

2. Criteria-wise Inputs Dept

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? Our University has well defined and clearly stated objectives for designing curriculum for its educational programs. The Institutional objectives are targeted in inculcating professional competencies in the students under the domains of Knowledge, Attitude, Practical skills, Research basics, Soft skills & Communication, Interpersonal relationships, Professionalism, and Patient care.

Objectives of KGMU:

- To effectively implement programs through creativity, innovation in teaching, learning and evaluation
- Inculcate communication skills and scientific temperament among faculty and students through research oriented activities,
- Enhance competency through knowledge and skills, reading and learning activities, continuous objective oriented student performance evaluation
- Nurture professionalism and behavioral skills in medical professionals.
- Incorporate medical ethics, moral values, team spirit, responsibilities and sense of integrity in medical faculty and students
- Ensure academic, career and personal counseling,
- Collect patient oriented evidence that matters.
- Adopt transparency and accountability in academic and administrative activities,
- Develop, design and implement innovative and translational scientific discoveries,
- Discover, understand and improve the health of populations, communities and societies.

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

These Institutional Objectives are reflected in various aspects of Curriculum like integration of basic and clinical science, and provision of experiences and foundation in research and inter-professionalism, bioethics, quality care and patient safety considerations, utilization of standard clinical guidelines in patient care, and the research implications.

1. For undergraduates, our University has started early clinical exposure in 1st semester

2. We have started Integrated teaching for undergraduates - so that our medical graduates receive holistic training and can serve the society as per need

3. ATCOM (Attitude & communication) module has been introduced in our UG curriculum across all the semester. This is on experimental basis in KGMU and not in other institutions at the moment.

4. CBME (competency based curriculum has been designed) and soon is going to be implemented so that our undergraduates and postgraduates are trained as per competencies to make them better professionals

5. A lot of innovations and modifications have started in our undergraduates and postgraduates assessment like - MCQs , for skill assessment by OSCE and

miniCEX in some department as WPBA (work place based assessment) . Besides this in most of the department monthly formative assessment for UG and PGs are being done.

6. Continuous Faculty Development programs are running like EBM for orientation of faculty , others are WPBA, ATCOM Medical Education workshops

7. E learning is being emphasized among students and faculty

8. New departments recently started

- Dept. of Medical Oncology
- Dept. Of Medical Education.
- Nursing Courses: M.Sc (70 seats) started in 2015 with 10 admissions
- Paramedical Sciences: 11 Diploma courses (30 seats per course) & 7 Degree Courses (40 seats per course)

Sr. No.	Name of Diploma Course
1.	Diploma in Cardiology Technician
2.	Diploma in CT Scan Techniques
3.	Diploma in Dialysis Technician
4.	Diploma in Emergency and Trauma Care Technician
5.	Diploma in MRI Technician
6.	Diploma in Operation Theatre Technician
7.	Diploma in Optometry
8.	Diploma in Orthoptics
9.	Diploma in Physiotherapy
10.	Diploma in Radiotherapy Technician
11.	Diploma in Sanitation

Sr.No	Name of Degree Courses
1.	Bachelor of Cardiology Technician (With Pacemaker)(B.card.d)
2.	Bachelor of Occupational Therapy (BOT)
3.	Bachelor of Physiotherapy (BPT)
4.	Bachelor of Science in Health Emergency Administration
5.	Bachelor of Science in Medical Laboratory Techniques (Pathology)
6.	Bachelor of Science in Radiological Emergency Techniques (Radiology/CT/MRI)
7.	Bachelor of Science Optometry (B.Opt)

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.).

Educational programmes on Curriculum designing for the Universities' are performed according to the guidelines provided by the concerned regulatory bodies. It is a well defined process beginning with need assessment, both for the general and the target learners.

The structure to the curriculum design is given by the contributions from individual departments. Each of the department distributes the educational content under various well defined modules with specific learning objectives,

educational strategies, learning resources, and methods of assessment, for all concerned educational programmes. The contributions from the departments are evaluated by the respective Curriculum Committees for each educational programme, the Board of studies of different Faculties, and the Academic council for improvements, if any.

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

- * Community needs
- * Professional skills and competencies
- * Research in thrust / emerging areas
- * Innovation

The designing of the Curriculum for each of the educational programme takes into consideration the needs of the community. These needs overlap with the local, national, regional and global needs arising from patient oriented outcomes & disease oriented outcomes, professional skills and competencies, need for research in thrust areas at different levels, need for advancements in technology and infrastructure, innovation and facilitating education to our learners.

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?

Curriculum designing for our University is performed according to the guidelines provided by the concerned regulatory bodies. Our Institution is keen on implementing competency based education system in core and elective options.

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, there are committees like Curriculum, Internal Quality Assurance Cell, Future Planning, which interact with students.

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

Healthcare needs of society, research based needs and needs of receiving quality education are taken into consideration in the process of Curriculum designing to bring our learners at par with other professionals across the globe. The achievement of global level competencies is reflected by the positions occupied by our students at various international levels of repute. Annexure 8

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

If the request for starting a new course comes from a particular department, it has to be processed through Board of studies, Faculty Board, Academic Committee and Executive Committee. Once approved, the proposal is sent to government, who sanctions the required posts and approves the proposal. It is then sent to the regulatory bodies for their inspection, approval and recognition.

If the proposal to start a new course comes from Vice Chancellor, it has to be processed through Academic Committee, Executive Committee and then sent to state government for approval. Finally it has to be recognized by the regulatory bodies like MCI, DCI or Nursing Council.

Guidelines for the programmes introduced in the affiliated colleges are similar to the guidelines followed in the core university : **Yes**

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

The University organizes various programmes for its undergraduate and postgraduate learners in the form of ‘Continuing Medical/Dental education’, exposing them to advancements in different specialties. The learners can electively choose from different skill oriented programmes. These programmes are hand hygiene course, suturing course, basic life support and advanced cardiac life support etc.

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

- * Behavioral and Social Science.
- * Medical Ethics / Bio Ethics / Nursing Ethics.
- * Practice Management towards curriculum and/or services.
- * Orientation to research.
- * Rehabilitation.
- * ~~Ancient scriptural practices.~~
- * Health Economics.
- * Medico legal issues.
- * Enhancement of quality of services and consumer satisfaction.

Workshops seminars CME are organized frequently by the University on these topics

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 medical education department of the University has conducted several workshops regularly to orient the faculty members as well as residents and students to undertake evidence based medicine into practice.

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

The University has introduced several value added -programs for the students like short courses on Yoga and meditation, Guest lectures and interactive sessions on communication skills, several cultural activities, debates, and quiz. Attachment: Copies of value-added programs for students.

1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?

- * Vertical and horizontal integration of subjects taught.
- * Integration of subjects taught with their clinical application.
- * Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.

Yoga & Meditation Training classes are running in the university at convention centre. Interested Faculty Members, Residents, staff & Students may join. There is no fee for it.

- * **Schedule:**Monday, Wednesday, Friday - 3:00 – 4:00 PM
Tuesday, Thursday, Saturday - 9:00 – 10:00 AM

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?

The Objective of overall development of the learners is met with the Universities' initiative of exposing the learners to different programmes based on evidence based practice, research orientation, inter-professional skills, and behavioural science

The undergraduate professionals are absorbed at the Primary Health Care level and the postgraduates are absorbed at Primary, Secondary and Tertiary Health Care Levels.

1.2 Academic Flexibility

1.2.1 Furnish the inventory for the following:

*** Programs offered on campus :**

This Prestigious Government University has approximately 5300 undergraduate/Post graduate students, (250 MBBS, 100 BDS seats) getting medical education from over 900 experienced & specialized faculty members. This University imparts 181 MD/MS/Diploma Courses in 24 Specialties & 38 DM/M.Ch. courses in 11 super specialties. Postgraduate courses are offered in MD (119 seats in 16 departments), MS (34 seats in 4 departments), Diploma (26 seats in 4 departments), Diploma (PMHS) 35 seats, MDS (27 seats in 7 departments, DM (15 seats in 4 departments), M.Ch. (23 seats in 7 departments), M.Phil (4 seats in Clinical Psychology) and Ph.D (in various departments), Nursing Courses: B Sc. (100 seats)

*** Overseas programs offered on campus**

MOU and Observerships in different departments.

Our University has MOU with

- * All India Institute of Medical Sciences, Bhopal
- * All India Institute of Medical Sciences, Jodhpur
- * All India Institute of Medical Sciences, Patna
- * B.P. Koirala Institute of Health Sciences, Nepal
- * Bhopal Memorial Hospital and Research Centre
- * Cure International India Trust
- * Dr Shakuntala Misra National Rehabilitation University, Lucknow
- * Energy Resources Institute, TERI Univ., Delhi
- * I.G.N.O.U. for certificate course in Endodontics
- * IGNOU six month certificate course in Healthcare Waste Management (CHCWM)
- * Lithuanian University of Health Science, Kaunas , Lithuania
- * McMaster University, Hamilton, Ontario, Canada
- * Rutgers State University of New Jersey, USA
- * Texas Tech University health science center, USA
- * The RMIT University, Melbourne, Australia
- * The University of British Columbia
- * University Children's hospital Riga (Latvia)
- * University Degli Studi Bi Pavia
- * University of Lucknow
- * University of Manitoba, Fort Garry Campus, 540 Machray Hall, Winnipeg, MB, Canada

Collaborations with:

- 1-GRAPPA, Centre for Prognosis studies in Rheumatoid Diseases (CPSRD)
Toronto western Hospital, Toronto.
 - Acid Burn, Government of Uttar Pradesh.
 - AHA for BLS, ACLS
 - AIIMS Delhi
 - All India Institute of Hygiene & Public Health, *AIHPH*, Kolkata
 - All India Institute of Medical Sciences, New Delhi
 - Cancer, Government of Uttar Pradesh.
 - Diploma Anesthesia with PMS (2 yr training)
 - Futures International Group
 - Govt. of Uttar Pradesh
 - IIT Delhi, IIT Kanpur
 - INCLEN
 - Indian Council of Medical Research (ICMR)
 - Leprosy Eradication, Government of India
 - National Centre for Disease Control (NCDC), New Delhi
 - National Institute for the Orthopaedically Handicapped (NIOH),
 - National Institute of Health and Family Welfare, New Delhi.
 - National Institute of Nutrition (NIN), Hyderabad
 - National Institute of Public Cooperation and Child Development, New Delhi
 - Save the Children
 - SCCM, USA for Disaster Management
 - SGPGI for JR training
 - Smile Train
 - Society of Critical care Medicine, USA; fundamentals of critical care
 - UNICEF
 - UP State AIDS Control Society (UPSACS) since 2010.
 - World Health Organization
 - * Programs available for colleges/students to choose from undergraduate students during counseling choose MBBS/ BDS
- 1.2.2 Give details on the following provisions with reference to academic flexibility
- a. Core options being done
 - b. Elective options internship, residency
 - c. Bridge course CME
 - d. Enrichment courses Wed Sat Conference, Faculty development program (BLS, ACLS, ATLS, Examiners training, Competency based Medical Education, Evidenced based Medicine, Clinical Photography, Professionalism & Communication skills etc)
 - e. Credit accumulation and transfer facility Yes
 - f. Courses offered in modular form under process
 - g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions Yes
 - h. Twinning programs Yes, Organ transplant, R&R, RML
 - i. Dual degree programs Yes, MD PhD, Hosp Administration
- 1.2.3 Does the institution have an explicit policy and strategy for attracting

students from

- * other states, [Nomination from all over India](#)
- * socially and financially backward sections, [Yes through scholarships](#)
- * international students? [Yes, as nominees or observers](#)

- 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? [Yes, Dip Radiotherapy, M Phil Clinical Psychiatry](#)
- 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? [Yes. Annexure 9](#)
- 1.2.6 What percentage of programs offered by the institution follow:
- * Annual system [in PG courses](#)
 - * Semester system [in UG courses](#)
- 1.2.7 How does institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.

[PG Training Program, Maternal audit \(Med, Obs\) Perinatal mortality \(Pedia, Obs\) Skill lab \(Surg, Ortho, Plastic\), Laproscopic training, Tumour board, Rehabilitation in Ortho, Clinical Pathology.](#)

- 1.2.8 Programs are offered for practicing health professionals for skills training and career advancement? [IGNOU](#)

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?

[The Curriculum review and upgradation process for emerging needs of different stakeholders is performed by the Curriculum committees of respective Faculties of the Universities, and then sent to the Academic Council for approval before implementation. The process of review follows the basic steps of Curriculum development and enhancement: need assessment in general; need assessment for target learners, identifying problems and solutions, identifying educational strategies and learning resources and then final implementation. A similar process beginning from need identification may arise from the departmental or Faculty level as well.](#)

- 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

[The learners are regularly exposed to programmes/workshops in multi/inter-disciplinary areas of curriculum and related to emerging research areas of different disciplines. These include programmes of Postgraduate training; Maternal audit \(by Dept of Medicine and Dept Obstetrics &Gynaecology\); Perinatal mortality \(by Dept of Pediatrics and Dept of Obstetrics &Gynaecology\); Skill lab by Dept of Surgery, Orthopedics and Plastic Surgery\);Laparoscopic Training; Tumour board; Clinical Pathology; ; and Rehabilitation programme in Dept of Orthopedics.](#)

- * [Attachment: Copies of multi/inter disciplinary / emerging areas workshops and programmes](#)

* programs in emerging areas

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

Curriculum committee constituted to suggest modifications needed in the curriculum design within the guidelines of the regulatory bodies.

- 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 University has introduced several value-programmes for the students like short courses on Yoga and meditation, Guest lectures and interactive sessions on communication skills, several cultural activities, debates, and quizzes. Attachment: Copies of value-added programmes for students.

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

The University has started compulsory skill development courses like Hand hygiene course, suturing skill course, Basic life support, Advanced cardiac life support, and biomedical waste management,

- 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?

The University introduces the learners to various programmes like quiz, debates, sports activities, meditation programmes, programmes on professionalism etc. for overall personality development of the learners.

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

- 1.3.8 Does the curriculum cover additional value systems? **Yes**

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; compiled analysis is evaluated by curricular committee and suggestions for improvements are sent to respective departments for implementation in subsequent sessions.

- 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, medical education department of the university is actively involved in conducting national and international level seminars on improving curricular aspects. Several modified assessment tools are incorporated in the current curriculum, as advised by experts.

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

Performa for student feedback and curriculum feedback is provided to head of institutions and they are responsible for collection, analysis and subsequent inputs for planning curricular reforms aligning with University goals.

- 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?

University has undertaken following steps ;

To ensure objectivity in assessments, all university exams are now following Objective pattern in all courses.

To ensure credit system each course has now been divided in to various modules which are addressing exit competencies at various levels.

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?

Institution has well developed system for collecting feedback from all its stakeholders.

Inputs and suggestions are recorded at and addressed accordingly.

Any other information regarding Curricular Aspects which the institution would like to include.

University has initiated several programs for overall development of students

1. Regular extra classes for weak students, which are taken without charging any remuneration by faculty members from various departments.

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?

The entire admission process is transparently publicized in the prospectus of the institution and available to the prospective learners.

Undergraduate admissions are through AIPMT, CPMT, postgraduate through UPPGME, AIPGME and super-specialty admissions in DM, MD, M Ch, through entrance examination conducted by the University. PhD and M Phil admissions are through entrance examination conducted by the University. B Sc Nursing admissions are through entrance examination conducted by the University.

All admissions are done as per MCI, DCI, & Nursing Council.

The admissions by this University are done as per the directions of the State Government and Government of India.

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 admission process involves selection of students through standardized entrance examination to form merit list on the basis of performance. This helps to select students from diverse cultural and intellectual groups of the society.

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

University follows the directives given by the State Government for admission process in affiliated colleges.

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? Yes, annexure 10

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

The reservation policies for different sections of the society are followed as given by the State Government of Uttar Pradesh/Government of India.

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

KGMU Lucknow

MBBS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	39	9	33	12	24	27	28	22
ST	3	3	3	7	4	5	5	3
OBC	81	19	68	23	68	20	78	26
General	59	36	66	33	49	52	47	40
Others	-	-	-	-	-	-	1	-

BDS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	6	3	2	9	6	6	8	7
ST	1	3	3	2	4	1	3	1
OBC	9	12	9	14	14	9	8	12
General	10	14	5	15	10	17	6	17
Others	-	-	-	-	-	-	1	-

MD/MS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	12	12	14	7	9	11	15	6
ST	2	1	4	3	3	2	1	6
OBC	15	14	19	10	17	10	21	8
General	44	37	37	32	28	35	38	34
Others	1	-	1	-	-	-	3	2

MDS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	1	1	4	1	2	2		
ST	-	1	-	1	-	2		
OBC	5	1	3	3	1	3		

General	11	5	6	7	8	6		
Others	1	-	1	-	-	1		

Ph.D

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	2	-	4	-	-	1	-
ST	-	-	-	-	-	-	-	-
OBC	6	-	3	-	3	1	1	-
General	14	17	4	10	1	1	2	1
Others	-	-	-	-	-	-	-	-

M.Phil

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC			-	-	-	-	-	-
ST			-	-	-	-	-	-
OBC			-	1	-	1	-	1
General			-	3	-	3	-	3
Others			-	-	-	-	-	-

Radiotherapy

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					1	1	-	1
ST					-	-	-	-
OBC					-	1	1	-
General					1	1	3	-
Others					-	-	-	-

DM/M.Ch

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	2	-	1	-	-	-		
ST	-	-	-	-	-	-		
OBC	5	-	-	-	1	-		
General	26	2	36	3	19	-		
Others	-	-	-	-	-	-		

Diploma

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	9	3	13	1	11	2	1	1
ST	-	-	1	-	2	1	-	1
OBC	16	3	16	3	15	2	3	5
General	24	7	19	5	16	7	3	3
Others	-	-	-	-	-	-	-	-

MLN Medical College, Allahabad**MBBS**

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	17	5	14	5	19	9	17	12
ST	1	1	2	1	3	-	2	2
OBC	26	7	20	14	47	23	32	21
General	19	22	24	20	27	20	35	27
Others	-	-	-	-	-	-	1	-

MD/MS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	6	3	11	2	9	11		
ST	2	2	2	-	3	2		
OBC	10	4	10	5	17	10		
General	18	8	16	8	28	35		
Others	-	-	-	-	-	-		

DM

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-		-					
ST	-		-					
OBC	-		-					
General	1		1					
Others	-		-					

Diploma

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	3	1	3	2	3	-		
ST	-	1	-	1	-	1		
OBC	8	1	8	1	4	-		
General	8	3	13	4	7	-		
Others	-	-	-	-	-	-		

Affiliated Medical Colleges: Govt. Medical College, Azamgarh**MBBS**

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					16	4	16	7
ST					2	2	1	2
OBC					32	8	19	9
General					21	11	22	23
Others					1	-	1	-

Govt. Medical College, Jalaun

MBBS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					39	24	35	28
ST					2	4	1	5
OBC					15	2	6	6
General					7	6	11	7
Others					1	-	-	-

Govt. Medical College, Kannauj

MBBS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC			41	20	38	25	29	32
ST			4	3	4	2	2	5
OBC			12	7	9	4	5	9
General			5	4	5	11	7	8
Others			-	-	1	-	2	1

Command Hospital Lucknow

M.Ch.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC			-	-				
ST			-	-				
OBC			-	-				
General			2	-				
Others			-	-				

MD/MS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	1	3	1	1	-	-	1	-
ST	-	-	-	-	-	-	-	-
OBC	4	1	3	-	2	1	1	1
General	3	6	9	3	10	4	11	2
Others	-	-	-	-	-	-	-	-

RML Institute Medical Sciences Lucknow

DM/M.Ch.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					-		1	
ST					-		-	
OBC					-		-	
General					2		2	
Others					-		-	

MD/MS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					-	-	1	1
ST					-	-	-	1
OBC					-	2	2	1
General					1	2	5	2
Others					-	-	-	-

Ph.D

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC							-	-
ST							-	-
OBC							-	-
General							-	2
Others							-	-

Regional Institute of Ophthalmology, Sitapur Eye Hospital, Sitapur

DOMS

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC					-	1	1	-
ST					-	-	-	1
OBC					2	1	-	2
General					6	3	6	5
Others					-	-	-	-

Affiliated Nursing Colleges

Vivekananda College of Nursing, Lucknow

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		4		7		6		6
ST		3		2		-		-
OBC		11		18		19		17
General		24		17		15		20
Others		-		-		1		-

Sahara College of Nursing, Lucknow

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		5		3		6		6
ST		-		-		-		-
OBC		17		15		11		11
General		18		21		20		15
Others		-		-		-		-

Dr. Tandon College of Nursing, Agra

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	2	1	2	1	1		
ST	-	-	-	1	-	-		
OBC	6	14	5	11	1	4		
General	2	3	9	9	3	2		
Others	-	-	-	-	-	-		

Rama College of Nursing, Kanpur

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	-	2	2	13				
ST	-	-	-	-				
OBC	6	9	13	27				
General	4	4	6	10				
Others	-	-	-	-				

Apex College of Nursing, Varanasi

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	2	5	1	6	-	2		
ST	-	-	-	1	-	1		
OBC	7	20	4	15	3	6		
General	4	10	4	15	2	6		
Others	-	-	-	-	-	-		

B.C.M. College of Nursing, Khairabad, Sitapur

Post Basic B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC				-		1		-
ST				3		-		2
OBC				1		1		-
General				17		15		5
Others				1		-		-

Samarpan College of Nursing, Dewa Road, Lko: B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC			-	1	2	2	2	2
ST			-	-	-	-	-	-
OBC			2	2	7	5	3	7
General			1	2	10	6	5	7
Others			-	-	-	-	-	-

GSRM College of Nursing, Sarojini Nagar, Lko

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC			1	4	-	1	1	3
ST			-	-	-	-	-	-
OBC			4	11	10	3	6	7
General			8	9	6	1	4	9
Others			-	-	-	-	-	-

Command College of Nursing, Lucknow

B.Sc. Nur.

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC								-
ST								1
OBC								12
General								27
Others								-

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. **We have started new programs based on the need in the society.**

2.1.8 Were any programs discontinued/staggered. **IGNOU Conservative Dentistry**

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.

The fresher students coming to the institute are oriented to the University's objectives, goals, vision, expectations, curriculum, working policies, and priorities related to patient care and academic excellence.

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?

University has initiated a special programme for identifying and helping slow learners. It is called **ADOPTS-** (additional academic, professional help and motivation for learning. The newly and novel scheme **ADOPTS** is one of its own kind and possibly the first in INDIA. The basic purpose of this scheme is to add the knowledge, clarify doubts and support the students. The academic and professional support by this scheme is in addition to the daily class teaching, ward teaching and practical.

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

University has initiated a special programme for identifying and helping slow learners. It is called *ADOPTS*- (It is additional academic, professional help and motivation for learning. The newly and novel scheme **ADOPTS** is one of its own kind and possibly the first in INDIA. The basic purpose of this scheme is to add the knowledge, clarify doubts and support the students. The academic and professional support by this scheme is in addition to the daily class teaching, ward teaching and practical.

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?

The University organizes various programmes for its undergraduate and postgraduate learners in the form of 'Continuing Medical/Dental education', exposing them to advancements in different specialities. The learners can electively choose from different programmes and enhance their knowledge and skills. These programmes act as bridge courses between different specialties and different faculties.

A number of enrichment courses in addition to the regular curricula are available to the students in different forms, such as: Clinical Combined rounds held on every Saturdays and Wednesdays which exposes our postgraduate learners to integrated learning and advancements in different fields of healthcare.

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? *None*

2.2.6 Is there a provision to teach the local language to students from other states/countries? *Yes, for English language courses are conducted.*

2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles? *Soft skill Courses on Professionalism and ethics, interpersonal relationships*

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. *None*

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? *Yoga course and meditation programmes have been introduced for all categories of learners in the University. The learners can voluntarily choose for the programmes and time schedules that suit them.*

2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline? *Yoga course and meditation programmes have been introduced for all categories of learners in the University. The learners can voluntarily choose for the programmes and time schedules that suit them.*

2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff? *Yes, vaccination programmes are initiated for faculty, staff and students. Besides, programmes like fogging for mosquitoes, pest control programmes are also implemented for the benefits of staff*

and students. Free services from the hospital and provision of medicines is available to staff and students. Faculty members from the Dept. of Psychiatry and Dean Student Welfare, are available for student counseling and mental support.

- 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.?

The ADOPTS programme is utilized for any such needs identified amongst the learners.

2.3 Teaching-Learning Process

- 2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as

- * academic calendar: Dean office
- * master plan : Individual Dept
- * teaching plan: Dean office
- * rotation plan : Dean office
- * course plan : Individual Dept
- * unit plan : Individual Dept
- * evaluation blue print : COE
- * outpatient teaching : Individual Dept
- * in-patient teaching : Individual Dept
- * clinical teaching in other sites : Individual Dept
- * teaching in the community : Individual Dept., Community Medicine & Dentistry

- 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?

Yes. The schedule for lectures, clinics, seminars, etc is made at the beginning of the academic session. The attendance registers are maintained for the course schedule.

- 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.

Institution completes the curriculum within the stipulated time frame and calendar.

- 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.

Group discussions

Projects/ assignments

Self study

Computer aided learning

Research orientation and evidence based modules

Seminars

Clinical case discussions

Integrated Teaching

ATCOM Module Implementation and Student Mentoring

Intramural Medical Education Grants

BLS & ACLS Courses

KGMU Institute of Skills

ICMR sponsored Post MD PhD program to train future faculty

Promote post graduate research through Annual Scholarship for the

best MD/MS thesis

- 2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?
University has a very robust policy on inviting experts. Experts and People of eminence from reputed Institutions from India and abroad are invited to augment teaching learning activities. Various seminars and workshops in biostatistics, evidence based medicine, medical education and research, development of soft skills have been conducted by national and international speakers.
- 2.3.6 Does the institution formally encourage learning by using e-learning resources?
Yes , all faculty lectures, most of the journals are available on KGMU website. Up-to-date and BMJ portals are also available through University website.
- 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?
Virtual classroom with power point presentations of lectures made by faculty are available on KGMU website. E portals and latest evidence are used and incorporated in up to date seminars and lecture presentations.
- 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?
Medical education department
- 2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?
Smart class in new teaching block (Kalam centre)
Interactive screens in many departments of the university
Computers and free access to internet for all 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. [List attached Annexure 11.](#)
- 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? [The institution has started intramural research grant in medical education annually for encouraging faculty to introduce innovative teaching learning approaches. Competency based curriculum modules are prepared by each department. Annexure 12.](#)
- 2.3.12 How does the institution create a culture of instilling and nurturing

- creativity and scientific temper among the learners?
[Intramural research grants for students.](#)
- 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?
- * number of projects executed within the institution
 - * names of external institutions for student project work
 - * role of faculty in facilitating such projects
for postgraduates, yes
[faculty are involved as dissertation guides and co guides and facilitate the completion of the project.](#)
for undergraduate projects, faculty mentor them in the project work.
- 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](#)
- 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?
[Computers and internet access is provided to all faculty members by the institution. Library E portals,Clinical key, Clinical learning, BMJ Portal, Up-to-date.](#)
- 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 teachers are awarded on teacher's day on the basis of this feedback. Annexure 13.](#)
- 2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.[Connected to SGPGI for daily 9-10 AM Class, seminars, journal club, multidisciplinary meetings](#)
- 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.[Every lecture is followed by around 8-10 MCQs to reflect upon and every month there is formative assessment in the clinics.](#)
 - * Simulations. [Yes \(BLS, ACLS\)](#)
 - * Evidence based medicine.[Yes](#)
 - * Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine. [Yes, there are courses like hand hygiene, suturing and dressing skill courses.](#)
 - * Problem based learning (PBL). [In clinics and wards](#)
 - * Student assisted teaching (SAT). [seminars, journal club](#)
 - * Self directed learning and skills development (SDL).[yes](#)
 - * Narrative based medicine. [yes](#)
 - * Medical humanities. [yes](#)
 - * Drug and poison information assistance centre.[yes](#)
 - * Ayurveda practices.[No](#)

- * Yoga practices. [yes](#)
 - * 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](#)
- 2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients? [yes](#)
- 2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes? [yes](#)
- 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](#)
- 2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students? [Yes in process](#)
- 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.? [Pharmacovigilance Lab, clinical pharmacy facility, drug information centre, Prevention through Yoga, Promotion of positive health, Well-equipped Psychology Laboratory](#)
- 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). [attached as Annexure 14.](#)
 - * Student staff ratio in the laboratories / diagnostics.
- 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 quota decided by respective regulatory bodies.](#)
- 2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine? [No](#)
- 2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?
[Clinical teachings](#)
[Demonstrations](#)
[Case discussions](#)
- 2.3.29 Do students maintain log books of their teaching-learning activities? [yes](#)
- 2.3.30 Is there a structured mechanism for post graduate teaching-learning process? [yes](#)
- 2.3.31 Provide the following details about each of the teaching programs:
- * Number of didactic lectures [Annexure 14.](#)
 - * Number of students in each batch :[4-6](#)
 - * Number of rotations [timetable annexed](#)

- * Details of student case study / drug study [attached](#)
- * Nursing Care Conference (NCC)
- * Number of medical / dental procedures that the students get to see [attached](#)
- * Mannequins / Simulation / skills laboratory for student teaching: [Mannequins, skills laboratory for students available.](#)
- * Number of students inside the operation rooms at a given time [2-3 in each OT.](#)
- * Average number of procedures in the ORs per week, month and year [500-600/ week in elective OT, 2200-2400/ month, 28-30,000/ year.](#)
- * Autopsy / Post-mortem facility

[Autopsy facilities in the mortuary of King George's Medical University under the department of Forensic Medicine & Toxicology. The mortuary complex in its present premises was shifted in year 2002. The mortuary is well equipped with cold chambers \(6 in number\), all the instruments required for the procedure and autopsy tables \(6 in number\).](#)

[Along with the main postmortem room there is a provision of other ancillary areas like consultant's room, room for mortuary supervisor, attendant's and cleaner's room and store rooms.](#)

[A proper waiting area is present for the relatives of the deceased.](#)

[On an average about 6000 postmortems are done annually.](#)

[There is a seating arrangement for 50 students in the mortuary room for practical training purposes.](#)

2.4 Teacher Quality

- 2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum? [The Faculty is regularly exposed to Faculty development programmes both in campus and also off campus.](#)

[Department of Medical Education has been established on 19th July 2014](#)

S. N.	Events / Workshop	Dates
1.	MCQ Workshop	19th August 2014
2.	OSCE/OSPE Workshop	23rd August 2014
3.	Workshop on "Curriculum Development & Blue Printing"	8th November, 2014
4.	Workshop on "Work Place Based Assessment"	31 st January, 2015
5.	Workshop on "Integrated Undergraduate Medical Curriculum including Teaching Learning Strategies and Assessment Design"	18 th February, 2015
6.	Workshop on "Professional Competencies Program"	11-13 th March, 2015
7.	Workshop on "Medical Manuscript Writing"	21 st March 2015
8.	Workshop on "Professional Competencies Program" (To impart training of MBBS 2011 students)	26 th – 31 st July, 2015
9.	Workshop on "One Day Sensitization Programme on Attitude and Communication (ATCOM) module"	31 st July, 2015
10.	"Evidence Based Medicine course for Faculty"	10 th – 21 st August, 2015
11.	Workshop on "One Day Sensitization Programme on Attitude and Communication (ATCOM) module"	21 st September 2015
12.	International Seminar on Competency Based Medical Education	9 th - 10 th October 2015
13.	Evidence Based Medicine course for Faculty"	26 th Oct-2 nd Nov, 2015

Details of Basic Course Workshop in Medical Education & Technologies

S. No.	Date of Conducting workshop
1.	18th September 2014 to 20th September 2014
2.	4-6th December, 2014
3.	12-14, March, 2015
4.	30 th April – 2 nd May, 2015
5.	6 th -8 th August, 2015
6.	22 nd to 24 th September 2015

Forthcoming Events scheduled in 2015:

S. N.	Events / Workshop	Scheduled Dates
1	Faculty Development Program in Communication Skills	17 th to 20 th November 2015
2	UNESCO – Bioethics Workshop	23 rd to 26 th November 2015
3	One Day Sensitization Programme on Attitude and Communication (ATCOM) module	25 th November 2015
4	Basic Course Workshop in Medical Education & Technologies	26 th to 28 th November 2015

1. CDE Programme on Occlusion in Dentistry, impression making in complete denture: 2012
2. “Occlusion in Dentistry” by Dr. Robert Craddock , Germany: 2012
3. World cancer Day : 4th February,2013.
4. TMJ Conference and Master Course : 22-24 August,2013
5. Workshop on Dental Implantology 21 September,2013
6. Noble Biocare on Dental Implant and hands : 30 November,2013.
7. International Oral Precancer and Cancer Congress-2014 : 3-4 February,2014
8. 13th Annual Conference INDOCLEFTCON-2014 Plastic Surgery:14-16 February,2014.
9. AOMSI master classes : 24-26 March,2014.
10. National Forensic Odontology Continuing Dental Education Program and Forensic Workshop: 2-3 September,2014.
11. AO introductory course : 22-23 Sept,2014
12. Workshop on Medical Photography,11 October,2014
13. Clinical Application of Laser 2014
14. Occlusal scan technology course by Dr Sarah Qadeer, Thailand: 2014
15. Research Showcase. 10 February,2015
16. International Symposium on “Genetics & Genomics In Modern Clinical Medicine organized by The Indo UK Genetic Education Forum, Wales Gene Park, Cardiff University ,UK: 9-10 February,2015
17. Micro Vascular and Reconstructive Surgery Workshop : 6 – 8 April,2015
18. Multi Dimensional approach to Dental Implant : 24 – 27 June,2015
19. UPAOMSI course – 2015,
20. 4th National Forensic Odontology CDE and Workshop : 18 – 19 August,2015
21. National forensic Odonotology continuing Dental Education Program and workshop

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

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
Anatomy	18%	82%	-	-
Biochemistry	-	71%	29%	-
Community Dentistry	-	100%	-	-
Conserv Dent	87.5%	-	12.5%	-
CTVS	-	50%	50%	-
Dermatology	-	33.35	66.6%	-
Forensic Med	20%	80%	-	-
Neurology	15%	85%	-	-
Neurosurgery	42.9%	42.9%	14.3%	-
OMFS	100%	-	-	--
Oral Medicine R	-	60%	40%	-
Oral Pathology	25%	50%	25%	-
Orthodontics	100%	-	-	--
Orthopedics	76%	24%	-	-
Pediatrics	46.2%	46.2%	7.6%	-
Pedodontics	100%	-	-	--
Periodontology	87.5%	12.5%	-	-
Pharmacology	58.3%	33.3%	8.3%	-
Physiology	72%	18%	-	-
Prosthodontics	53%	47%	-	-
Surgery	48%	51%	01%	

- 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?

API Score: score 30% marks in research paper, 25% in books and research publications, 20% in research projects, and 10% in research guidance. Besides, all teachers should score 15% points by participating in refresher, seminar and administrative services,

- 2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution? 02

- 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.)

Following policies have been adopted and implemented by the University for academically recharging of rejuvenation of teachers:

- Intramural research grants for Young faculty annually

- International Travel grants for Faculty every year
- Study leave for 3-6 months
- Nomination to Seminars, conferences, workshops etc.
- Assistance in organizing conferences etc. is provided by the university.
- Encourages in service training.

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? [Attached Annexure 13.](#)

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	
Re-orientation programs	
Refresher courses	
Capacity building programs	
Programs by regulatory / apex bodies	

100% Faculty attends all these professional development programs alternatively. The programs are attended either within the University or off campus at several other reputed Universities.

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 Department of Medical Education regularly conducts programs for academic development : as mentioned in 2.4.1. The frequency is almost one event per month.

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

The Academic ambience provided by the University, in campus programs for Faculty development, incentives in form of salary and perks, awards, recognition etc. works in retaining Faculty. The attrition rate is therefore, almost negligible.

2.4.10 Does the institution have a mechanism to encourage

- * mobility of faculty between institutions /universities for teaching/research? Yes
- * faculty exchange programs with national and international bodies? Yes

If yes, how have these schemes helped in enriching the quality of the faculty?

The Faculty members getting opportunities of visiting National and International Institutes gain new experiences in their professional fields. The experiences gained help in modifying approach to patient care, modifying existing infrastructure, and existing administration policies.

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

The University encourages Faculty members for career advancement in their professional fields. The exposure and sensitization to the

Faculty is provided by the programs conducted within the University and the off campus programs for nominated Faculty.

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

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

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?

All stake holders are aware about the evaluation processes by

- Notices circulated for students
- Periodic assessment by different internal examiners in different departments and yearly exams by external examiners.

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

The following examinations of the University and its Affiliated Colleges are conducted by the Controller of Examinations of only those candidates who are declared eligible by the Dean of the Faculty concerned:

Faculty of Medicine: MBBS, MD/MS, DM/M.Ch, Post-graduate Medical Diplomas, M.Phil, MD Ph.D, B.Sc. in Radiotherapy Technology and M.Phil Clinical Psychology

Faculty of Dental Sciences: BDS, MDS, Diploma Dental Hygienist & Technician

Faculty of Nursing: B.Sc. Nursing

These examinations are conducted on the basis of a pre-declared schedule. The scheme of examinations for the year 2015 is enclosed herewith. Annexure 15

The panel of examiners both internal and external are forwarded to the examination section by the Heads of the departments containing the recommendation of the Board of Studies of the subject concerned. The list of examiners is finalized after the approval of the Vice-Chancellor. From the current academic session the pattern of question paper has been changed i.e. First Paper will of MCQs and Second paper is subjective.

The theory copies are bar coded and centrally evaluated in the Pariksha Bhawan. The marks of Oral and Practical examinations are obtained from the respective departments after culmination of practical examinations. The result is tabulated, collated through software and result rechecked manually, then declared on various notice boards and on website of the University.

There is a provision of grace mark to the tune of 5 marks to a student failing in one subject by equal or less number of marks. There is a provision of scrutiny if the candidate is not satisfied with his marks obtained by him/her.

In order to reform the examination system in our University we have recently implemented use of multiple choice questions which are objective type tests and frequent internal assessments (monthly formative assessment tests) for evaluation of our students.

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.).

Average time taken by the University for Declaration of the University

Result:

- i) for different entrance examination is about 4-5 days
- ii) For internal assessments is about 2-3 days
- iii) Final examinations and different semesters is about 15-30 days

Mode of Publication of results is our Website

- 2.5.4 How does the institution ensure transparency in the evaluation process? Transparency in our University is maintained by i) Bar coding of the answer copies ii) Multiple choice questions and computerized evaluation
- 2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations? Bar Coding of Answer sheets, Centralized evaluation of the answer copies by the examiners at PHI Bhawan
- 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. yes
 - * examination process – Examination material management, logistics, etc. yes
 - * post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc. yes
- 2.5.6 Has the university / institution introduced any reforms in its evaluation process?
- University has introduced MCQ & OSCE for student competency evaluation
 - We have our own OMR scanner to be able to generate result at the earliest.
- 2.5.7 What is the mechanism for redressal of grievances with reference to examinations? Give details. Students can apply for scrutiny of results, within 15 days of declaration of result.
- 2.5.8 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? Yes we have examination ordinance
- 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.
- Bar coding of answer sheets
Centralized checking of answer sheets at PHI Bhawan (examination cell)
Implementation of MCQ in all examinations
OSCE for clinical assessment of students
Own Question bank
Analysis of difficulty index, discriminatory index, KR20 of MCQs and all the results

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. **Blueprinting of the curriculum, Different modules and their modes of teaching and assessment, all have been well documented.**
- * Balance between formative and summative assessments. **Yes**
- * **Increasing objectivity in formative assessments. Through MCQs**
- * **Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking. yes**
- * **Summative (theory / orals / clinical / practical). yes**

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

Malpractice is prevented through bar coding of evaluation sheets and centralized evaluation at Examination cell.

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? **Yes**

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**

2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes? **Through blueprinting the curriculum and dividing into various modules.**

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

Any other information regarding Teaching-Learning and Evaluation which the institution would like to include.

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.

Current Institutional Ethics Committee

The Institutional Ethics Committee has been reconstituted by the Hon'ble Vice Chancellor in accordance with ICMR norms and GCP guidelines w.e.f. 21st September 2014 for a period of 3 years **vide notice no. 1/R.Cell-14 dated**

26.08.2014 and revised vide notice no. 02/Ethics/R.Cell-15 dated 11.08.2015:

Structure	Name	Tenure
Chairperson	Prof. P.K. Mishra, Former Principal, K.G's Medical College, Lucknow.	For a period of 3 years
Senior Clinicians of the University	1. Prof. V.S. Narayan, Department of Cardiology, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	2. Prof. ShallyAwasthi, Department of Paediatrics, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	3. Prof. Anupam Mishra, Department of E.N.T, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	4. Prof. Rajesh Verma, Department of Neurology, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	5. Dr. BalendraPratap Singh Department of Prosthodontics, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	6. Dr. Mayank Singh, Department of Prosthodontics, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
Senior Clinicians/Basic Scientists outside of the University	1. Dr. S.P.S. Gaur, Chief Scientist, Division of clinical & Experimental Medicine, C.D.R.I., Lucknow	For a period of 3 years
	2. Dr. Surajit Bhattacharya, Sr. Consultant, Plastic Surgeon Sahara Hospital, Lucknow	For a period of 3 years
Basic Medical Scientist of the University	1. Prof. Amita Jain, Department of Microbiology, KGMU, UP, Lucknow	For a period of 3 years or till superannuation whichever is earlier
	2. Prof. RajendraNath, Department of Pharmacology KGMU, UP, Lucknow	Till the end the term of committee or till superannuation whichever is earlier
Legal Expert	Hon. Justice Vishnu Sahai (Retd.)	For a period of 3 years
Lay Person	Dr. S. K. Singhal, Centre of Human Excellence, Institute of Vedic Sciences, Lucknow	For a period of 3 years
Social Activist/Legal Expert	NawabJafar Mir Abdullah Sheesh Mahal, Durga Devi Marg, Lucknow	For a period of 3 years
Member Secretary	Prof. R.K. Garg, Faculty In-charge,	Ex-Officio

	Research Cell, KGMU, UP, Lucknow	
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Minutes of meetings attached as Annexure 16.

- 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**
- 3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges? **Intramural research funds and travel grants to young faculty residents and undergraduate students. Annexure 12.**
- 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.
 - * 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. **no**
 - * timely release of grants. **no**
 - * timely auditing. **yes**
 - * submission of utilization certificate to the funding authorities.
 - * writing proposals for funding. **yes**
 - * any training given for writing proposals. **yes**
- b. Institution sponsored projects:
- * Proportion of funds dedicated for research in the annual budget. **3-6%**
 - * Availability of funding for research /training/resources. **Yes, 3-6% of total budget**
 - * Availability of access to online data bases. **Through library**
- 3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?
- * between/among different departments / and **Through intramural funding**
 - * collaboration with national/international institutes / industries. **Through intramural funding**
- 3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.
Medical education department, Research cell and various other department organize workshops/ training programs/ sensitization programs in the institution to promote a research culture in the institution
- 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? **Through conferring Hon. Causa, and building international collaborations and exchange programs through it. Inviting Guest speakers through CMEs, Seminars, Workshops, Symposiums and Conferences.**

- 3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.
 Year 2011: research 4.6% of total budget
 Year 2012: research 5.6% of total budget
 Year 2013: research 4.8% of total budget
 Year 2014: research 3.8% of total budget
- 3.1.9 In its budget, does the university earmark funds for promoting research in its affiliated colleges? If yes, provide details. **No**
- 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,**
- 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? **Very few**
- 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.
- 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. **Faculty development programs throughout the year in the University**
 - * Development of scientific temperament. **Strongly encouraged**
 - * Presence of Medical / Bio Ethics Committee. **yes**
 - * Research linkages with other institutions, universities and centers of excellence. (national and international). **yes**
 - * Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc. **yes**
 - * Promotional avenues for multi-disciplinary, inter-disciplinary research. **Intramural seed grant**
 - * Promotional avenues for translational research. **Yes through CFAR, DHR MRU etc**
 - * Instilling a culture of research among undergraduate students. **Intramural seed grant, summer internship, through curriculum too.**
 - * Publication-based promotion/incentives. **yes**
 - * Providing travel grant for attending national/international conference and workshops. **Yes**
- 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 **yes through patent cell**
 - * Development of entrepreneur skills in health care **yes**
 - * Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular

Biology, Nanoscience, etc. **yes**

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

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. **Various departments are running projects with DST/ DBT/ WHO/ UNESCO/ CSIR etc.**

3.2.2 Provide the following details of ongoing research projects of faculty: **Annexure 12.**

	Year-wise	Number	Name of the project	Name of the funding agency	Total grant received
A. University awarded projects					
Minor projects					
Major projects					
B. Other agencies - national and international (specify)					
Minor projects					
Major projects					

3.2.3 Does the institution have an Intellectual Property Rights (IPR) Cell? **Patent cell, Annexure 17**

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? **Yes, financial aid**

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. **yes**

3.2.6 List details of **Annexure 12**

- a. Research projects completed and grants received during the last four years (funded by National/International agencies).
- b. Inter-institutional collaborative projects and grants received
 - i) National collaborations
 - ii) International collaborations

3.2.7 What are the financial provisions made in the institution budget for supporting students' research projects? **Intramural research fund Annexure 12**

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? **Centre for Advanced Research, Department of Health Research Multi-specialty Research Unit**

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? **YES**

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. **NO**

- 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)? **No**
- 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, collaborations**
- 3.3.6 Clinical trials and research
- * Are all the clinical trials registered with CTRI (Clinical Trials Research of India)? **yes**
 - * List a few major clinical trials conducted with their outcomes. **Annexure 12**
- 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. **No**
- 3.4.2 Give details of publications by the faculty and students: **in Departmental Evaluation report**
- * Number of papers published in peer reviewed journals (national / international)
 - * Monographs
 - * Chapters in Books
 - * Books edited
 - * Books with ISBN with details of publishers
 - * Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.)
 - * Citation Index – range / average
 - * Impact Factor – range / average
 - * Source Normalized Impact per Paper (SNIP)
 - * SCImago Journal Rank (SJR)
 - * h-index
- 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? **KGMU text book of clinical cases.**
- 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
- 3.4.5 Provide details for the last four years **Annexure 13**
- * research awards received by the faculty and students
 - * national and international recognition received by the faculty from reputed professional bodies and agencies
- 3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years. **Each faculty can guide two postgraduate students as chief guide and can take only one**

PhD student under him.

- 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. **No reported cases**
- 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, all departments are involved**
- 3.4.9 Has the university instituted any research awards? If yes, list the awards. **Best research poster, Prof Dhavendra Kumar young scientist, Maximum funding received, highest impact factor of published article.**
- 3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions? **All promoted**
- 3.4.11 Give details of the postgraduate and research guides of the institution during the last four years. **All faculty members are guides.**

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. **No**
- 3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope and range of activities? **Yes TCS is going to conduct examinations at our Univ.**
- 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? **UPSC selection committee experts**
- 3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services? **na**
- 3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners. **na**
- 3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years. **na**

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.
- The University contributes towards its responsibilities towards the society by taking initiatives involving both Faculty members and students. Several National and also International programs have been initiated in this respect.**
- **Medical facilities by the medical university were provided in Malihabad liquor tragedy, and Raebareli Rail accident**
 - **Complete medical services were provided to the patients injured in cracker factory blast at Lucknow District and to seriously injured pilgrims from Odisha in Sitapur road accident.**
 - **One of the significant initiatives has been the contributions as components of disaster management systems.**

- A team of 47 members was sent for help from the University for the devastating **Nepal earthquake** of 25th April 2015. The team members included both Faculty and residents. The team stayed in the affected areas of Nepal for nine days, providing primary health care, preliminary health aid, and emergency management to the victims of the disaster.
 - A team of Faculty members and Residents was also sent to Tehri Garhwal flood affected areas of Uttarakhand. The team members provided emergency and first aid care to victims.
- 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 University has extension programs for community development with student engagement by adopting rural and urban centers in nearby areas. The rural centres are located in Mati, Banthara and Sarojini Nagar, where undergraduate students are posted for regular visiting and experiencing real life situations of primary health care. Postgraduate students are posted for staying at these centres and providing and experiencing advanced level of health care services.
- 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? **NA**
- 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?
Several surveys and research activities have been initiated and successfully conducted by different Departments of the University for the lower socio-economic sections of the society to explore the disease characteristics, prevalence of diseases, and optimal treatment alternatives.
Some of the research work is as follows:
- *Surveillance of Infections in neonates, a multicentric project funded by ICMR.*
 - *Improving Outcomes in childhood Pneumonia & Diarrhea in Uttar Pradesh*
 - *Infant Traumatic Brain Injury: A hidden epidemic?*
 - *Pilot prospective multicentre case-control study of severe pneumonia in children under five years of age*
 - *The impact of a “Supportive Care Team” on improving compliance to therapy and outcome of childhood cancer – A Cohort study.*
 - *Congenital birth defect surveillance project (WHO)*
 - *Newborn Screening for inborn errors of metabolism project rolled out by NHM*
 - *Vitamin D supplementation in pregnancy: regimens and long term effects on offspring*
 - *Ferrous Sucrose in Pregnant Anaemic Women in India (FeSPAW) – An open label randomized controlled trial*
 - *Development of Cost effective model for the diagnosis of atrophic*

vaginitis in post menopausal women & study of treatment response

- *Effect of Dexamethasone and Hydrocortisone on HLA-G expression in recurrent pregnancy loss : A collaborative study with SGPGI, Lucknow, India*
- *Prevalence of GDM and associated risk factors in Uttar Pradesh: Multicentric study*
- *Migration, Poverty and access to health care: a study on people's access and health system's responsiveness in Lucknow city*
- *HIB initiative project (Funded by WHO)*
- *Strengthening implementation of State nutrition mission in UP. (Funded by UNICEF)*
- *Save the Children (Funded by Save the Children)*
- *Strengthening Home based newborn care programme in Uttar Pradesh.(Funded by UNICEF)*
- *Education of Dietary Risk Factors in Osteoarthritis Knee-A Case-Control Study*
- *Predictors of Sexually Transmitted Infections among Female Sex Workers (FSWS)in a City of Northern India.*
- *Assessing achievement of Special Routine immunization Week among relatively immobile internal migrants in Uttar Pradesh*
- *Assessment of Facilities and reasons for Settlement in Old Age Homes of Lucknow, India*
- *Dietary intake of pregnant women and its effect on the birth weight of newborns in rural area of Uttar Pradesh, India*
- *Nutrition Intake of Rural Indian Women before And During Pregnancy In Lucknow*
- *Assessment of Knowledge of Contraceptives And Its Practice Among Married Women In Urban Slums Of Lucknow District.*
- *Nutritional Status of Slum Children of Lucknow*
- *Introduction of community based skin-to-skin care in rural Uttar Pradesh, India*

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

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.

Following are some of the initiatives that contribute to community development by our University.

- *Development of Protocols of antenatal care on specific topic GDM screening, Hypothyroidism screening , Deworming, Calcium supplementation in pregnancy in collaboration of MOH & UNICEF*
- *Development of guidelines for PPH management in collaboration of MOH*
- *Development of guidelines for extra pulmonary TB for India to be implemented in all Medical Colleges*

- *Training center for comprehensive emergency obstetric care in collaboration with FOGSI & NHM*
- *Prenatal and perinatal counseling of childbearing women regarding breast feeding, weaning, child nutrition, vaccination, etc.*
Besides, the significant research work as mentioned in 3.6.4, studying various disease aspects in rural and urban India have contributed to the Community development.

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.

- *Dental Public Health Award by National Academy of Medical Sciences*
- *HIB initiative project (Funded by WHO)*
- *Strengthening implementation of State nutrition mission in UP. (Funded by UNICEF)*
- *Save the Children (Funded by Save the Children)*
- *Strengthening Home based newborn care programme in Uttar Pradesh. (Funded by UNICEF)*

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

Students from rural and tribal backgrounds, if face difficulty in achieving competency are helped through ADOPTS and remedial classes in English language. Financially aid, is available through scholarships.

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?

ATCOM (attitude, communication) module training for students has been promoted to inculcate social, ethical and moral values

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

Most of the research projects undertaken by the Faculty members of the University are aligned with the major thrust areas outlined by WHO/ICMR. They include research on maternal and child care, disease characteristics among socioeconomically weaker sections of the society.

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.

The research projects undertaken are targeted towards prevention, detection, screening, management of diseases like Tuberculosis, Obesity, Diabetes, Hypertension, Neonatal problems, Nutritional deficiencies etc. The research helps in identifying needs of the community and thereby help in formulating guidelines for healthcare of the same.

- * Awareness creation regarding portable water supply, sanitation and nutrition.

Counseling and awareness programs run by various departments.

- * Awareness creation regarding water-borne and air-borne communicable diseases.

Counseling and awareness programs run by various departments.

- * Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.

Counseling and awareness programs run by various departments.

- * Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.

Counseling and awareness programs run by various departments.

- * Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular. **NA**

- * Complementary and alternative medicine. **NA**

- * Pharmaco economic evaluation in drug utilization. **Yes**

- * Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIV/AIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobaccocampaigns, oral health care, etc. **Yes**

- * Promotion of mental health and prevention of substance abuse. **Yes**

- * Adoption of population in the geographical area for total health care. **Yes**

- * Research or extension work to reach out to marginalized populations. **Yes**

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

Yes, through surveys and awareness programs

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

- *Development of Protocols of antenatal care on specific topic GDM screening, Hypothyroidism screening, Deworming, Calcium supplementation in pregnancy in collaboration of MOH & UNICEF*
- *Development of guidelines for PPH management in collaboration of MOH*
- *Development of guidelines for extra pulmonary TB for India to be implemented in all Medical Colleges*

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?

KGMU has Collaborations with:

- 1-GRAPPA, Centre for Prognosis studies in Rheumatoid Diseases (CPSRD) Toronto western Hospital, Toronto.
- Acid Burn, Government of Uttar Pradesh.
- AHA for BLS, ACLS
- AIIMS Delhi
- All India Institute of Hygiene & Public Health, *AIHPH*, Kolkata
- All India Institute of Medical Sciences, New Delhi
- Cancer, Government of Uttar Pradesh.
- Diploma Anesthesia with PMS (2 yr training)
- Futures International Group
- Govt. of Uttar Pradesh
- IIT Delhi, IIT Kanpur
- INCLIN
- *Indian Council of Medical Research (ICMR)*
- Leprosy Eradication, Government of India
- National Centre for Disease Control (NCDC), New Delhi
- *National Institute for the Orthopaedically Handicapped (NIOH)*,
- National Institute of Health and Family Welfare, New Delhi.
- *National Institute of Nutrition (NIN), Hyderabad*
- *National Institute of Public Cooperation and Child Development, New Delhi*
- Save the Children
- SCCM, USA for Disaster Management
- SGPGI for JR training
- Smile Train
- Society of Critical care Medicine, USA for fundamentals of critical care
- UNICEF
- UP State AIDS Control Society (UPSACS) since 2010.
- World Health Organization

The faculty & residents of Dept of Surgical Oncology have been exposed to various research activities & potential for research due to collaboration with other institutes like SGPGI, ITRC, CDRI & MNIT (Allahabad).

The university has benefitted financially through various clinical drug trials being conducted in the department.

ENT dept. has collaboration with

1. All India Institute of Speech and Hearing(AIISH), Mysore.
2. Central Drug Research Institute(CDRI), Lucknow.
3. Council of science and Technology(CST), UP

Department of Dermatology, Venereology and Leprosy is running special STI clinic, called as **SURAKSHA clinic** in collaboration with **UP State AIDS**

Control Society (UPSACS) since 2010. **Impact on the department**

activities- Suraksha Clinic has enabled the department to offer comprehensive care to every patient suffering from sexually transmitted infections /HIV to live a life without stigma and complication. It offers free monitoring, evaluation, treatment and partner management to them.

Financial assistance: UPSACS provides a counsellor, contingency fund of Rs 35,000 annually for consumable items to run Suraksha clinic. Seven colour coded kits are also provided free of cost for syndromic management of STI. Free male condoms are also provided for effective prevention of HIV/STI.

Dept of Paediatric & Preventive Dentistry

1. Industrial Toxicology Research Centre.
2. National Botanical Research Institute.
3. Birbal Sahni Institute of Palaeobotany.
4. Central Institute of Medicinal & Aromatic Implants

3.7.2 Mention specific examples of how these linkages promote

- * Curriculum development- Yes, improves the teaching and learning of undergraduates and post graduates in various aspects
- * Internship- Intern from AIISH, Mysore come to ENT, KGMU for training.
- * On-the-job training - DHLS course is job oriented (ENT). Besides allows to perform confirmatory diagnosis for each STI, drug resistance profile, and to collect demographic profile for incidence and prevalence of each STI. (Skin)
- * Faculty exchange and development-yes
- * Research- Yes
- * Publication- Yes
- * Consultancy- Expert consultancy is available to STI/ HIV patients through Suraksha clinic.
- * Extension- Targeted Interventions (TI) are implemented through partner NGOs/CBOs with the goal to saturate coverage of high-risk groups.
- * Student placement- No
- * Any other (specify)-

MOU (Dept. of ENT) is under consideration from Ali Yavar Jung Institute, Mumbai.

The Department of Surgical Oncology has been conducting research activities & also publishing articles in collaboration with SGPGI, ITRC & CDRI

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?

1. All India Institute of Medical Sciences, Bhopal
2. All India Institute of Medical Sciences, Jodhpur
3. All India Institute of Medical Sciences, Patna
4. B.P. Koirala Institute of Health Sciences, Nepal
5. Bhopal Memorial Hospital and Research Centre
6. Cure International India Trust
7. DrShakuntalaMisra National Rehabilitation University, Lucknow
8. Energy Resources Institute, TERI Univ., Delhi
9. I.G.N.O.U. for certificate course in Endodontics
10. IGNOU six month certificate course in Healthcare Waste Management (CHCWM)
11. Lithuanian University of Health Science, Kaunas , Lithuania
12. McMaster University, Hamilton, Ontario, Canada
13. Rutgers State University of New Jersey, USA
14. Texas Tech University health science center, USA
15. The RMIT University, Melbourne, Australia

16. The University of British Columbia
 17. University Children's hospital Riga (Latvia)
 18. University Degli Studi Bi Pavia
 19. University of Lucknow
 20. University of Manitoba, Fort Garry Campus, 540 Machray Hall, Winnipeg, MB, Canada
- 3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities? **yes**
- 3.7.5 Give details of the collaborative activities of the institution with the following:
- * Local bodies/ community
 - * State government / Central government /NGOs **Yes,CST, UP Govt.(Development of diagnostic protocol for chronic fungal sinusitis)**
 - * National bodies **Yes, CDRI, Lucknow(Role of p53 in NPF)**
 - * International agencies
 - * Health Care Industry – **Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)**
 - * Service sector
 - * Any other (specify)
The Department of Surgical Oncology has been participating in national & international clinical drug trials for reputed companies like Rosch, GSK, Samsung (medical division), Hetero, Intasetc
- 3.7.6 Give details of the activities of the institution under public-private partnership. **Diagnostic units like AMA**

Any other information regarding Research, Consultancy and Extension, which the institution would like to include.

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 medical university generates its own funds as well as receives grants from the state. All departments and centres of the University submit their infrastructural requirements from time to time to the Vice Chancellor, which are met through the above mentioned finances. Departments are centres such as the Trauma centre are authorized to make their own infrastructural purchases as well, below a certain limit. Thus, the institution plans and ensures adequate availability of infrastructure and its optimal utilization.

No. of Lecture Theatres	Seating Capacity	Location
Four	300	2 nd Floor New Teaching Block (Kalam Centre)
Two	300	4 th Floor New Teaching Block (Kalam Centre)
Two	480	6 th Floor New Teaching Block (Kalam Centre)
One	350	Administrative Block, Selby Hall
One	1050	Convention Center
One	400	Convention Center
One	250	Department of Anatomy

One	200	Department of Community Medicine
Two	200 & 80	Department of General Surgery
One	250	Department of Medicine (Neurology Basement)
One	250	Department of Obst. &Gynae.
One	150	Department of Ophthalmology
One	120	Department of Orthopaedic Surgery
One	250	Department of Pathology
Two	200 & 250	Department of Pharmacology
One	120	Department of Physical Medicine & Rehabilitation
One	250	Department of Physiology/Biochemistry
One	120	Department of Radiotherapy
Three	100 in each	Faculty of Dental Sciences

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.

The institution has a policy for creation and enhancement of infrastructure to promote a good teaching – learning environment. Apart from individual lecture theatres in all departments, there is an entire centrally air conditioned teaching block building, with all classrooms having smart class capability. The students at undergraduate, postgraduate and super specialty levels are well taken care of , including residential and food facilities.

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?

All departments have office rooms, common rooms 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?

All hospital and educational areas of the institute have elevators. All areas are wheel chair friendly. Ramps alongside stairs are present all over the university. Washrooms for the differently abled are also present at all places in the institute.

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

There is a huge convention centre in the university. Swimming pool, cricket, football, hockey, table tennis, badminton, and many other game facilities are present on the campus. Debates, elocutions, quiz are organized throughout the year and an annual inter college medical festival is also held to promote students interests in sports and cultural activities.

Fully illuminated playground is present for football, cricket, hockey, volleyball, basketball and other games with a running track and facilities for other athletic events

Fully equipped ultramodern indoor facilities for table tennis, badminton and other indoor games

Fully functional swimming pool with life guard

Indoor Gymnasium

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

Wardens and Assistant wardens are appointed for each hostel. The University has a Proctorial Board and many Superintendents to manage law, order and discipline in the University. There is a police station in the campus. Many security companies and permanent chaukidars employed by the institute.

4.1.7 Facility of Animal House

- * Is animal house maintained as per CPCSEA guidelines? **Yes**
- * Whether records of animal house are maintained for learning and research activities? **Yes**
- * Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines? **Yes**
Attached as Annexure 16

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

Number of Laboratories, give details :**112**

Department of Anatomy: 06:

1. Cytogenetics Lab,
2. Histology lab,
3. Body preservation lab,
4. Anthropometry lab
5. Ultrasound lab
6. Cadaveric lab

Department of Physiology: 09,

1. Human lab,
2. Experimental lab,
3. Haematology lab
4. Molecular Physiology lab,
5. ANS lab,
6. BERA lab,
7. Sleep lab,
8. Exercise Physiology lab,
9. PFT lab

Department of Biochemistry: 05

1. Clinical Biochemistry lab
2. Molecular cell biology & Cell culture lab.
3. Inborn error of metabolism lab
4. Medical elementology & free radical biology lab
5. Natural product lab

Department of Pharmacology 05:

1. 2 UG labs;
2. PG lab;
3. Molecular Biology/chemical laboratory,
4. Clinical pharmacology lab

Department of Pathology: 10:

1. Histo path lab,
2. Cytopath lab,
3. Immunohistochem/ mol res lab,
4. Flow cytometry lab,

5. Hematology with full automation,
6. Hematooncopathology / LL lab,
7. Hemostasis lab including platelet lab,
8. Chem pathology fully equipped state of art equipment and facility
9. OPD FNAC services, Trauma centre emergency pathology

Department of Microbiology: 12

1. Bacteriology
2. Anaerobic Bacteriology
3. Shigella Centre and Stock culture
4. Mycobacteriology & Intermediate Reference Laboratory for TB
5. Hospital Infection Control
6. Mycology
7. Parasitology
8. Virology - Grade 1 Laboratory (ICMR)
9. Serology
10. Viral Serology
11. ICTC and State Reference Laboratory for HIV
12. CD4 Laboratory

Department of Forensic Medicine: 1, histopathology lab

Department of Community Medicine: 05:

1. UG/PG lab,
2. Health centre lab with semi autoanalyser at PHC Sarojnagar lab,
3. UHC Alambagh lab,
4. ETHSC Mati lab,
5. ETHSC Banthra lab

Department of New Trauma & Emergency: 05

1. ATLS lab,
2. BLS lab,
3. ACLS lab,
4. Critical Care training lab,
5. Human Simulation lab, trauma centre, Anesthesia

Department of Medicine : 03:

1. Dialysis Lab,
2. Endocrine lab,
3. ICU Lab

Department of Surgery: 02:

1. Endoscopy lab,
2. Min Access Training Lab

Department of Orthopaedics: 02:

1. Psychomotor skill lab,
2. Research lab

Department of Rheumatology: 03:

1. Routine Lab,
2. Research lab,
3. Culture Lab

Department of Centre for Advance Research: 05,

1. molecular biology lab,
2. cell culture lab,
3. Forensic Odontology lab,

- 4. DNA lab,
 - 5. Cytogenetics lab.
- Department of Pediatrics: 02,
- 1. THS lab,
 - 2. NICU-Blood gases lab
- Department of Pulmonary Medicine: 02:
- 1. Respiratory lab,
 - 2. DOTS lab
- Department of Geriatric Mental Health: 08:
- 1. Biochemistry lab,
 - 2. Electroconvulsive lab,
 - 3. Psychometric assessment lab,
 - 4. Spiritual healing lab,
 - 5. Psychotherapy and behavioral intervention lab,
 - 6. non pharmacological management lab ,
 - 7. Physiotherapy lab,
 - 8. EEG lab
- Department of Urology: 02,
- 1. Urodynamics lab,
 - 2. Automated pathology lab
- Department of Neurology: 03
- 1. NCV/EMG/EP lab
 - 2. EEG lab
 - 3. Video EEG/ Polysomnography lab
- Department of Gastrosurgery : 02,
- 1. Endoscopy lab,
 - 2. Manometry lab
- Department of Obs & Gynae: 06
- 1. PPTCT Lab- for HIV testing of antenatal women
 - 2. Department Lab – for routine antenatal investigations
 - 3. Andrology Lab – for semen analysis & preparation
 - 4. IVF Lab- for analysis of Oocyte & embryo & in vitro fertilization
 - 5. Molecular biology & Cyto Genetic Lab- in process of starting
 - 6. Fetal autopsy Lab – for autopsy of anomalous fetuses
- Computer lab with 50 computers
- Faculty of Dental Sciences : 13
- a. Ceramic Lab
 - b. Metal Casting Lab
 - c. Pre-Clinical Laboratory for training of 2nd year BDS students
 - d. Acrylic lab
 - e. 3 Dental technician labs
 - f. Junior Operative Training lab
 - g. Haematology lab,
 - h. histopathology
 - i. Post Graduate Orthodontics Lab,
 - j. Under Graduate Orthodontics Lab,
 - k. Orthodontics Laboratory for Interns

- * Maintenance and up-gradation : [as and when required](#)
 - * Descriptive catalogues in museums: [in various departments](#)
 - * Usage of the above by the UG/PG students : [yes](#)
- 4.1.9 Dentistry
- * Dental chairs in clinic – specialty wise
 Prosthodontics : [35](#)
 Conservative Dentistry & Dentistry: [36](#)
 Periodontics: [39](#)
 Paedodontics:[37](#)
 Oral Surgery:[35](#)
 Orthodontics: [26](#)
 Oral Medicine& Radiology:[24](#)
 Oral Pathology: [2](#)
 Public Health Dentistry:[25](#)
 - * Total dental chairs : [258](#)
 - * Schedule of chair side teaching in clinics – specialty wise: [list attached](#)
 - * Number of procedures in clinics per month and year: [list attached as Annexure 18](#)
 - * Mobile dental care unit : [02](#)
 - * Facilities for dental and maxillofacial procedures : [yes in outpatient clinics, minor OT and GA OT](#)
 - * Dental laboratories : [13](#)
- 4.1.10 Pharmacy
- * Pharmaceutical Science Laboratories : [No](#)
 - * Museum for drug formulations : [Present](#)
 - * Machine room :
 - * Herbarium / crude drug museum : [No](#)
 - * Balance room : [Present](#)
 - * Chemical store : [Present](#)
 - * Instrumentation facilities : [Present](#)
 - * Pilot plant : [No](#)
 - * Computer aided laboratory: [Present](#)
- 4.1.11 Yoga and Naturopathy
- * Demonstration hall with teaching facility to cater to the needs of the students.[Demonstration hall with teaching facility to cater to the needs of the students.](#)
 - * Diet Service Management Department
 - * Yoga cum multipurpose hall for meditation and prayer [Yes](#)
[Demonstration hall at scientific convention centre, KGMU, Lucknow, of capacity of 100 people for practicing yoga where currently Yoga Classes are going on.](#)
[We have auditorium for multimedia presentation but no solarium available in the KGMU Campus in context to Yoga & Naturopathy.](#)
 - * Solarium compatible for multimedia presentation
 - * Mud Storage Unit

- * Outdoor Facilities - [Walking track with reflexology segment.](#)
[Walking track with reflexology segment.](#) [No Walking track with reflexology segment is available for Yoga & Naturopathy in KGMU campus.](#)
 - * [Swimming Pool at Chakravarti Hostel](#)
 - * [Naturopathy blocks](#)
- 4.1.12 Homoeopathy
- * [Museum and demonstration room \(Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic MateriaMedica, Organon of Medicine including History of Medicine\) \[No\]\(#\)](#)
 - * [Repertory with Computer Laboratory and Demonstration Room \[No\]\(#\)](#)
- 4.1.13 Nursing
- * [Nursing Foundation Laboratory : \[Present\]\(#\)](#)
 - * [Medical Surgical Laboratory:\[Present\]\(#\)](#)
 - * [Community Health Nursing Laboratory: \[Present\]\(#\)](#)
 - * [Maternal and Child Health Laboratory: \[Present\]\(#\)](#)
 - * [Nutrition Laboratory: \[Present\]\(#\)](#)
 - * [Pre clinicalLaboratories: \[Present\]\(#\)](#)
 - * [Specimens, Models and Mannequins:\[Present\]\(#\)](#)
- 4.1.14 Ayurveda
- * [Herbal Gardens : \[Yes in Dept of Anatomy\]\(#\)](#)
 - * [Museum Herbarium : \[No\]\(#\)](#)
 - * [Panchakarma Facility : \[No\]\(#\)](#)
 - * [Eye Exercises Clinic : \[Yes\]\(#\)](#)
 - * [Kshara Sutra and Agni Karma Setup : \[No\]\(#\)](#)
 - * [Ayurveda Pharmacy : \[No\]\(#\)](#)
- 4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.
- * [Meditation Hall : \[yes\]\(#\)](#)
 - * [Naturopathy blocks: \[No\]\(#\)](#)
- 4.1.16 Provide details of sophisticated equipments procured during the last four years. [Attached as Annexure 19.](#)

4.2 Clinical Learning Resources

4.2.1 Teaching Hospital

- * [Year of establishment](#)
- * [Hospital institution distance: \[Within the campus of the University\]\(#\)](#)
- * [Whether owned by the college or affiliated to any other institution? : \[owned by college.\]\(#\)](#)
- * [Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?](#)
- * [Number of beds : \[3069\]\(#\)](#)
- * [Number of specialty services : \[10\]\(#\)](#)
- * [Number of super-specialty services : \[06\]\(#\)](#)
- * [Number of beds in ICU / ICCU / PICU / NICU, etc. :\[147\]\(#\)](#)
- * [Number of operation theatres: \[45\]\(#\)](#)

- * Number of Diagnostic Service Departments : 03 (Biochemistry, Clinical Pathology, Microbiology)
- * Clinical Laboratories : 112 (listed in 4.1.8)
- * Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, Manifold Rooms, pharmacy services : Present
- * Blood Bank services : Present
- * Ambulance services : Present

Year	Outpatient numbers	Inpatient Numbers
2014	1315712	85623
2013	1051841	70731
2012	1117585	70353

- * Hospital Pharmacy services: Present
- * Drug poison information service : Present
- * Pharmacovigilance: Present

Adverse Drug reactions (ADR) have become better known to the scientists now than before. They form one of the main reasons for discontinuation of therapy on one hand and morbidity and mortality of the patient on the other hand. Various pioneer scientific agencies are actively pursuing this problem by gathering maximum possible information about ADR's so that they can be prevented and their incidences minimized.

We run '**Pharmacovigilance Center**' with three wings: an ADR Monitoring Center, a Therapeutic Drug Monitoring Center and third, a Drug Information Center.

The ADR monitoring Center effectively monitors ADR in the University and peripheral hospitals, and also acts as a co-ordination center for peripheral centers of Uttar Pradesh and Uttaranchal. Along with the launching of this ADR monitoring center, simultaneously a Therapeutic Drug Monitoring Center is also started. It procures one automated drug level measuring machine and starts monitoring the levels of common anti-epileptic drugs (phenytoin, valproate, carbamazepine, phenobarbital) and anti-depressant drugs. Monitoring of lithium and Na⁺, K⁺ and Cl⁻ ions concentration in plasma shall also be done.

The center also serves as Drug Information Center & compiles detailed information about commonly used drugs that are stored in a computer. It supplies this information to any practitioner who requires to know anything about a drug during the course of patient treatment, especially about ADR's induced by the drugs.

Objectives:

- (a) Monitoring of Adverse Drug Reactions (ADR's) in all possible hospitals, aided and un-aided, in Uttar Pradesh and Uttaranchal.
- (b) Monitoring of drug levels (TDM) of patients and generating data and looking for any possible relationship between drug levels in plasma and the incidence and severity of ADR's.
- (c) Providing computer based drug information to the practitioners to minimize the incidence and severity of ADR's.

- (d) Disseminating objective information to health care professionals & general public.
- (e) As & when more information on ADR's becomes available it will be distributed to the patients in the form of information leaflets containing detailed warnings.
- (f) The activities shall be extended to cover Primary & Secondary health care hospitals also.
- (g) To foster a culture of adverse drug event notification.
- (h) To engage more healthcare professionals in the drug monitoring & information dissemination process.

In addition, the data so obtained is also helpful in assessing patient compliance. Knowledge of therapeutic drug levels helps the physician in titrating individual drug doses for a patient, thus avoiding/minimizing those adverse reactions that are a direct consequence of patient variability in drug disposition. In addition, TDM assures the establishment and maintenance of optimal drug concentrations in the blood of the patient thus avoiding the instances of a protracted period of ineffective drug therapy. Clinical effects are more closely related to drug levels than to dose and therefore can be used as surrogates for both therapeutic and adverse effects.

At present, many small, isolated units are functioning in Uttar Pradesh/Uttaranchal at various medical colleges/hospitals for monitoring ADRs but there is absolute lack of any co-operation and coherence between these units. The main aim of these units/individuals is to gather the scientific data of their region and they do provide some insight into the problem of ADR. However, these isolated efforts by small units/individuals have failed to make any significant impact on this ever-increasing problem. The need of the hour is to establish a National Pharmacovigilance Center that shall co-ordinate the activities of many such small units situated at different places of the State and effectively filter out the relevant data of ADR from their inputs. The role of pharmacovigilance center should not be confined to gathering of scientific data only. It should also be an effective Institution to **educate and warn** the practitioners and patients of the problem and **provide them help** as and when it is requested.

Therapeutic monitoring of drugs, especially of drugs used in psychiatry, nephrology, oncology and neurology is important because of varied reasons:

1. Many disease conditions like epilepsy and psychiatric disorders become unstable and get precipitated very quickly if therapeutically effective levels of drugs are not maintained continuously. Under such conditions, under treatment, over zealous treatment and consequent ADR's are a necessary evil. That measurement of drug levels helps the practitioner in providing more effective treatment is un-doubtful. However, the cost factor has precluded its wider use. Providing reliable and cost-effective drug monitoring will reduce the incidence and severity of ADR's, will provide better control over the disease condition of the patient and will help scientists gather

information that will help decide if there exists a relationship between the intensity and incidence of ADR's.

2. Many drugs have a low therapeutic index so that it becomes difficult to calculate their therapeutic and toxic doses like digoxin and anti-cancer drugs. In such cases, appearance of toxicity used to be the factor to ascertain that therapeutic levels of the drugs have been received. With the advancement of science and availability of scientific methods, there is no justification to continue such hazardous guessing that is potentially harmful to the patient.
3. Many disease conditions necessitate regular monitoring of plasma levels of drugs like renal and hepatic failure. We shall ultimately start therapeutic monitoring of antibiotics, especially aminoglycosides, for such purposes.
2. **Cooperating partners:** The Medical University (King George's Medical University) shall provide space and working environment for the pharmacovigilance center. The Government of Uttar Pradesh has sanctioned a plan outlay of 4.65 crores for construction of a new three storied building and renovation of part of the existing building of the department that is lying vacant. The department is providing the land for the new three-storied building. Once completed, the center shall have the following facilities:
 - (a) An office for dealing with paper work of the patients coming for ADR monitoring or therapeutic drug monitoring,
 - (b) A ward having 12-15 beds with other accessories as necessary for overnight or longer duration of admission of the patients,
 - (c) Toilet facilities for the patients and staff,
 - (d) A laboratory for conducting the various tests,
 - (e) An auditorium and a conference hall for inter and intra departmental discussions,
 - (f) A computer room for generating a data base and storing of information collected by the peripheral units,
 - (g) Rooms for staff,
 - (h) A generator room.
 - * Mortuary, cold storage facility: Mortuary is present. Cold storage facility is under construction
 - * Does the teaching hospital display the services provided free of cost? : Yes
 - * What is the mechanism for effective redressal of complaints made by patients? The Public Relations Office situated within the campus is responsible for redressal of complaints by patients. The administration is informed of the complaints for effective redressal.
 - * Give four years statistics of inpatient and outpatient services provided.

	2011	2012	2013	2014
OPD	10,93,801	11,17,585	10,51,841	13,15,712
IPD	66,729	70,353	70,731	85,623

- * Does the hospital display charges levied for the paid services? Yes

- * 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.**
- * How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants? **Through the website and noticeboards**
- * How does the hospital ensure that proper informed consent is obtained? **IQAC and hospital administration department checks it from time to time**
- * Does the hospital have well-defined policies for prevention of hospital-acquired infections? **Yes.**
- * Does the hospital have good clinical practice guidelines and standard operating procedures? **Yes.**
- * Does the hospital have effective systems for disposal of bio-hazardous waste? **Yes.**
- * 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? **the safety measures are displayed in OPDs OTs and wards.**
- * How are the Casualty services/Accident and Emergency Services organized and effectively managed? **Trauma centre in charge**
- * Whether the hospital provides patient friendly help-desks at various places. **PRO**
- * Does the hospital have medical insurance help desk? **Not yet**
- * What are the other measures taken to make the hospital patient friendly? **Ambulances, infrastructure, human resource, good staff**
- * How does the hospital achieve continuous quality improvement in patient care and safety? **Bringing evidence based into practice**
- * What are the measures available for collecting feedback information from patients and for remedial actions based on such information? **Patient feedback**
- * How does the institution ensure uniformity in treatment administered by the therapists? **SOP s developed**
- * Does the institution conduct any orientation training program for AYUSH-based para-medical staff? **sometimes**

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

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?

The composition of the advisory committee is as follows:

1	Prof. Ravi Kant	Hon'ble Vice Chancellor	+91 522 2258292
2	Prof.Mastan Singh	Dean, (Medical)	+91 522 404515 1
3	Prof. A.P. Tikku	Dean, (Dental)	+91 522 2254555
4	Mr.Yogesh Kumar Shukla	Registrar	+91 522 2258365
5	Mr.Mukul Agarwal	Finance Officer	+91 522 2257545
6	Prof. S.C. Tiwari	Chief Medical Superintendent	+91 522 2257450
7	Prof.MadhuMatiGoel	Advisor Library	+91 9415010742
8	Prof.ApulGoel	Member Secretary &Hony. Librarian, Prof. Dept. Of Urology	+91 983918 1465
9	Dr. Haider Abbas	Professor, Department of Anaesthesiology	+91 983912 0402
10	Dr. Rakesh Kumar Diwan	Assistant Professor, Department of Anatomy	+91 941131 4447
11	Dr. Shivani Pandey	Assistant Professor, Department of Bio-Chemistry	+91 941501 5122
12	Dr. S.K. Dwivedi	Professor, Department of Cardiology	+91 993503 7620
13	Dr. Vinay Kumar Gupta	Assistant Professor, Department of Community Dentistry	+91 8604638379
14	Dr. ReemaKumari	Associate Professor, Department of Community Medicine	+91 979360 4236
15	Dr. Swastika Suvirya	Assistant Professor, Department of Dermatology	+91 991899 1945
16	Dr. Veerendra Verma	Professor, Department of E.N.T	+91 522

			236863 8
17	Dr. Mousami Singh	Assistant Professor, Department of Forensic Medicine	+91 930785 1218
18	Dr. Shailendra Mohan Tripathi	Assistant Professor, Department of Geriatric Mental Health	+91 941553 1178
19	Dr. Vishal Gupta	Associate Professor, Department of Gastro Surgery	+91 885310 0915
20	Dr. Manmeet Singh	Assistant Professor, Department of Human Organ Transplantation	+91 979295 7585
21	Dr. Abhishek Singh	Assistant Professor, Department of Medicine	+91 522 245991 5
22	Dr. Jyotsna Agarwal	Professor, Department of Microbiology	+91 941502 5630
23	Dr. Chhitiz Srivastava	Associate Professor, Department of Neuro-Surgery	+91 933525 7029
24	Dr. Amita Pandey	Associate Professor, Department of Obst. & Gynaecology	+91 522 225774 2
25	Dr. Ramesh Bharti	Assistant Professor, Department of Operative Dentistry	+91 993572 4723
26	Dr. Siddharth Agarwal	Assistant Professor, Department of Ophthalmology	+91 933681 5667
27	Dr. Divya Mehrotra	Professor, Department of Oral & Max. Surgery	+91 522 225801 0
28	Dr. Shalini Gupta	Associate Professor, Department of Oral Dental Pathology	+91 860461 7335
29	Dr. Vandana Singh	Lecturer, Department of Oral Medicine & Radiology	+91 919805 5792
30	Dr. Amit Nagar	Professor, Department of Orthodontics	+91 941521 0173
31	Dr. Kumar Shantanu	Assistant Professor, Department of Orthopaedic	+91 522 220061

		Surgery	8
32	Dr. Shalini Awasthi	Assistant Professor, Department of Paediatrics	+91 923523 7435
33	Dr. Preeti Agarwal	Assistant Professor, Department of Pathology	+91 809050 0492
34	Dr. Richa Khanna	Assistant Professor, Department of Pedodontics	+91 993603 8511
35	Dr. Pavitra Kumar Rashtogi	Assistant Professor, Department of Periodontics	+91 941511 9746
36	Dr. Sarvesh Singh	Assistant Professor, Department of Pharmacology	+91 930540 7886
37	Dr. Dileep Kumar	Assistant Professor, Department of Physcial Med. & Rehabilitation	+91 522 261109 1
38	Dr. Sandeep Bhattacharya	Professor, Department of Physiology	+91 522 263801 8
39	Dr. Divya Narayan Upadhyay	Assistant Professor, Department of Plastic Surgery	+91 933525 2998
40	Dr. Pooran Chand	Associate Professor, Department of Prosthodontics	+91 941517 3419
41	Dr. Eesha Sharma	Lecturer, Department of Psychiatry	+91 522 226541 6
42	Dr. S.K. Verma	Professor, Department of Pulmonary Medicine	+91 522 225516 7
43	Dr. Pallavi Aga Mandhani	Assistant Professor, Department of Radio Diagnosis	+91 522 323386 1
44	Dr. Kirti Srivastava	Professor, Department of Radiotherapy	+91 933592 0571
45	Dr. Urmila Dhakad	Assistant Professor, Department of Rheumatology	+91 969634 9671
46	Dr. Samir Mishra	Assistant Professor, Department of Surgery (General)	+91 983903 6117

47	Dr. Vijay Kumar	Assistant Professor, Department of Surgical Oncology	+91 522 241993 7
48	Dr. VijayantDevenraj	Assistant Professor, Department of Thoracic & Cardio Vascular Surgery	+91 919800 6000
49	Dr. Tulika Chandra	Associate Professor & Head, Department of Transfusion Medicine	+91 94157- 55536
50	Dr. Bhupendra Pal Singh	Associate Professor, Department of Urology	+91 947352 3164
51	Senior Residents Representative		
52	Junior Residents Representative		
53	Students Representative		
54	Representative from Institute of Nursing		
55	Representative from Institute of Paramedical Science		

The following initiatives have been taken to render the library user/student friendly:

1. There is an orientation program for fresh students (MBBS, BDS, MD, MS, DM, MCh, PhD) where the students are told about the facilities available and the use of online resources.
2. The students coming to the library are also told about the use of online resources.
3. The library timing is made student-friendly and remains open between 09:00 AM to 04:00 AM.
4. The titles available in the library can be accessed online using the University intranet.
5. The advisory committee has members from all the departments.

4.3.2 Provide details of the following:

Details about Central Library			
S.No.	Content of Library		Remark
1.	Total area of the library (in Sq. Mts)		4012.11 Sq. Mtrs.
2.	Total seating capacity		750 Seats
3.	Working hours	Working days	09:00 am to 04:00 am
		Holidays	10:00 am to 05:00 pm
		Before examination	09:00 am to 04:00 am
		During examination	09:00 am to 04:00 am
		During vacation	09:00 am to 04:00 am
4.	Layout of the library	Individual reading carrels	01, (Most library reading area does not carrel but is furnished with antique wooden tables and chairs)
		Lounge area for browsing and relaxed reading	01-area

		IT zone for accessing e-resources	02- area
5.	Clear and prominent display of floor plan		Yes
	Adequate sign boards		Yes
	Fire alarm		Yes
	Access to differently-abled users and mode of access to collection		On the software Basis
6.	List of library staff with their qualifications		List attached

Details of Library

- (ii) Covered area: **4012.11 sq.mts.**
 (iii) No. of books: **23390 (As per holding shown on kona Software)**
 (iv) No. of journals **921**
 National: **30**
 International: **891**

S.No.	Item	Services	Quantity	
1)	Central Facilities	Reading Room	For UG : Four Hall 400 Seats For PG : Four Hall 300 Seats For Faculty : One Hall 50 Seats	
		Reprography	Three Photocopier Machine	
		Internet	1 Gbps speed internet	
2)	Books	General	33986	
		e-books	1183	
3)	Journals	National	Print	28
			Online	02
		International	Print	225
			Online	666
	CD's	725		
4)	Yes. Library resources are augmented every year with newer addition and titles.			
5)	Yes. Library operations based on KOHA (Library Management Software)			
6)	Yes. Library Advisory Committee is responsible for the effective functioning of the library.			
7)	Yes. Library collects feedback from users and incorporates the suggestions for its enhanced functioning.			
8)	<ul style="list-style-type: none"> Library is computerized and connected with campus LAN. Library has 1Gbps speed INTERNET connection. Library has 36 PC's connected with the INTERNET. Wi Fi enabled Library opening times: 9 AM- 10 PM. Reading facility out of routine library hours: 9 AM to 4 AM (Obtain list of books & journals duly signed by Dean) 			

List of Library Staff with their Qualification:

S.No.	Name	Designation	Qualification
1.	Sri Anand Kumar	A.O	B.A
2.	Sri AnoopKhare	Documentalist	B.Com, Computer Diploma, M.L.I.Sc.
3.	Sri P.K Awasthi	Cataloguer	B.Com, M.L.I.Sc

4.	Ms. Bharti Misra	Librarian (Dental Faculty)	B.A, M.A, M.L.I.Sc, Ph.D
5.	Sri Balvir Singh	Librarian	B.Sc., M.Lib.I.Sc, M.A, P.G.D.C.A
6.	Sri S.K Singh	Library Assistant	M.A, M.L.I.Sc, P.G.D.L.A.N
7.	Sri A.K Srivastava	A.V Technician (Central Photography Section)	Intermediate
8.	Sri S.K Pandey	Junior Assistant	Intermediate
9.	Sri Mahesh Chandra	Daftari-cum-Record Boy	Junior High school
10.	Sri V.K Sharma	Junior Assistant Library	Junior High school
11.	Sri Omkar	Daftari	Intermediate
12.	Sri Anoop Kumar	Junior Assistant Library	Intermediate
13.	Sri A.K Misra	Attendant	M.A, M.L.I.Sc
14.	Smt. Meena Pal	Janitor	Highschool
15.	Sri. Jagesar	Gardener	Intermediate
16.	Sri. Devi Prasad	Farrash	Junior Highschool
17.	Sri. AvinashKushwaha	Peon	Junior Highschool
18.	Sri. Guddu	Sweeper	Vth Passed

8/18/2015

Koha > Reports > Item Types

Reports on item types for branch = CL

Item type	count
Book Bank Collection	2680
Books	23390
Bound Volume	27230
Computer Files	1
Continuing Resources	22
Gifted Books	676
Mixed Materials	1
Nursing Book	19
Reference	2
Rental Section Book	1718
Thesis	3033
Visual Materials	651
TOTAL	59423

4.3.3 Give details of the library holdings:

Central Library Holdings				
S.No.	Content of Library			Qty.
1.	Print	Books		23390
		Back Volumes		27230
		Theses		3033
		Journals		253
2.	Average number of books added during the last three years			1051
3.	Non Print (Microfiche, AV)	Microfiche		NA
		AV	CD's/DVD's	651
			Projector	01
			TV's	01
			CCTV's	18
4.	Electronic (e-books, e-journals)	e-books	1183	
		e-journals	668	
5.	Special collections (e.g. text books, reference books, standards, patents)	Presently we are not differentiating our collection into these sub-groups.		
6.	Book bank			2680
7.	Question bank (MCQs)			160

Note: All above statistical data as per holding shown on KOHA-Library Management Software.

4.3.4 To what extent is ICT deployed in the library? Give details with regard to:

Information and Communication Technology in Central Library		
S.No.	Content of Library	Remark
1.	Library automation	Yes
2.	Total number of computers for general access	36
3.	Total Numbers of printers for general access	07

4.	Internet band width speed	1 Gbps
5.	Institutional repository	Yes
6.	Content management system for e-learning	Yes
7.	Participation in resource sharing networks/consortia (INFILIBNET)	In process with ERMED

4.3.5 Give details of specialized services provided by the library with regard to:

Specialized Service in Central Library		
S.No.	Content of Library	Remark
1.	Manuscripts	NA
2.	Reference	Yes
3.	Reprography/ scanning	Yes
4.	Inter-library Loan Service	Yes
5.	Information Deployment and Notification	Yes
6.	OPACS	Yes
7.	Internet Access	Yes
8.	Downloads	Yes
9.	Printouts	Yes
10.	Reading list/Bibliography compilation	Yes
11.	In-house /remote access to e-resource	Yes
12.	User Orientation	Yes
13.	Assistance in searching Databases	Yes
14.	INFLIBNET/HELINET	NA

4.3.6 Detail of the annual Central Library budget and the amount spent for purchasing new books and journals.

The annual budget for the financial year (2014- 2015) was sanctioned to the extent of Rupees **5,00,00,000** out of which a sum of Rupees **4,48,51,832** was spent for purchasing 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 library employs multiple strategies to collect feedback from its users. They are as follows:

1. The library invites list of books and journals from various departments (usually through the head of department or the library committee member). All the purchases are made based on these lists.
2. The library encourages students to provide lists of books and journals that they wish to read.
3. There is an option to give feedback in the KOHA software. The faculty/residents/students can use this software to give feedback.
4. There is a "Suggestion/Complaint Box" within the library premises.
5. There is a "Suggestion Register" within the library premises for the students to suggest books/journals.
6. There is also direct communication with the users. All the users are encouraged to directly contact the Honorary Librarian/ Deputy Librarian regarding any suggestion or feedback.

4.3.8 List the efforts made towards the infrastructural development of the library in the last five years.

Infrastructural Development of the library in the last five Years are as follows:

Year	Infrastructural Development
2011-2012	18-C.C.T.V Camera. 02- RFID Staff Station Desktop Reader. 02-RFID Handheld Reader. 01- RFID Entry/Exit Gate System. 01-RFID Middleware Application Software. 60000-RFID Tags for Books.
2012-2013	01-Vacuum Cleaner. All floor connected with Lift.
2013-2014	2-Xerox Machine. 09-U.P.S 01- Cannon Color Printer. 125-Arm Less Chair. 05-Filing Cabinet. 2-Sofa (Executive Leather). 25- Computer Table with Chair. 6-Big Reading Tables.
2014-2015	Renovated Second Floor which has a Lobby, Reading Room for Journals &Magazine Floor commissioned. Fire hydrant system to connect each floor. 06-Fire Extinguishers. 01-Vacuum Cleaner. 25-Anti-Virus for Desktop Computer.
2015-2016	100000-RFID Tags for Books. 04-RFID Staff Station Desktop Reader. 01-RFID Entry/Exit Gate System.

4.4 IT Infrastructure

- 4.4.1 Does the institution have a comprehensive IT policy with regard to:
- * IT Service Managementyes
 - * Information Securityyes
 - * Network Securityyes
 - * Risk Management yes

- * Software Asset Management *yes*
 - * Open Source Resources *yes*
 - * Green Computing *yes*
- 4.4.2 How does the institution maintain and update the following services?
- * Hospital Management Information System (HMIS) *HMIS software has been custom built for institute by a third party firm which also maintains the services, EMR are recorded in the HMIS. PACS is not yet implemented but is part of the above mentioned HMIS and shall soon be integrated*
 - * Electronic Medical Records System (EMR) *present as central patient monitoring system (CPMS)*
 - * Digital diagnostic and imaging systems including PACS *We have, in our University, **Vendor Neutral Archive (VNA)** as a medical imaging technology in which images and documents (and potentially any file of clinical relevance) are stored (archived) in a standard format with a standard interface, such that they can be accessed in a vendor-neutral manner by other systems. This terminology is used as distinct from a traditional Picture Archiving and Communications Systems (PACS).*
- 4.4.3 Give details of the institution's computing facilities i.e., hardware and software.
- * Number of systems with individual configurations : *Institute has around over 1500 desktop and PC including those purchased by individual departments through different financial resources. These systems are all Windows based and configurations ranging from atom to i5 processor.*
 - * Computer-student ratio *1:5*
 - * Dedicated computing facilities *yes*
 - * LAN facility *yes*
 - * Wi-Fi facility *yes*
 - * Proprietary software *yes*
 - * Number of nodes/ computers with internet facility *around 2000*
 - * Any other (specify)
- 4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities? *Institute hosts state of art datacenter with 8 blade servers, 2 telemedicine servers on 10Gbps fiberoptic backbone and catering to around 2000 nodes in campus besides 50 Wifi hot zones. The vision is to run IP telephony and IP-CCTV and telemedicine on this infrastructure thus creating a smart digital campus.*
- 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. *Online teaching resources lectures etc are available to students on the University Website E-learning portal Library provides Online access to thousands of International Journals besides providing licensed connectivity*

- 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?
 University has institutional membership to various learning portals like uptodate.com; clinicalkeys.com; bmj.com and others
 There are lot of teaching learning resources available there digitally. Digital laboratory is also available through this. Blueprinting of the curriculum is prepared and module wise teaching is undertaken, with learning objectives clearly defined.
 University has adopted MCQ & OSCE to evaluate students in formative and summative assessments.
- 4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?
 All teachers are provided high bandwidth unlimited internet connectivity through PC besides having Wifi connectivity on their laptop and mobiles
 They also have access to teaching learning resources provided digitally
- 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?
 All lecture theatres are digitally enabled with smart boards, projectors, computer/laptop, audio-visual systems. Some halls have been made high capacity smart classrooms with IP camera enabled telemedicine equipment and are capable of live classroom transmission to other
- 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?
 All faculty undergo training for computer assisted learning methods
 The IT team has people who help them incase needed
- 4.4.10 Does the institution have annual maintenance contract for the computers and its accessories? **yes**
- 4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of? **Yes. There is a NKN line of 100mbps and NMEICT line of 1Gbps for unlimited internet connectivity**
- 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?**University policies for availing online resources are those on authenticated peer reviewed sites like Cochrane reviews and Pubmed. Besides institute has purchased access to various other sites like uptodate and clinical keys for additional knowledge. Wikipedia and other resources may be accessed. University is presently meeting the expenses from internal resources only.**
- 4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.
 2012: Rs. 39,74,413/-
 2013: Rs. 37,13,793/-

2014: Rs. 61,97,558/-
2015: Rs. 1,25,00,000/-

- 4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?
Teaching learning resources created by Faculty are available open for public on our website www.kgmu.org
- 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. **Yes, there are Faculty members as In-charge of different buildings, classrooms and labs.**
- 4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.
Nirman nigram and electrical department
Bioequipment maintenance cell
Hospital administration
Infection Control
Environment cell
Esthetic committee
- 4.5.3 Has the institution insured its equipments and buildings? **Not yet**
Any other information regarding Infrastructure and Learning Resources which the institution would like to include.

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?
Yes, Dean, Students' welfare is responsible for providing a support system and mentor framework to the students. The Dean, Students welfare is supported by other team members- Vice Dean, and Assistant Deans, Student welfare to fulfill this task. Besides there is special 'Committee to assist students' comprising of eminent Faculty members of the University. Annexure 20
- 5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?
The alternative provisions for academic mentoring, besides classroom teaching are: individualized interaction with students, small group teachings that help in identifying pace of individual learners, availability of teachers for student guidance in clinics and wards. Also, the senior students provide a channel of support to the new students in day to day professional and personal issues.
- 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.
The University organizes workshops/seminars for soft skills development. The ATCOM module for students is also an initiative in

- this direction. Besides, there is special “Committee to assist students” comprising of eminent Faculty members of the University.
- 5.1.4 Does the institution have facilities for psycho social counseling for students?
The Students’s Welfare Committee is responsible for the psychosocial counseling of students. The mentor-mentee system established by the Dean, Students’s Welfare helps in serving the purpose. The special “Committee to assist students” helps in solving problems of students. Besides, individual counseling by the facilitators to the students is provided as needs arise. Annexure 20
- 5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?
Students are provided with the on-campus facility of bank (Allahabad Bank -02 branches), for routine financial transactions and loan facilities for educational programs as required.
- 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**
- 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)
- 5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?
- 5.1.9 Does the institution have an **International Student Cell** to attract foreign students and cater to their needs?
- 5.1.10 What types of support services are available for Hostel, mess facility, Guest house accommodation facilities, and all other infrastructural facilities of standard needs are available to the Overseas students.
- * physically challenged / differently-abled students : All necessary infrastructural changes have been made in different parts of the campus including OPDs, Wards, classrooms, washrooms, etc. for the physically disabled students.
 - * SC/ST, OBC and economically weaker sections : Fee waivers and free books facilities are provided to the students from SC/ST, OBC and economically weaker sections of the society.
 - * students participating in various competitions/conferences in India and abroad: Travel aid is provided to the students participating and representing the University in different competitions/conferences in India and abroad
 - * healthcentre, health insurance etc. : Free healthcare services are provided to students of the university, employees and Faculty. Also, most of the healthcare services are free for the dependents of employees and Faculty, as indicated in their Healthbooks.
 - * skill development (spoken English, computer literacy, etc.) : English language course is available to the students.
 - * performance enhancement for slow learners.: The ADOPTS programme initiated by the University helps in performance

- enhancement of slow learners.
 - * exposure of students to other institutions of higher learning/ corporates/business houses, etc. Yes, MOU with different Institutions worldwide for student exchange.
 - * publication of student magazines, newsletters. [Georgean Hope](#)
- 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, it is under development](#)
- 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
 - * any other (specify)

[An Atheletic Association is established within the University to plan and organize sports/atheletic activities. This association is responsible for selecting/guiding students participating in sports /extra curricular activities. Travel grants are given to the participants. Sports dresses \(T shirts etc.\) are provided to the participants. Annexure 20](#)
- 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? [No](#)
- 5.1.14 How does the institution provide an enriched academic ambience for advanced learners? [The advanced learners in all the running educational programs, showing excellence in academics are acknowledged by awards/certificates every year, worthy of their efforts.](#)
- 5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures? [No](#)
- 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). [NA](#)
- 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? [Yes. There is a registered alumni association in the University. Yes Annexure 20](#)
- 5.1.18 List a few prominent alumni of the institution. [Annexure 8](#)
- 5.1.19 In what ways does the institution respond to alumni requirements? [Alumni meet is held every year and their suggestions and requirements are obtained and implemented.](#)
- 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, there is s students' redressal cell to monitor and respond to Students' grievances lodged into the portal of UGC. The Nodal officer of this cell reports to Dean Student welfare, KGMU. Annexure 20](#)

- 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
 A women cell is constituted to promote a gender sensitive environment in the University. Also, activities specially for female students like cultural, art, sports etc. are organized. Annexure 20
- 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, an anti-ragging committee comprising of members from the Proctorial board of the University exists. Annexure 20
- 5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its 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. Women are encouraged to participate in all sports and cultural activities. List attached.
- 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?yes
- 5.1.26 Does the institution have immunization policy for its students and staff? yes
- 5.1.27 Does the institution give thrust on students growth in terms of:
- * Physical development,
 - * Emotional control
 - * Social dimension and
 - * Spiritual growth.
- Yes, Sports activities, gym facilities, regular sports athletics competitions encourage physical development of the students. Value added programs like Yoga, meditation, help in spiritual growth and emotional control. Patient interactions, Professionalism, ethics, inculcate the development of social dimension in their personality.
- 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.
 Following is the program wise strength of students under different programs in the University.

Sl. No.	Name of course	Number of student		Number of student	Number of student
		Sanctions seats	Admitted Student in 2015	Admitted Student in 2014	Admitted Student in 2013
01	MBBS	250	250	250	250
02	BDS	70	50*	70	70
03	B.Sc. Nursing	100	100	-	-
04	M.Sc. Nursing	10	10	-	-
05	Nursing Diploma	80	-	80	-
06	M.Phil Clinical Psychology	04	04	04	04
	B.Sc.Radiotherapy	04	04	04	04
06	MD(Anatomy)	07	07	07	07
07	MD(Forensic Medicine)	01	01	01	01
08	MD(General Medicine)	15	15	15	15
09	MS(General Surgery)	15	15	15	15
10	MD(Microbiology)	06	06	06	06
11	MD(Obst.& Gynae)	11	11	11	11
12	MS(Ophthalmology)	08	08	08	08
13	MS(Orthopaedics)	06	06	06	06
14	MD(Preventive & Social Medicine)	07	07	07	07
15	MD(Paediatrics)	09	09	09	09
16	MD(Pathology)	14	14	14	14
17	MD(Pharmacology)	04	04	04	04
18	MD(Physiology)	04	04	04	04
19	MD(Physical Med. & Rehabilitation)	02	02	02	02
20	MD(Psychiatry)	06	06	06	06
21	MD(Radiodiagnosis)	03	03	03	03
22	MD(Radiotherapy)	06	06	06	06
23	MD(Tuberculosis & Resp. Diseases)	05	05	05	05
24	MD(Anaesthesiology)	21	21	21	21
25	MS(ENT)	05	05	05	05
26	Diploma in Child Health	10	10	10	10
27	Dip.in Gynae & Obst.	09	09	09	09
28	Dip.in Medical Radiodiagnosis	01	01	01	01
29	Dip in Orthopaedics	06	06	06	06

MDS					
01	MDS (CONSERVATIVE and ENDODONTICS)	4	4	4	4
02	MDS (ORTHODONTICS & DENTOFACIAL ORTHOPAEDICS)	4	4	4	4
03	MDS (PEDODONTICS & PREVENTIVE DENISTRY)	4	4	4	4
04	MDS (PROSTHODONTICS & CROWN BRIDGE)	4	4	4	4
05	MDS (ORAL & MAXILLOFACIAL SURGERY)	4	4	4	4
06	MDS(PERIODONTOLOGY)	04	04	04	04
07	MDS(ORAL MEDICINE & RADIOLOGY)	03	03	03	03
	Total	27	27	27	27

DM/MCh

Sl. No.	Name of course	Number of student		Number of student	Number of student
		Sanctions seats	Admitted Student in 2015	Admitted Student in 2014	Admitted Student in 2013
01	DM(Cardiology)	08	08	08	08
02	DM(Neurology)	04	04	04	04
03	DM(Geriatric Mental Health)	01	01	01	01
04	M.Ch(Plastic Surgery)	04	04	04	04
05	M.Ch(Paediatrics Surgery)	02	02	02	02
06	M.Ch(Neurosurgery)	04	04	04	04
07	M.Ch(Urology)	06	06	06	06
08	M.Ch(CTVS)	02	02	02	02
09	M.Ch(Surgical Oncology)	03	03	03	03
10	DM(Rheumatology)	02	02	02	02
11	M.Ch(Surgical Gastroenterology)	02	02	02	02
Total Seats		38	38	38	38

- 5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.? **07**
- 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.
[A total of 91 PhD thesis have been awarded in the academic years 2010-14. Out of all the enrolled students for PhD, 02 students had to resubmit their dissertation after rewriting.](#)
- 5.2.4 What is the percentage of graduates under AYUSH program employed in the following? **None**
- * AYUSH departments/Hospitals,
 - * Multinational companies,
 - * Health clubs,
 - * Spas,
 - * Yoga wellness centers,
 - * Yoga studios,
 - * Health clubs,
 - * Own Yoga cubes/studios?
- 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. [Attached as events](#)
- 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.
[2011- Sardar Patel debate in physiology](#)
[Halim debate in anatomy](#)
[Picnic day for 1st years in November](#)

Annual sports in November
 Rhapsody in December
 Physiology day in February which includes saraswatipooja
 2012- Annual sports in November
 Rhapsody in December
 Georgian cricket league in April
 2013-annual sports in November
 Rhapsody in December
 Georgian cricket league in April
 2014-Annual sports in November
 Rhapsody in December
 Georgian cricket league in April
 Kabaddi championship in d moth of April
 Projector screens for watching football world cup in July
 2015-Georgian cricket league in April
 Apart from this farewell to the final year batch being
 organised by the students themselves....

- 5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?
 Travel aid is provided to the students participating and representing the University in different national / regional levels sports and cultural events. Annexure 21
- 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. [Georgian Hope](#)
- 5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.
- 5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities. [Administrative: Internal Quality Assurance Cell, Alumni Cell. Academic: Library Committee. Annexure 20](#)

Any other information regarding Student Support and Progression which the institution would like to include.

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 an outstanding University of Medical Excellence in the world in education, research and patient care.

Mission:

- * To become one of the world's best providers of high quality teaching and excellence in education,
- * Generate outstanding leaders in health sciences,
- * Promote multi-disciplinary scientific biomedical research,
- * Provide compassionate, patient-centered care of the highest quality

- 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.? **yes**
- 6.1.3 How is the leadership involved in
- * developing E-Governance strategies for the institution? **Faculty members of KGMU contribute in policy making at various local and national levels.**
 - * ensuring the organization's management system development, implementation and continuous improvement? **Faculty members of our University, as leaders take charge of various management system development, implementation and continuous improvement.**
 - * interacting with its stakeholders? **Public lectures are organized from time to time in the University for these interactions with the public. Students feedback is obtained for curriculum, teaching learning methods and faculty members.**
 - * reinforcing a culture of excellence? **KGMU in itself is a centre of excellence, which showcases in the confidence level, behavior and attitude of all faculty members**
 - * identifying organizational needs and striving to fulfill them? **Needs are identified and assessed from time to time , and methods are designed and implemented to fulfill them.**
- 6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons. **No**
- 6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly? **Yes**
- 6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management. **Yes, various committees have been constituted to manage different aspects of administration.**
- 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. **University serves as role model to its affiliated 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? **No**
- 6.1.9 How does the institution groom leadership at various levels? Give details. **By getting administration decentralization.**
- 6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to
- * Information Technology, **Yes**
 - * National Knowledge Network (NKN), **Yes**
 - * Data Bank, **Yes**
 - * Other open access resources along with effective intranet facilities with unrestricted access to learners. **Yes**
- If yes, give details. **Collab DDS, CPMS, WiFi enabled campus, e journals**

- 6.1.11 How are the following values reflected in the functioning of the institution?
- * Contributing to National development **yes, our graduates serve all over India**
 - * Fostering global competencies among students **yes, encouraging them to present their work at national and international platforms**
 - * Inculcating a sound value system among students **yes, soft skills like professionalism, interpersonal relations, ethics, patient safety are inculcated through curricular and co-curricular activities**
 - * Promoting use of technology **yes, going paperless**
 - * Quest for excellence **yes, by serving as role models.**
- 6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details. **No**
- 6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.? **Attached as Annexure 22**
- 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
- All these are considered in development of University policies**
- 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. **Clinical audit**
 - * How often are these review meetings held with the administrative staff? **Every week**
- 6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details. **Yes, minutes attached.**
- 6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed? **IQAC does it. Designed by Vice Chancellor, driven by Dean QP, deployed and reviewed by the committee. Annexure**
- 6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability? **Yes independently, but not autonomously. All head of the department are accountable for their individual department.**

- 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? [Annexure 23](#)
- 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? [Grievance Cell ,Annexure 20](#)
- 6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response? [Yes, with a positive response.](#)
- 6.2.9 Does the institution conduct performance audit of the various departments?[Yes through clinical audits.](#)
- 6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions? [Meetings with affiliated / 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](#)
- 6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises? [IQAC monitors and then discusses them in meetings.](#)
- 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 faculty development program have been conducted. Faculty members are now well versed with teaching learning methodologies, assessment and research designing.](#)
- 6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions. [feedbacks](#)
- 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. [Fund for SC/ST students, healthcare to non teaching and teaching staff.](#)
- 6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty? [Good salary, good incentives, encouraging atmosphere.](#)
- 6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings. [Of students and faculty](#)
- 6.3.6 Does the institution conduct any gender sensitization programs for its faculty? [No](#)
- 6.3.7 How does the institution train its support staff in better communication skills with patients? [Faculty members train their staff.](#)
- 6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments? [yes](#)
- 6.3.9 Do faculty members mentor junior faculty and students? [yes](#)
- 6.3.10 Does the institution offer incentives for faculty empowerment? [yes](#)

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? **Finance officer facilitates and monitor financial resources.**
- 6.4.2 Does the institution have a mechanism for internal and external audit? Give details. **CA does the internal audit and external audit is by Accounts general, UP Allahabad.**
- 6.4.3 Are the institution's accounts audited regularly? Have there been any audit objections, if so, how were they addressed? **yes**
- 6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years. **Annexure 24**
- 6.4.5 Narrate the efforts taken by the institution for resource mobilization. **Corporate Social Relation, Alumni association, public private partnership for various facilities.**
- 6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details. **yes**
- 6.4.7 What are the free / subsidized services provided to the patients in the hospital? **Rate list, free for BPL card holders**
- 6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details. **Halwasia centre, Lari cardiology etc**
- 6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution? **yes**
- ## **6.5 Internal Quality Assurance System**
- 6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details. **Yes**
- 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? **New assessment methods have been implemented.**
- 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? **Medical education department and curriculum committee.**
- 6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes? **Policies & Procedures designed.**
- 6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation? **Most**
- 6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members. **Yes, made suggestions for improvement.**
- 6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society? **yes**
- 6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details. **yes**
- 6.5.9 Has the institution or hospital been accredited by any other national / international body? **NO**
- 6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims? **In process**

Any other information regarding Governance, Leadership and Management which the institution would like to include.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the institution conduct a Green Audit of its campus? **Yes**

7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?

*Energy conservation -: Energy Audit done by PCRA (Petroleum Conservation Research Association), report tabled. Recommendations are being implemented

* Use of renewable energy - proposals for Solar energy being considered.

* Water harvesting - Exists in all new buildings(Trauma Centre. Kalam Centre. Centenary Hospital etc).

* Solar panels - Proposal sent to govt through UPNEDA, Roof top panels for generating electricity and solar steam cooking proposals already sanctioned.

* Efforts for carbon neutrality -

- Waste being properly segregated so as to minimize incinerable waste.

- No leaves / waste of any sort being burnt in the campus.

- Vermicom post being produced by fallen leaves, kitchen waste.

- Cycle rickshaw trolleys being used to transport waste, no fossil fuel burnt.

- * Plantation - Botanical or Medicinal significance - Both being augmented.

- * Bio-hazardous waste management - already established, institution has been declared as Role Model amongst South Asian countries, by UNDP/GEF for Bio Medical Waste management.

- * E-waste management - Started at University Environment Cell.

- * Effluent treatment and recycling plant - treating infectious aspirates by 10% hyposolution before discharging into the drain. establishing ETP under consideration.

- * Recognition / certification for environment friendliness - Yes, Declared as Role Model amongst South Asian countries by UNDP/GEF .

- * Any other - campus being made mercury free gradually.

7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?

Infection Control Policy / Committee formed.

Hand Hygiene/ Spill management Workshops.

Radiation Safety Officer present and responsible for radiation safety.

7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.? **under process**

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.

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.

Format for Presentation of Best Practices

1. Title of the Practice

This title should capture the keywords that describe the practice.

- A. Evening ward teaching & Assessment through MCQ & OSCE
- B. Faculty development programs & (Paperless) e administration

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

- A. Evening ward teaching & Assessment through MCQ & OSCE

Objectives:

- 1. Early clinical exposure: student sees what he/she is reading
 - 2. Broad coverage of curriculum and skill based assessment to evaluate the higher levels in each domain of competency.
- B. Faculty development programs & (Paperless) e administration

Objectives:

- 1. Training of trainers to implement competency based outcome in each educative program of the University.
- 2. To increase the efficiency of administration and prevent time lags

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

Challenges:

- 1. Variability of clinical exposure in the wards as different types of patients are available for ward teaching at different time frames. Hence, the students are exposed to the commonest of diseases, which would also be seen in their routine practice later.
- 2. MCQ quality should be such that it tests not only the recall knowledge but also application, comprehension, synthesis and critical evaluation and evidence based medical practice.
- 3. Designing and implementation of OSCE stations to assess the cognitive, psychomotor and effective domains
- 4. Sensitization, motivation and encouragement of faculty members to undertake training in the University or elsewhere.
- 5. Provide infrastructure and computer training to faculty members, staff and employees to inculcate use of technology and e skills.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

Evening ward teaching in all its clinical departments is a specialty unique to King George medical University. All students are allocated to small groups to have better interaction with the faculty. A problem based or disease based teaching is undertaken to orient the students with the complaints, clinical features, diagnostic tests, treatment plan and its

justification for the individual patient. This provides them with an early clinical exposure. Variability of clinical exposure in the wards as different types of patients are available for ward teaching at different time frames. Limitation is that a hundred percent of uniformity can not be achieved for all students in this clinical exposure in the wards. The students are just exposed to the common diseases, which would also be seen in their routine practice later, and they may even have a chance to observe the uncommon ones.

MCQs type of questions have been introduced for both summative and formative assessments in most of the undergraduate and postgraduate programs as a part of theory examination. The question bank is prepared, validated and maintained by the faculty members especially trained for the purpose. The validity, reliability, difficulty index, discrimination index and Kuder Richardson (KR20) ratio are calculated to evaluate the quality of the formulated MCQs. Limitation of MCQs is that preparation of MCQs is time consuming and we miss to observe the writing skills of the candidates.

OSCE is also introduced for both summative and formative assessments in most of the undergraduate and postgraduate programs as a part of clinical examination. The faculty members, especially the undergraduate and post graduate internal examiners are trained for designing and implementation of OSCE. Limitation of OSCE is that we can only assess one aspect of the skill under consideration.

The university is computerized, has a central patient management and referral system, is WiFi enabled. All correspondence is encouraged in electronic media form. Medical education department and even Research cell is responsible for regularly organizing various faculty development programs to keep the faculty in pace with the advances in the field of medical education and research.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Target in evening ward teaching is to improve competency of our students. Student feedback and formative assessments provide evidence of improvement in their competency.

Target in assessment through MCQ is to check the knowledge of our students in the higher levels of cognitive domain. Every lecture is followed by some MCQs to reflect the subject taught and assess the understanding of the content. Student feedback and formative assessments provide evidence of improvement in their competency.

Target in assessment through OSCE is to improve competency of our students. Student feedback and formative assessments provide evidence of improvement in their competency.

Target in paperless administration is to improve the efficiency of the administrative processes. Secondly, it helps us to become environment friendly.

6. Problems Encountered and Resources Required

Identify the problems encountered and resources required to implement the practice (in about 150 words).

Resources encountered for Ward teaching, are availability of patients in the Ward with diverse diseases and symptoms. Faculty members and students have to be present in the evening as well.

Resources for MCQs is question bank and more incentive to our faculty members to prepare good quality MCQs.

Resources encountered for OSCE is large manpower in form of observers and organizers. More space is required to have multiple stations. Virtual or actual models and patients are required in the different stations.

Resources encountered for e governance and paperless administration is computers for all faculty members, employees, office staff, WiFi LAN etc.

Resources for Faculty development programs are dedicated expert Faculty for planning and execution, space allocation and electronic modes and media for interactive teaching learning. Financial aid is required to sustain travel and stay expenses of invited guest speakers from around the World.

7. Notes

Optional. Add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions (in about 150 words).

Any other information regarding Innovations and Best Practices which the institution would like to include.