECTOR CONTROL IN THE UNIVERSITY**

Santosh Hospital is located in the heart of Ghaziabad city, near Bus stand, since 1995. There are lots of open drains, & other small collections of water near it, leading to mosquitoes breeding round the year. Presence of patients of Malaria, Filariasis, Dengue, Encephalitis, etc. in hospital under treatment adds to the risk of spread of these diseases in surrounding healthy persons in areas. The GDA/Municipal corporation, is supposed to work for control of these vector borne diseases, but it was found to be inadequate, irregular, & done by ill trained workers.

### Objective

- i. Total vector control in the Santosh Hospital, Medical College, Dental College, head office & hostels buildings.

### Practice

- i. Four well motivated workers have been selected & trained by Dy. MS, in methods of vector control. The required anti adults & anti larval chemicals, were selected from large numbers of alternatives, after lot of considerations from all angles, procured from market, and put into use by trained workers. Four sturdy knap sack spray machines 10 lit capacity were also purchased. For killing mosquito larvae in drains / stagnant water, SUMOLARVE is used, because it has high efficiency in low dosage against all mosquitoes—Aedes, Culex, Anopheles. It has low toxicity, no negative impact on environment, long lasting controls. The dose is 2 gms/ cubic metre of target water volume. Interval between applications is 3 weeks. Sumolarve is applied in all drains, stagnant water every 3 weeks by



one worker in hospital area under direct supervision of Dy. MS , and 2 workers in medical & dental college ,hostel buildings area under supervision of Community Medicine Deptt.

Same workers are spraying anti adult mosquito spray, in respective areas of their responsibilities, under all precautions.

For this, GOKILAHT-S 5 EC (Cyphenothrin) is used with a Knapsack sprayer. This is a broad spectrum, safest synthetic pyrethroid recommended by WHO, with excellent knock down effect and very low toxicity. Dilution is 50 ml/10 litre of water, for indoor spray 20 litres /ha.

With all above measures, initiated & prompted. The mosquito density & nuisance has come down markedly in the institutions now .

#### Obstacles-

- i. Resistance was seen at lower level. There was apprehension in the mind of workers due to poisonous nature of insecticides. However with proper training, education, and counselling, this was removed, and program is working nicely.
- ii. Everyone has welcomed RO drinking water facility in hospital.

#### Impact-

- i. The vector density has decreased due to stoppage of breeding, and anti-adult sprays simultaneously in the area. There is no risk of transmission of vector borne diseases in the premises now.
- ii. Water borne diseases transmission in hospital is not there. Safe drinking water supply is basic requirement in any hospital.

#### Resources-

Well trained man power, Hygiene chemicals, spray pumps and protective goggles, masks are basic items required.

### 3. TITLE: CHILD GUIDANCE CLINIC

#### Introduction

Child guidance clinic was started in the department of pediatrics in 2014 as a felt need for CHILDREN WITH SPECIL NEEDS . It caters to a whole gamut of disorders in children with spasticity , Intellectual disability speech deficits, Attention and hyperactivity disorder, Autism, Learning disability and behavioral disorders

This branch of pediatrics was so far a neglected area but with improving survival in high risk neonates , the incidence of these disorders is increasing

#### Objectives

The child guidance clinic was started with the sole aim of providing **affordable** , **comprehensive** and **multidisciplinary approach** to children with special needs

#### Practices At Child Guidance Clinic

#### DIAGNOSTIC

Being the first contact the pediatrician has the responsibility of assessment of deficits in the child .Various developmental tools like Denver development scale , Development assessment scale for indian infants (DASII) , Ages and Stages questionnaire , Gessels development schedule etc are used for assessment . Milins intelligence scale for indian children, Weischlers scale for intelligence etc are utilized for assessment of intellectual ability ,Diagnostic modules for language and behavior needs with additional assistance from department of clinical psychology

#### THERAPEUTIC

Once the deficits are outlined, the multidisciplinary approach is used for management using expertise from the following deparments

;Department of occupational therapy

Department of physiotherapy

Clinical psychology for psychotherapy and counselling

Department of ENT for language and hearing deficits

Department of ophthalmology for visual handicaps

Special education for intellectual disability , Attention deficit hyperactivity disorder, learning disabilities and autism

## **EDUCATIONAL**

Special education is provided for individual attention to each child depending on the deficits

## **PREVENTIVE**

For prevention of deficits , the high risk newborn babies are being followed up to pick up early deficits and remedial action in the form of **early developmental stimulation** is carried out . A long term follow up upto 2 years is done

The CGC hence offers a comprehensive diagnostic,, therapeutic and preventive management of cases of children with special needs utilizing the expertise of the various departments ..Also it gives a platform for the students both undergraduate and postgraduate of the above mentioned departments to get trained.

## **Obstacles**

- Inability to sustain few patients because of far off distances
- Patients not able to comprehend the need for a long term therapy which adversely affects the outcome

## **Impact**

A total of 94 children have been registered so far  
5 children have completely recovered and stopped treatment  
Rest are improving and are on regular follow up

## **Resources**

The financial and technical support of Santosh University is greatly acknowledged by the Department of Pediatrics.



#### 4. Declaration by the Head of the Institution

I certify that that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

  
[Dr. V.K. Arora]  
Vice Chancellor

Place: Ghaziabad, NCR Delhi. U.P.  
Date: 07.10.2015

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**INFRASTRUCTURE**



**INTERNATIONAL VISITORS**



**STUDENT ACTIVITIES**



**CLASSROOM LEARNING**



**SOCIAL INITIATIVES**



**GO GREEN**



**OUTREACH PROGRAMS**



**EXPERT LECTURES**



**ACADEMIC EVENTS**



**SPORTS ACTIVITIES**



**MEDITATION**



**INTERACTION/ EVENTS**

# SANTOSH

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