

## EXECUTIVE SUMMARY

The King George's Medical University, Lucknow, UP, is known around the world for the quality of health professionals it contributes to the society. The present summary is an overview of the SWOC analysis for the overall University, functioning as a collaborated system of academics, patient care, research and social responsibility.

### **STRENGTH:**

King George Medical University is the 5<sup>th</sup> among all medical institutions in India by Outlook survey. It has produced more than 20,500 doctors, serving India and overseas, 02 Padma Vibhushan, 04 Padma Bhushan, 18 Padma Shri, Directors, Vice Chancellors of National Institutions of India & Physicians holding higher positions in countries like USA, UK.

**Research publications and awards:** Research is a major thrust area for our University. The faculty members of King George's Medical University have strived hard to excel in this field. They have publications in high impact peer reviewed journals like Lancet global health, New England Journal of Medicine, Neurology, European journal of Urology and many others with an impact factor as high as 55. The highest i10 index of the faculty is 98, highest h index = 34, and maximum number of citations received by articles of many faculty members is as high as 4000. Majority of the faculty members have an i10 index above 5 and h index also above 5. Publications of about 100 faculty members are published in journals with impact factor above 2. The faculty members have also contributed in receiving extramural research grants in different specialities. The highest extramural research grant obtained by many a faculty is even more than 5 crores. Number of extramural ongoing projects exceeds 250, funding agencies being Bill & Milinda Gates foundation, USA, UNICEF, DBT, ICMR, DST, DHR, UPCST. University encourages faculty members for filing patent. Several faculty members have received awards and recognition for eminence in teaching and research, leadership awards, best papers and posters at national & international conferences, fellowships and travel grants. The faculty members of the University are also contributing towards research by publishing journals of repute in different specialities: Clinical Epidemiology and Global Health, Journal of Oral Biology and Craniofacial Research, National Journal of Oral and Maxillofacial Surgery, Journal of Physiological Society, Journal of Anatomical Society. The Faculty is also contributing to different journals as members of Editorial Board and Reviewer Board.

**Curriculum Planning, Design and Development:** 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. The 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. 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

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. 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.

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**Academic flexibility:** Although our regulatory bodies do not allow academic flexibility, University has initiated choice based credit system competency programs, choices in department selection during rotatory internship and integrated programs like PhD along with residency program.

**Teaching learning process:** The objective of creating and nurturing high quality health professionals are met with by inculcating several reforms and innovations in the 'teaching learning process' integrated to the curriculum. We have initiated Integrated teaching, so that Indian medical graduates receive holistic training and can serve the society as per need. University has started early clinical exposure for undergraduates right from the 1st semester. 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. CBME (competency based

curriculum is being designed ) and soon is going to be implemented so that our UG and PGs are trained as per competencies to make them better professionals. A lot of innovations and modifications have started in our UG & PG assessment like MCQs , skill assessment by OSCE and miniCEX in some department as work place based assessment. Besides, most of the departments conduct monthly formative assessment for UG and PGs. Continuous Faculty Development programs are available like Evidence Based Medicine, Workplace based assessment, ATCOM Medical Education workshops for orientation of faculty members. E learning is being emphasized among students and faculty. The learning process is made more 'Student centric' than 'Teacher centric'. 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.

**Teacher quality:** Teacher quality is another important area receiving high priority attention, as it directly affects the quality of our graduates and post graduates. The Faculty is regularly exposed to Faculty development programmes both in campus and also off campus. The Department of Medical Education regularly conducts programs for academic development. The frequency is almost one event per month. The University ensures that qualified faculty are appointed for new programs. The diversity in selection of teachers is also taken care of. University has adopted and implemented certain policies for academically recharging of rejuvenation of teachers like : 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. and Encourages in service training. 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. The Faculty members get opportunities to visit National and International Institutes and gain new experiences in their professional fields so as to modify their approach to patient care, existing infrastructure, and administration policies.

**Evaluation process & reforms:** 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 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 finalised 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 ParikshaBhawan. 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.

**Extension Activities and Institutional Social Responsibility (ISR):** 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. 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 25<sup>th</sup> 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.

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. 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.

**Collaborations:** King George Medical University has collaborations with various national and International centres of repute.

**Library as a Learning Resource:** Good infrastructure, user/student friendly with online access to Science direct, BMJ, around 24,000 books, 1000 e books, 2700 as book bank, 250 journals in print and around 650 online.

**Best Practices:** : Evening ward teaching & assessment through MCQ & OSCE:, early clinical exposure:, broad coverage of curriculum and skill based assessment to evaluate the higher levels in each domain of competency, Faculty development programs like training of trainers to implement competency based outcome in each educative program of the University and to

increase the efficiency of administration and prevent time lags with (Paperless) e administration.

**WEAKNESSES:**

The various areas that still require improvement or are under developing stages and may be considered as less strong aspects of the University are as follows:

1. Hostels: With an increase in number of seats, the burden on hostel accommodation has increased. The administration has undertaken efforts to meet the demands in terms of facilities and infrastructure, and is therefore still under process.
2. Financial aid from Alumni: Receiving financial aid from Alumni is again less than expected, but is improving with time.
3. Information on student Progression: We have information of our postgraduate students settling in various reputed positions nationally and internationally, but data regarding student progression from undergraduates yet to be compiled. With the establishment of Alumni Cell in the University, the situation is improving with more and more alumni joining the Alumni society. So, this is an area which is developing and acquiring information nationally and globally with constant efforts.

**OPPORTUNITIES AND CHALLENGES:**

King George's Medical University is fortunate in being the first Government medical university in the State, Uttar Pradesh. Considering its reputation worldwide, and the requirements to meet patients' needs, the State Government provides ample support for infrastructure, facilities to improve teaching and patient care, research support etc.

Even with this support, the greatest challenge facing the University is creating a balance between all aspects of teaching, patient care and research with a fair distribution of resource utilisation in all areas and meeting out the required finances. Any area cannot be ignored in terms of advancements, technology, infrastructure, and resources.