



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KING GEORGE'S MEDICAL UNIVERSITY, LUCKNOW

SHAH MINA ROAD, CHOWK, LUCKNOW, U.P
226003

<https://www.kgmu.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2025

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

A Legacy of Excellence, Compassion, and Purpose

For over 110 illustrious years, King George's Medical University (KGMU) has epitomized unwavering dedication, intellectual brilliance, and humanitarian spirit in healthcare education and service. Spanning 145.1 acres in the City of Nawabs with a built-up area exceeding 558,000 sq.m., KGMU is a monument to academic distinction, clinical excellence, and research innovation.

Originally established as a college, it was elevated to a university in 2002, ushering in an era of autonomy and academic expansion. Guided by its enduring motto—Sincerity, Service, and Sacrifice—every initiative and act at KGMU reflects these core principles.

Home to one of India's largest tertiary-care hospitals, KGMU boasts over 3,800 beds, 60 departments, and four peripheral health centers, supported by 446 faculty, 559 Senior Residents, and 6,000+ staff. Its four thriving faculties—Medical, Dental, Nursing, and Paramedical—offer 115 academic programs and 14 undergraduate diplomas, nurturing over 4,000 scholars annually across 77 smart classrooms and cutting-edge research facilities.

KGMU's vision of global eminence is realized through ethically grounded, clinically proficient healthcare leaders. It has earned national acclaim, including recognition from the Hon'ble Prime Minister for pioneering teleconsultation via e-Sanjeevani, and global research prestige with several researchers ranked among the world's top 2% scientists.

With NAAC A+ accreditation, KGMU ranks among the top 5 dental and top 20 medical institutions (NIRF 2024) and has received the 15th and 16th FICCI Healthcare Excellence Awards. The College of Nursing is a designated Mentor Institution and State Midwifery Training Institute, rated 'A' by the Quality Council of Uttar Pradesh.

KGMU's illustrious alumni, including Padma Vibhushan, Padma Bhushan, Padma Shri, and Yash Bharti awardees, continue to shape national healthcare and policy. Recently, Prof. Soniya Nityanand received the Padma Shri, while alumnus Dr. Balram Bhargava, former ICMR Director General, led India's COVID-19 response.

Rooted in tradition and propelled by innovation, KGMU remains a beacon of hope, healing, and higher purpose—where sincerity meets service, and sacrifice transforms lives.

Vision

To emerge as a premier global institution, relentlessly striving toward newer frontiers of excellence in human health. We envision shaping the future of healthcare by delivering transformative, holistic education, fostering pioneering research, and providing exemplary patient care. Rooted in a rich centennial legacy, we aspire to lead with integrity, inclusivity, and innovation—honoring our indigenous

heritage while embracing global standards in a seamlessly integrated academic, clinical, and research environment.

Mission

King George's Medical University is committed to advancing its legacy as a premier center of excellence in medical education, research, and patient care. Our mission is driven by a deep sense of responsibility to the nation and a dedication to shaping the future of healthcare through innovation, inclusion, and integrity.

- To secure a place among the top five medical institutions in India, recognized nationally and globally for academic rigor, clinical excellence, and pathbreaking research.**
- To evolve as an Institute of National Importance, serving as a model for healthcare institutions across the country through visionary leadership and impactful contributions.**
- To foster sustainable growth in higher education, aligned with statutory and regulatory frameworks, while nurturing ethical values, critical thinking, and lifelong learning.**
- To strategically develop and maintain cutting-edge infrastructure, digital ecosystems, and resource-rich learning environments that empower students and faculty alike.**
- To continuously expand the frontiers of knowledge by investing in faculty development, interdisciplinary scholarship, and structured continuing medical education (CME) initiatives.**
- To make research a cornerstone of academic life, encouraging the active involvement of faculty, students, industry, and the community in solving real-world health challenges.**
- To cultivate meaningful, outcome-driven collaborations at the regional, national, and international levels, fostering exchange of ideas, best practices, and joint innovations.**
- To implement IT-enabled, data-driven systems that strengthen internal governance and promote transparent, efficient communication among all stakeholders.**

To uphold our national responsibility by actively contributing to the Rural Health Mission, bridging the urban-rural divide through community-based services, outreach programs, and inclusive healthcare delivery.

KGMU aspires not only to uphold its storied legacy but to chart bold new paths in academic excellence,

research innovation, and compassionate care, preparing future healthcare leaders to serve society with skill, empathy, and honor.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

King George's Medical University embodies a distinguished blend of academic, clinical, infrastructural, research, and administrative strengths that collectively define its stature as one of India's foremost medical institutions. Academically, the university follows a well-structured, dynamic curriculum that aligns seamlessly with evolving global healthcare needs—ranging from conventional clinical disciplines to emerging domains such as pandemic preparedness and app-based medicine. This academic robustness is supported by experienced faculty, trained in modern pedagogical tools and instructional technologies, along with an effective mentor-mentee system that ensures personalized academic and emotional support to students.

KGMU's excellence in teaching is complemented by a fully automated examination system and technology-integrated classrooms. Consistently achieving a final-year pass percentage exceeding 95%, the university demonstrates its commitment to academic rigour and outcome-based education. Students benefit from hands-on learning through high patient inflow, dedicated skill labs, and simulation training environments.

The research ecosystem at KGMU is equally commendable. The institution boasts a comprehensive Research Promotion Policy, a proactive Research Cell, and ethically governed research frameworks approved by national authorities. With over ₹100 crores mobilized in extramural and intramural research funding in the last five years, the university's focus on innovation is reinforced by premier facilities such as the DHR-MRU, CFAR, and Phase-I Clinical Trial Unit. Global partnerships with institutions like Cochrane UK and INTENT add further academic value.

On the governance front, KGMU practices a decentralized, participative model supported by transparent procurement mechanisms, GeM integration, and routine audits. It has mobilized over ₹5500 crores through a diversified funding portfolio including state support, corporate Social Responsibility contributions, and alumni endowments.

The university also excels in upholding social responsibility, demonstrated through its inclusive policies promoting gender equity, LGBTQ+ inclusion, sustainability initiatives like solar energy and biomedical waste management, and outreach through peripheral health centers. Its alumni, many of whom have received national honors, contribute actively as global healthcare leaders, academic pioneers, and policy influencers—continuing KGMU's legacy of service and excellence.

Institutional Weakness

Despite its prominent strengths, the university encounters certain critical areas that require strategic attention. The dependency on regulatory bodies like NMC and DCI for introducing flexible educational reforms, such as the credit-based system, limits curricular dynamism. Limited industry-academic partnerships restrict practical, industry-based learning opportunities for students. Although teaching infrastructure is robust, the absence of a university-wide structured policy for digital module creation across all programs impedes full digital transformation.

In research, although financial and infrastructural support is strong, there remains limited focus on technology transfer, startup incubation, and translating grants into impactful innovation outcomes. Undergraduate student engagement in high-end research facilities needs amplification. Accreditation of clinical laboratories and a sustainable, scalable Learning Management System (LMS) for academic delivery are areas yet to reach institutional maturity.

Governance processes still face challenges related to limited digital integration across all departments and inconsistent KPI tracking. Certain infrastructural challenges persist, particularly in retrospective digitization of hospital records, maintenance of century-old historic structures under ASI restrictions, and meeting exponentially growing Wi-Fi/IT needs. Tracking alumni progression, particularly on international platforms, and leveraging alumni strength systematically remains underdeveloped. Addressing these gaps strategically will further elevate KGMU's academic and institutional excellence.

Institutional Opportunity

KGMU stands at the threshold of exciting opportunities for institutional advancement. The adoption of the credit-based system for non-regulated courses, introduction of app-based teaching and assessment methods, and collaborations with technical and healthcare industries will open new learning pathways for students. Expanding partnerships with corporate and CSR sectors can further augment funding for cutting-edge research and infrastructural development.

Digitization initiatives like full-scale ERP integration, hospital record digitization, vertical expansion of greenery, biogas plant establishment, and enhanced use of excess solar energy can improve sustainability, operational efficiency, and environmental stewardship. The growing demand for interdisciplinary and translational research globally provides an opportunity for KGMU to emerge as a leader through multicentric clinical trials, global research networks, and innovation incubation centers.

Strengthening international collaborations for dual degrees, virtual classrooms, and faculty-student exchange programs will enrich global exposure. Leadership grooming programs for academic administrators, stakeholder-driven governance reforms, and expansion of wellness and career counseling centers can further institutionalize excellence. In an era of rapid technological and regulatory evolution, KGMU can leverage its core strengths to remain a preferred destination for students, researchers, and healthcare professionals worldwide.

Institutional Challenge

KGMU, like any premier public institution, faces a complex array of challenges in sustaining and scaling its excellence. Rapidly changing regulatory norms demand frequent recalibration of curricula, governance structures, and administrative processes, often with constrained autonomy due to state policy dependencies. Keeping pace with technological advancements requires substantial continuous investment in training, infrastructure, and IT support, stressing already limited budgets.

Faculty burnout due to multitasking in teaching, research, and administrative roles risks diluting academic productivity. Competition from flexible, well-funded private universities and international collaborations intensifies pressure to retain top talent. Sustainability of government and extramural funding sources, coupled

with regulatory delays in ethics approvals and grant clearances, could impact research momentum.

Retrospective digitization of patient and academic records, maintenance of heritage infrastructure under ASI regulations, and meeting the ICT demands of an expanding user base are persistent logistical challenges. Environmental sustainability goals, such as utilizing excess solar energy efficiently and expanding green cover within spatially restricted urban campuses, require innovative solutions. Moreover, the sheer patient volume challenges aspirations for a fully vehicle-free green campus. Despite these hurdles, strategic planning, agile governance, and stakeholder collaboration can transform these challenges into pathways for resilient growth.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

King George's Medical University offers 115 academic programs across disciplines such as medicine, dentistry, nursing, paramedical sciences, and health professions education. Each program adheres to the standards laid down by national regulatory bodies, including the National Medical Commission (NMC), Dental Council of India (DCI), and Indian Nursing Council (INC), and the UP State Medical Faculty ensuring that the curriculum remains relevant to evolving healthcare needs at local, national, regional, and global levels.

Academic offerings include MBBS, MD/MS, DM/MCh, PDCC, Fellowships (Medical Faculty), BDS, MDS (Dental Faculty), BSc and MSc Nursing (Nursing), Degree and Diploma programs under the Paramedical Faculty, along with PhD, MPhil in Psychology, and Masters in Health Professions Education (MHPE), and Masters in Hospital Administration. A hallmark of KGMU's curriculum is the integration of the Attitude, Ethics, and Communication (AETCOM) module, fostering the development of ethically grounded, empathetic, and communication-proficient healthcare professionals.

Over the past five years, KGMU has launched 54 new programs and revised over 70% of existing ones to align with emerging healthcare challenges, including maternal and child health, infectious and non-communicable diseases, and pandemic preparedness. Of the 454 total courses, 404 are interdisciplinary, promoting collaborative learning. Furthermore, 35 value-added courses enhance students' skills and competencies. Issues such as gender sensitivity, environmental sustainability, professional ethics, and human values are thoughtfully integrated throughout the curriculum to shape socially responsible professionals.

Field visits that emphasize community engagement form a core component of programs like Preventive Dentistry and Social & Preventive Medicine, as mandated by the DCI and NMC. These experiences cultivate practical skills and community-oriented mindsets.

KGMU's robust feedback mechanism ensures continual improvement. Structured feedback is collected from students, alumni, employers, faculty, and experts, analyzed, and acted upon transparently. Relevant documents and outcomes are publicly accessible via the university website, reflecting the institution's commitment to accountability and excellence in medical education.

Teaching-learning and Evaluation

King George's Medical University is a benchmark in medical education, underpinned by its dynamic teaching-learning and evaluation systems. With 100% seat occupancy across all reserved categories, KGMU's transparent and regulator-compliant admission process attracts a diverse cohort, including 24.1% of students from outside Uttar Pradesh and international students, fostering a multicultural learning environment.

The university boasts a competitive demand ratio of 93:1 and maintains a favourable student-to-faculty ratio of 7:1, enabling personalized academic mentorship. Proactive academic support mechanisms include early intervention strategies, offering remedial and improvement classes for slow learners, while advanced learners are motivated to engage in intramural and extramural research, fostering a culture of inquiry and innovation.

KGMU emphasizes experiential learning through its Clinical Skills Laboratory, equipped with over 100 basic clinical skill training models and structured simulation-based programs. The integration of ICT tools across lecture halls and departments enhances interactive learning, ensuring students gain a comprehensive understanding of both theoretical and practical aspects.

Faculty excellence is a key pillar, with 95.34% of sanctioned positions filled by experienced educators, averaging 12.42 years of teaching experience. Over half of the faculty are qualified PhD guides, and all have been trained in e-content and e-course development. Recognition of faculty achievements is notable, with more than 10 % receiving state, national, or international awards for teaching excellence.

The student-centric evaluation system is marked by efficiency and transparency, with results declared within an average of 13.6 days and a minimal grievance rate of 1.27%. Robust evaluation practices, including double or multiple valuations and provisions for retotalling and revaluation, uphold academic integrity. The fully automated Examination Management System (EMS) streamlines processes from registration to result declaration.

With a final year pass percentage consistently improving, currently at 97.91%, KGMU's teaching-learning and evaluation ecosystem reflects its commitment to academic excellence and student success.

Research, Innovations and Extension

King George's Medical University established its Research Cell in 1979 to promote high-quality, ethical research across disciplines. Upgraded to a Deanery in 2021, the Cell oversees research development, regulatory compliance, and academic innovation. KGMU is equipped with premier facilities, including the Central Research Laboratory (2013), Clinical Trial Centre (2021), DHR Lab (2018), and Animal House (2002). It complies with ICMR and GCP standards and is approved by CDSCO and DHR.

The university's Institutional Ethics Committee (IEC), comprising 15 internal and external experts, reviewed 930 new research proposals and 20 clinical trial modifications in 2023–24. These included internationally sponsored research, PG/PhD theses, intramural projects, and clinical trials. Extramural funding across 1,200 projects has reached ₹104.66 crores, with major contributors such as ICMR, DBT, DST, DHR, WHO, UNICEF, Bill & Melinda Gates Foundation, and leading pharmaceutical companies.

Annual extramural research grants ranged from ₹19 to 22 crores over the last five years. Additionally, the intramural funding scheme supports faculty and students with grants of up to ₹5,00,000, ₹1,50,000, and ₹50,000, respectively.

KGMU has appointed 145 JRFs, SRFs, research associates, and postdoctoral fellows in the past five years. The university generated ₹3.08 crores from clinical trials and consultancies and is among the few Indian institutions conducting Phase I clinical trials in collaboration with CSIR-CDRI.

In 2023, KGMU and IIT Kanpur launched SIB SHInE (School of International Biodesign – Synergising Healthcare Innovation and Entrepreneurship), a DBT-supported, year-long MedTech innovation fellowship, producing 22 fellows, 18 mentors, and five startups. The university maintains a dynamic academic environment with regular conferences and workshops. It has published 2,860 peer-reviewed articles in five years, with a lifetime H-index of 65.

As one of nine official affiliates of the Cochrane India Network, KGMU actively advances evidence-based medicine. Under the SARANSH initiative, it hosted a systematic review workshop in 2024, training 60 participants from 15 institutes. The university holds 65 patents, including innovations like AI-based dental models and pediatric surgical devices.

With over 500 outreach activities and 150 national and international MoUs, including with the University of Manitoba, the University of Texas, UNICEF, and IIT Kanpur, KGMU exemplifies leadership in research, healthcare delivery, and global collaboration.

Infrastructure and Learning Resources

King George's Medical University offers a comprehensive academic and healthcare environment supported by state-of-the-art physical infrastructure, teaching-learning resources, and student-centric facilities.

The Kalam Center, equipped with modern AV tools and seating for over 4,000, is central to academic activities. Other key venues include the Atal Bihari Vajpayee Scientific Convention Center, which hosts conferences, skills training, and cultural events, and the Advanced Skill Development Center for simulation-based training in life support and trauma care. Clinical training is robust, with 3,800 plus inpatient beds and an OPD of over 9,000 patients daily, offering students extensive exposure in real-world medical settings.

Teaching is enriched by 77 seminar halls, ICT-enabled classrooms, and interdisciplinary clinical rounds. The university also supports practical learning through dedicated labs, including DHR, MRU, CFAR and VRDL, along with specialized departments like Nursing and Paramedical Sciences. Skill development is further enhanced by procedural training in wards and access to diagnostic tools and advanced surgical setups.

The Central Library, established in 1911, spans over 2945 sq. meters and is automated using KOHA ILMS. It houses more than 52,000 books, including rare manuscripts, and offers both digital and traditional resources. The library's RFID system and OPAC access allow efficient management and student use.

KGMU prioritizes student well-being and recreation through facilities like the SP Ground (sports complex), swimming pool, gymnasiums, yoga spaces, and green lawns. The campus is fully Wi-Fi enabled, with extensive IT infrastructure managed by a dedicated IT cell.

Residential and support facilities include 18 hostels, a guest house, fire safety systems, electric substations, cafeterias, clean toilets, and transport solutions like golf carts. The university also promotes sustainability with solar power and biomedical waste management.

Research is integral at KGMU, supported by multi-disciplinary labs and a strong focus on publications and translational work. E-content development is facilitated through the Kalam Center and the Media Centre, while Radio Goonj, a community radio station, supports public engagement and education.

Overall, KGMU offers a vibrant, tech-enabled, and research-driven academic ecosystem tailored to meet global standards in medical education.

Student Support and Progression

King George's Medical University demonstrates a strong commitment to the holistic development, support, and progression of its students. Over the last five years, 50% of the students have benefited from various scholarship schemes, reflecting the university's dedication to financial accessibility and inclusion. The university emphasizes academic and professional growth through a range of capability enhancement and skill development initiatives. These initiatives prepare students for Professional excellence and personal growth. All students receive academic and career guidance, resulting in an impressive 99% employment rate post-graduation, with more than 70% of students progressing to higher education..

The Dean of Student Welfare (DSW) at KGMU is pivotal in nurturing leadership and personal development. Students actively manage hostels, food services, sports, cultural, and literary events. The Mentor-Mentee program strengthens student support, while the proactive KGMU Students' Council, comprising 30 members from various disciplines and supervised by five Assistant Deans and the DSW, serves as a nodal body for student engagement.

KGMU fosters cultural vibrancy and student expression through annual events such as Rhapsody (Cultural Festival) and the Annual Sports Week. Youth programs promote camaraderie and leadership among students. The university also benefits from an engaged alumni network that supports students through mentorship, knowledge-sharing, and generous contributions. Since 2019, 1,347 new members have joined the Alumni Association, contributing a corpus of ₹6.76 lakhs. Alumni have donated 147 books to the Central Library and contributed to 132 academic activities, including CMEs, seminars, and workshops.

KGMU's global outreach is reflected in its student exchange programs. The university collaborates with Texas Health Sciences and Texas Tech University (USA), focusing on training in infectious and tropical diseases. In recent years, 14 undergraduate students from Texas received training at KGMU, and KGMU interns have undergone specialized training in Texas. A Texas Tech student also participated in a month-long exchange at KGMU in early 2023.

Through comprehensive support systems, international collaborations, and co-curricular engagement,

KGMU ensures an enriching academic journey and successful professional progression for all its students.

Governance, Leadership and Management

King George's Medical University functions under a visionary leadership framework, steered by a clearly articulated Vision and Mission, and aspires to be among the top 5 medical institutions in India. Institutional governance is ensured through robust statutory bodies such as the Executive Council, Academic Council, University Court and Finance Committee, promoting participative decision-making and transparency in alignment with national healthcare priorities.

The model of decentralized governance empowers Deans, Heads of Departments (HODs), and section leaders with operational autonomy. More than 60 departments and super-specialties contribute to decision-making. The Equipment Procurement System, involving over 400 faculty annually, reflects a collaborative budgeting approach.

The institution's Strategic Plan, deployed at university and departmental levels, has led to the addition of 185 new PG seats, 10 BSc Nursing seats, and 6 MDS seats since the last NAAC cycle. Approximately 40% of teachers availed financial support for attending national (4) and international (1) conferences annually, with membership fees reimbursed for professional societies.

KGMU organizes over 50 faculty and staff development programs annually (average of one per week), aligning with NMC-mandated FDPs and API-index criteria, resulting in 85–90% faculty participation in training initiatives. The university manages more than 280 funded research projects and provides intramural grants up to ₹5 lakhs per project. It fosters innovation through centers like SIB SHInE, supporting startups in partnership with IIT Kanpur.

Faculty and Employee welfare is prioritized via Learning Resource Allowance, Child Education Allowance, and institutional accommodation. Over 3,000 employees benefit from structured welfare schemes. A digitized Performance Appraisal System ensures transparent ACRs and grievance redressal.

Financially, KGMU follows Government Financial Rules (GFR) and undergoes regular internal and AG audits. The university has mobilized ₹5500+ crores in the last 5 years through state funding, CSR support, alumni contributions, and service revenues. A notable example is the PRA Building, constructed through phased CSR funding.

KGMU's governance structure reflects strategic foresight, stakeholder participation, and data-driven

efficiency, reinforcing its stature as a national leader in medical education, research, and healthcare delivery.

Institutional Values and Best Practices

King George's Medical University exemplifies a steadfast commitment to gender equity, environmental stewardship, cultural inclusivity, and constitutional values through progressive initiatives and institutional policies.

In advancing gender equity, KGMU supports women through facilities like Shishu Sadan (childcare centre), the Adolescent Clinic for youth health, and community empowerment programs such as the Nivedita Sewing School and Dhanvantri Mahila Kendra. Robust security infrastructure, including 300+ CCTV cameras and modern fire safety systems, ensures a safe environment. Women in key leadership positions underscore the university's dedication to female empowerment, while an active Internal Complaints Committee provides compassionate redressal of sexual harassment cases.

Inclusivity is further strengthened through rural health outreach focusing on malnutrition and women's health issues. Events like International Women's Day celebrations and medico-legal workshops foster awareness and gender sensitization. KGMU's commitment to diversity is highlighted by the celebration of the International Day Against Homophobia and the establishment of the Rainbow Clinic—offering multidisciplinary care for the LGBTQIA+ community.

KGMU's strong emphasis on environmental sustainability is reflected in its comprehensive biomedical, solid, liquid, radiation, and e-waste management systems, aligned with WHO and PCB guidelines. Initiatives such as digital documentation, plastic reduction, and energy-efficient infrastructure demonstrate a commitment to green practices. Hosting ISHWMCON 2024 and training environmental stewards further reinforce KGMU's leadership in sustainable hospital waste management.

Cultural and regional harmony is nurtured through festivals, sports events, and bilingual teaching. Scholarships and relaxed admissions support students from disadvantaged backgrounds, while the Student Council and Grievance Committees ensure a supportive academic atmosphere.

The university instills civic consciousness by celebrating national days like Independence Day, Republic Day, and Constitution Day, reinforcing constitutional values and social responsibility. Collaborations with NGOs extend healthcare access to underserved communities, embodying KGMU's ethos of service.

KGMU also leads in surgical education through pioneering cadaveric workshops, offering surgeons risk-free opportunities to refine new techniques. Its Environment Department's innovative biomedical waste segregation and recycling processes contribute both to sustainability and revenue generation.

Through these multifaceted efforts, KGMU stands as a beacon of holistic, inclusive, and socially responsible medical education, truly embodying its visionary mission.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KING GEORGE'S MEDICAL UNIVERSITY, LUCKNOW
Address	Shah Mina Road, Chowk, Lucknow, U.P
City	Lucknow
State	Uttar pradesh
Pin	226003
Website	https://www.kgmu.org

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

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	01-10-1911
Status Prior to Establishment,If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	29-04-2003	View Document
12B of UGC	05-01-2016	View Document
Section 3		

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

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	Shah Mina Road, Chowk, Lucknow, U.P	Urban	145.135	558102	MBBS, M D, DM, BDS, MDS, BSc, MSc, Diploma, MS, MCH, MPhil, PhD, MD-PhD, PDCC, Fellowship, PCPNDT, CCHN, MHA, MHPE		

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
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Furnish the Details of Colleges of University

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
DCI	107337_16270_5_1738058507.pdf	
DCI	107337_7541_5_1653136246.pdf	
INC	107337_7541_7_1653136259.pdf	
MCI	107337_16270_2_1738058443.pdf	
MCI	107337_7541_2_1653136273.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	342				34				62			
Recruited	241	101	0	342	22	12	0	34	44	18	0	62
Yet to Recruit	0				0				0			
On Contract	2	0	0	2	0	0	0	0	0	0	0	0
Teaching Faculty												
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				8				559			
Recruited	0	0	0	0	1	7	0	8	352	207	0	559
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				4972
Recruited	2054	1469	0	3523
Yet to Recruit				1449
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				2712
Recruited	1081	1244	0	2325
Yet to Recruit				387
On Contract	2	0	0	2

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	141	57	0	13	10	0	35	12	0	268
Ph.D.	16	10	0	1	0	0	2	4	0	33
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	84	34	0	8	2	0	7	2	0	137
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	5	0	357	207	0	570
UG	0	0	0	0	0	0	0	0	0	0

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

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

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	2	1	0	3
Adjunct Professor	0	0	0	0
Visiting Professor	0	0	0	0

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Ophthalmology	Dr Apjit Kaur	Oculoplasty Society of South Asia Region

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	202	20	0	1	223
	Female	163	27	0	0	190
	Others	0	0	0	0	0
PG	Male	149	60	0	0	209
	Female	169	58	0	0	227
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	7	0	0	0	7
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	37	2	0	0	39
	Female	26	12	0	0	38
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	30	35	0	0	65
	Female	6	15	0	0	21
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	1	2	0	0	3
	Female	3	2	0	0	5
	Others	0	0	0	0	0

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

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

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
A	3.14	King George Medical University Peer Perception Report .pdf		
A+	3.36			
Cycle 2	Accreditation	16		View Document

General Facilities	
Campus Type: Shah Mina Road, Chowk, Lucknow, U.P	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes

* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	445
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	1277
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Police Station, Rain Basera for Patient attendants

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
Boys' hostel	4	1099
Girls's hostel	6	931
Overseas students hostel	0	0
Hostel for interns	0	0
PG Hostel	8	1578

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	29	3
* Orientation	24	1
* Refresher	23	2
* Post Graduate	1	24

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>NEP 2020 envisages a holistic and multidisciplinary education that fosters the development of intellectual, aesthetic, social, physical, emotional, and moral capacities in an integrated manner. King George's Medical University (KGMU) has been at the forefront of imparting not only cognitive medical knowledge but also nurturing humanitarian values, communication skills, ethics, and empathy in its students for over a century. Recognizing the advancements in various fields and the increasing role of technology in healthcare, KGMU has introduced multidisciplinary approaches in its postgraduate training programs. Medical education now incorporates insights from engineering, artificial intelligence, data science, and biotechnology, enhancing diagnostic and therapeutic capabilities. Recent technological advancements such as AI-powered diagnostic tools and telemedicine applications are integrated into the curriculum to ensure students stay abreast of modern medical practices. To further align with NEP 2020, the University plans to offer online and offline short-term courses in professional, technical, and vocational fields as part of elective undergraduate courses. Collaborations with nearby universities and vocational colleges will provide access to diverse academic perspectives. Additionally, workshops on yoga, meditation, and mindfulness will be organized to promote mental well-being and holistic growth. KGMU's commitment to interdisciplinary learning reflects its dedication to creating well-rounded medical professionals equipped to address the dynamic challenges of healthcare delivery in the 21st</p>
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	century.
2. Academic bank of credits (ABC):	<p>King George's Medical University (KGMU) has been an official member of the National Academic Depository (NAD) since 2023. a total of 9,519 academic records have been successfully lodged, including 3,437 degrees and 6,082 mark sheets, ensuring secure and transparent access to student credentials. Academic records have been successfully deposited, ensuring secure and transparent access to student credentials. Although most of the statutory body-governed programs are currently not covered under the Academic Bank of Credits (ABC), KGMU is fully committed to implementing the system as soon as it is introduced. The University acknowledges the transformative potential of the ABC in promoting student mobility, seamless credit transfer, and flexible learning pathways. Furthermore, KGMU is dedicated to aligning with the National Education Policy (NEP) 2020, which emphasizes a multidisciplinary and flexible education system.</p>
3. Skill development:	<p>King George's Medical University (KGMU) offers courses that emphasize skill development, professionalism, and entrepreneurship, providing ample opportunities for self-employment, employability, and research. Graduates and postgraduates are equipped not only to deliver quality healthcare services but also to generate employment opportunities for others. The curriculum follows a "learning by doing" approach, ensuring students gain hands-on experience in simulation labs and affiliated hospitals. This practical exposure enhances their clinical competence and confidence. The KGMU "Center for advanced skill development" is a state-of-the-art Hi-Fidelity Simulation Centre and provides immersive training using advanced equipment and task trainers. Students acquire critical procedural skills, including Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS), ensuring patient safety. Value-added courses in areas like Palliative Care, Biomedical Waste Management, and Soft Skills further enrich the learning experience. KGMU's commitment to comprehensive training ensures graduates are competent, compassionate, and capable healthcare professionals, well-prepared to meet the evolving needs of society. Through these initiatives, the University remains dedicated to advancing healthcare excellence and fostering</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>innovative medical leadership.</p> <p>The Indian Knowledge System (IKS) is a vital component of the National Education Policy (NEP) curriculum, celebrating India's rich heritage in fields such as science, technology, literature, philosophy, culture, medicine (Ayurveda), and yoga. Recognizing the importance of integrating traditional knowledge with modern medical education, King George's Medical University (KGMU) is committed to adopting IKS in alignment with the guidelines of the National Medical Commission (NMC). The NMC emphasizes a holistic, learner-centric, and outcome-oriented approach, encouraging the inclusion of IKS in medical education. The Post-Graduate Medical Education Board (PGMEB) has established Specialty Expert Committees (SECs) to develop model curricula and assessment tools, ensuring the systematic incorporation of IKS into postgraduate medical training. Additionally, the shift from the Hippocratic Oath to the Charak Shapath exemplifies the emphasis on Indian medical ethics and values. At KGMU, every program highlights the historical contributions of Indian scholars, acknowledging the pioneering work of ancient rishis in various medical disciplines. As the NMC further integrates IKS into undergraduate and postgraduate curricula, KGMU stands prepared to implement these directives effectively. This initiative will not only enhance students' knowledge of traditional practices but also cultivate a deeper appreciation for India's medical heritage, fostering a well-rounded and culturally aware medical community.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>King George's Medical University stands at the forefront of academic innovation, committed to embedding Outcome-Based Education (OBE) across its medical, dental, and nursing programs. In alignment with the evolving frameworks of the National Medical Commission (NMC), Dental Council of India (DCI), and Indian Nursing Council (INC), KGMU meticulously crafts its curricula to ensure graduates possess the competencies essential for modern professional practice. In medical education, KGMU has fully embraced the Competency-Based Medical Education (CBME) model, emphasizing the development of practical skills, real-world application, and integrated interdisciplinary learning. The curriculum is designed</p>

	<p>to foster both horizontal and vertical integration of subjects, cultivating a holistic understanding of healthcare. Continuous evaluation through formative and summative assessments ensures that learning outcomes are achieved and clinical competencies are robustly developed. In dental education, the university is proactively advancing the transition towards a competency-based curriculum in line with DCI recommendations. Undergraduate programs now offer Elective modules to cultivate individual strengths and interests. Practical learning is reinforced through simulation labs, small group discussions, and structured Dental Objective Assessment of Practical Skills (DOAP) sessions. In the nursing stream, KGMU has aligned its programs with the INC's outcome-based curriculum, focusing on modular, competency-driven learning. Special emphasis is placed on clinical excellence, community health leadership, and emerging healthcare roles such as Community Health Officers (CHOs) and Nurse Practitioner Midwives (NPMs). Recognizing the need for structured outcomes mapping, KGMU initiated comprehensive Program and Course Outcomes Mapping for its medical and dental programs in 2023. To build faculty capacity, the Medical Education Department regularly conducts sensitization sessions and hands-on workshops. Through these dynamic initiatives, the university reaffirms its mission to produce competent, compassionate, and future-ready healthcare professionals poised to address the complex needs of society with excellence and empathy.</p>
6. Distance education/online education:	<p>King George's Medical University (KGMU) actively integrates online and distance education to enhance learning opportunities. The Department of Obstetrics and Gynaecology conducts the 'GOLF' online teaching program, providing training to postgraduate students across India. Similarly, the Department of Community Medicine runs several digital initiatives, while the Department of Pulmonary Medicine collaborates with ECHO to manage the Difficult-to-Treat TB Clinic. Postgraduate students are required to complete online courses in Research Methodology and Good Clinical Practice (GCP) as a prerequisite for their final exams. KGMU also utilizes SWAYAM and other digital platforms to provide diverse learning experiences. While the National Medical</p>

Commission (NMC), Dental Council of India (DCI), and Indian Nursing Council (INC) emphasize hands-on clinical training, the University Grants Commission (UGC) regulates Open and Distance Learning (ODL) and Online Learning programs through its Distance Education Bureau (DEB). Professional medical, dental, and nursing programs are not permitted in ODL mode, ensuring the focus remains on practical competencies. KGMU adopts UGC-approved online tools to deliver theoretical content using e-modules, self-assessments, and interactive resources. The university ensures quality education by incorporating mentorship, feedback, and active learner engagement, promoting a blended learning model that complements clinical training.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, an Electoral Literacy Club (ELC) has been established at King George's Medical University, Lucknow. The primary objective of the ELC is to promote electoral literacy among students and youth. It aims to educate them on various aspects of the electoral process and encourage their active participation in democratic activities. https://youtu.be/iZ3FugRpRvI?si=BKwSumbIb-ngxr0_
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, King George's Medical University, Lucknow has appointed student coordinators and faculty members as part of the Electoral Literacy Club (ELC), which is fully functional. The primary objective of these clubs is to encourage student participation in the electoral process and foster responsible citizenship. Additionally, ELCs emphasize the importance of ethical voting and actively work towards enhancing the participation of marginalized and underprivileged sections of society in the electoral process. ELCs at the university are representative in character, comprising students from diverse backgrounds, regions, and communities. This inclusive structure ensures that the clubs cater to the varied perspectives and needs of the student body, fostering a greater sense of democratic engagement and awareness.
3. What innovative programmes and initiatives	KGMU has successfully organized workshops,

<p>undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>awareness campaigns, and educational sessions to provide students with comprehensive knowledge about electoral procedures and ethical voting practices. Special emphasis is placed on reaching marginalized and underprivileged sections of society to ensure inclusive participation in the electoral process. The university's commitment to promoting electoral literacy is evident from its diverse and inclusive representation within the ELC, comprising students from various backgrounds. This structure ensures that the perspectives of all sections of society are reflected, fostering a deeper understanding of democratic values. Furthermore, KGMU has made extensive efforts to enhance voter awareness by conducting seminars and using digital platforms to disseminate information. Electoral Literacy Voice Messages(https://drive.google.com/drive/folders/1dkZp5_jzIHegg9kAKXMMfCuuGCJ85JII?usp=sharing)</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>King George's Medical University (KGMU) is actively involved in promoting electoral awareness and democratic participation through various socially relevant initiatives. The university has organized numerous activities, including awareness drives, workshops, and seminars to educate students and the community on the importance of electoral participation. Additionally, engaging video content and live sessions have been created to foster civic responsibility and encourage ethical voting practices. Some of these efforts are showcased through the following links: Awareness Campaign 1 Live Session on Electoral Literacy Promoting Voter Registration Ethical Voting Initiative Student Awareness Drive Electoral Education Program Promoting Voter Participation Community Engagement on Electoral Issues Voter Awareness Seminar Encouraging Democratic Values https://youtu.be/V7EC78Dkim0?si=TfQNWcPMSrIMmxgR https://www.youtube.com/live/488GAyioLL0?si=goDUdteaFV24UEYK https://youtu.be/iZ3FugRpRvI?si=BKwSumbIb-ngxr0_ https://youtu.be/LtLqnX301T0?si=pf8CrPnwRp1-WYGs https://youtu.be/i7QuwDvaC64?si=s5CxAh0tvmXU94y5 https://youtu.be/i7QuwDvaC64?si=s5CxAh0tvmXU94y5 https://youtu.be/TOa3YRwZtxc?si=iyNLa3QDO4rMH7kA https://youtu.be/PiUu576s7CE?si=f_WCOQwmOjSsWocn https://youtu.be/X2diLV39pyI?si=e24Yo-LL4vqyAMWc https://youtu.be/RdmcWi</p>

	<p>O9xmU?si=BUAx04N9Rxe07ZS3 https://youtu.be/GxeWi-huSaw?si=k2mhSrIoDhdzGpD</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>At King George's Medical University, Lucknow, efforts are consistently made to ensure eligible students above 18 years are enrolled as voters. Every year, on *Sanvidhan Diwas (Constitution Day)*, the university organizes awareness programs to sensitize students about their voting rights and the importance of electoral participation. During these events, students are encouraged to register as voters, and guidance is provided on the registration process. This initiative reflects the university's commitment to fostering responsible citizenship and active participation in the democratic process.</p>

Extended Profile

1 Program

1.1

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

Response: 114

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3241	3115	2985	2796	2659
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
869	822	761	756	668
File Description		Document		
Institutional data in prescribed format		View Document		

3 Teachers

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
446	451	457	415	424

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
472	472	472	442	442

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
61283.3	52997.5	66420.2	74510.1	40085.2

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Established in 1905, King George's Medical University (KGMU) is one of India's oldest and most prestigious medical institutions, offering 115 academic programs across various disciplines. The curriculum of each program is meticulously designed as per the norms of regulatory bodies, National Medical Commission (NMC), Dental Council of India (DCI), and Indian Nursing Council (INC), ensuring relevance to the evolving healthcare demands at the local, national, regional, and global levels.

Curricular Relevance and Design:

University operates on a dynamic *Wheel and Spoke model*, positioning **curriculum (Program Outcomes & Course Outcomes) as the central "hub"** connected to **multiple "spokes"** aligned with **Local, National, and Global Health Needs**, enriched with **Skill Based Learning**.

Curriculum is aligned with Competency-Based Medical Education (CBME) as mandated by NMC, and includes 35 value added courses. Its structure and development and assessment are **aligned with Bloom's taxonomy**. The Attitude, Ethics, and Communication (AETCOM) module plays a central role in nurturing ethical, empathetic, and communication-competent professionals. Program Outcomes (POs) and Course Outcomes (COs) reflect real-world health challenges such as maternal and child health, infectious diseases, non-communicable diseases, and pandemic preparedness.

Specific curricular components target:

- **Local Needs:** Anaemia in pregnancy, maternal and perinatal mortality, vector-borne diseases (e.g., dengue, diphtheria).
- **National Needs:** Tuberculosis, diabetes, HIV, obesity, and hepatitis.
- **Regional Needs:** Malaria, viral hepatitis, waterborne diseases.
- **Global Needs:** Non-communicable diseases, reproductive health, cancer, and neuropsychiatric illnesses.

A **Pandemic Management Module** was introduced across all disciplines, to equip students with crisis-handling and infection control skills.

Practical Skill Development:

University provides advanced hands-on training through its **state-of-the-art Simulation and Skill Labs**.

Students receive training in Basic Life Support (BLS), Advanced Cardiovascular Life Support (ACLS), trauma management, biomedical waste handling, and clinical soft skills. This bridges the gap between theoretical knowledge and clinical application, ensuring the attainment of POs and COs.

Faculty of Dental Sciences offers BDS and MDS programs in 9 specialties, with curricula focusing on clinical competencies, ethics, and community outreach.

Faculty of Nursing provides BSc and MSc programs incorporating ten core competencies such as patient-centered care, health informatics, safety, professionalism, evidence-based practices, enabling graduates to function independently in clinical, academic, and administrative roles.

Additionally, the University's **Faculty of paramedical sciences** also trains students in **14 paramedical diploma courses**, like optometry, lab technicians, MRI technicians etc.

Innovation and Interdisciplinary Learning:

Students are encouraged to pursue interdisciplinary research, enhancing analytical and problem-solving abilities. Additionally, exposure to **telemedicine, artificial intelligence, data analysis, and communication modules** equips graduates with globally relevant skills.

Curriculum Review and Stakeholder Feedback:

Curricula are reviewed regularly, incorporating feedback from students, alumni, faculty, and industry experts. Updates ensure alignment with the latest developments in medical science and healthcare delivery.

Commitment to Continuing Education:

University's commitment extends beyond students. It trains medical officers from peripheral health facilities to strengthen the healthcare system. KGMU was awarded the **FICCI Healthcare Excellence Award (2024)** in category of skill development and training initiative for the period 2022–2024, for its impactful work as a **Regional Resource Training Centre (RRTC)** for comprehensive emergency obstetric and neonatal care

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

1.1.2

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

Response: 73.68

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

Response: 84

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

1.1.3

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

Response:

The University offers undergraduate, postgraduate, and doctoral programs that are regularly updated to meet community needs, evolving disease patterns, technological advancements, and international standards. The curriculum is designed to develop competent, employable, and entrepreneurial healthcare professionals equipped with essential clinical and soft skills.

Competency-Based Education:

Our courses aim to transform students into skilled, compassionate, and confident professionals. The curriculum incorporates didactic lectures, bedside clinical training, simulation-based learning, case-based and evidence-based learning, journal clubs, and interdepartmental sessions. Students are assessed continuously through formative and summative evaluations to ensure the development of core competencies. Peer teaching, group discussions, and active participation in conferences further reinforce learning. All postgraduate students are mandated to present research papers in important national and international conferences.

Employability and Entrepreneurship:

University graduates are highly employable and hold positions in reputed healthcare institutions, academia, and research organizations worldwide. To cite a few examples Dr Balram Bhargava, director General ICMR is a university alumnus, Dr Naresh Trehan, chairman and managing director of Medanta group of hospitals, again a university alumnus is creating jobs for thousands. The university's Placement

Cell supports students in pursuing higher education, securing employment, and exploring entrepreneurial ventures. Many alumni have established their own hospitals and clinics, contributing to job creation in the healthcare sector. Our programs encourage independent practice and leadership in healthcare delivery systems.

Skill Development:

Skill acquisition is structured through four stages—didactic learning, expert demonstration, supervised practice, and independent performance. These stages are documented and verified by faculty members. Students benefit from real-life exposure in clinical settings and access to modern infrastructure, simulation labs, and digital learning resources. Additional skill development is provided through modules on communication, counseling, ethics, decision-making, and leadership. Students are encouraged to enhance their learning through online platforms such as Coursera, edX, and SWAYAM.

Collaborations and Industry Linkages:

University actively collaborates with national and international institutions to enhance academic and research capabilities. The university has signed MoUs with organizations like UPTSU and SIFPSA to provide technical training in reproductive health, tuberculosis control, and family planning. It also trains healthcare professionals from other institutions such as Fatima Hospital under formal collaborations. A notable partnership with IIT Kanpur has led to the SIB SHInE program, resulting in many patents and fostering innovation in medical technologies. Various international MOUs are also in place namely with University of Manitoba, Canada under which teaching sessions are conducted involving faculty of both universities; MOU with Texas Tech university leads to interchange of students. Visiting faculty from global universities regularly interact with students, expanding their global perspective and opening avenues for international opportunities.

The university in collaboration with IMMAST (Institute of Medical and Minimal Access Surgery Training) and Sun Pharmaceuticals, is establishing a Centre of Excellence for skill development. In the first phase a simulation operation theatre is being established.

Through these initiatives, KGMU ensures that students are equipped not just with theoretical knowledge, but with practical skills and entrepreneurial insight, making them capable of serving society effectively and innovating in the field of healthcare.

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 3

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

Response: 3

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

1.2.2

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

Response: 45.61

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

Response: 52

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

1.2.3**Percentage of interdisciplinary courses under the programmes offered by the University during the last five years****Response:** 88.99

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

Response: 404

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

Response: 454

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Our institution's curriculum is designed to integrate key crosscutting issues that promote a socially responsible, environmentally conscious, and ethically grounded education. These issues include **gender equality, environmental sustainability, human values, health rights, and professional ethics**, ensuring that students are well-prepared to serve society with competence and compassion.

Gender Equality & Women's Safety

Gender sensitivity is a core component of our curriculum. Students are educated about legal aspects like the PCPNDT Act, sex determination, and transgender surgery, alongside a focus on privacy during patient interactions. Female students and staff are supported with **maternity and childcare leave**. Additionally, we address issues like **sexual harassment and child abuse**, teaching students about legal protections like the **POCSO Act**. The institution hosts a **Rainbow Clinic** for the LGBTQ+ community, promoting inclusivity and support through multiple collaborating departments. The present footfall is around 15-20 per day, and is steadily increasing.

Environmental Sustainability & Safety

Our curriculum emphasizes **environmental awareness** and sustainable practices, with training in **water conservation, domestic waste segregation, biomedical waste disposal**, and use of **green energy**. We also focus on **renewable energy, water harvesting, and energy conservation**, ensuring that students understand the critical importance of sustainability in healthcare settings.

Human Values

Human values like **compassion, honesty, empathy, and selflessness** are central to our educational philosophy. We train students to provide patient care with integrity and respect for human dignity. Community engagement through health camps and public awareness programs on days of national importance World Breastfeeding Week, encourages students to connect with society and understand the broader context of healthcare.

Health Determinants

KGMU educates students on health determinants through awareness of diet, exercise, and tobacco risks, while involving them in community programs promoting preventive health and public awareness.

Right to Health

Students are made aware of various welfare schemes designed to ensure equitable healthcare access, such

as Ayushman Bharat, Janani Shishu Suraksha Karyakram, Janani Suraksha Yojna, Pandit Deendayal Upadhyay Rajya Karmchari Cashless Chikitsa Yojna, empowering them to advocate for patient rights and contribute to public health initiatives.

Emerging demographic changes

This is an integral part of the curriculum with students understanding the demographic changes in the community as part of their family adoption program.

Professional Ethics

Our curriculum includes a comprehensive module on **professional ethics**, covering patient rights, ethical care, and research ethics. We have a well-established **Ethics Committee** that reviews research projects, and a specialized animal ethics committee to ensure the highest ethical standards are met.

Nursing & Hospital Administration

The **BSc. Nursing** curriculum integrates **human values, professional conduct, and community nursing**, with strong emphasis on **nursing research and statistics**. The **Master of Hospital Administration (MHA)** program covers critical areas like **Epidemiology, Medical Sociology, Occupational Health, and Environmental Health**, preparing students to manage healthcare institutions with ethical, sustainable practices.

In summary, our curriculum ensures students have the technical knowledge needed for their fields and cultivates a strong sense of social responsibility, environmental awareness, and professional ethics. This holistic approach prepares them to face the evolving challenges of healthcare and contribute meaningfully to society.

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

1.3.2

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

Response: 35

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

Response: 35

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

1.3.3

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

Response: 43.75

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

2023-24	2022-23	2021-22	2020-21	2019-20
2502	1465	1214	673	619

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

1.3.4

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

Response:

As part of their academic curriculum, students are actively encouraged to participate in outreach activities, cutting-edge research, industry exposure, and community service. Field visits and community postings are integral, with students regularly engaging in health programs on issues such as breast cancer, tuberculosis, viral hepatitis, hemophilia, thalassemia, and sports injuries. These initiatives are guided by mentors and faculty members.

It is mandatory for all **MBBS and BDS** students to complete one year of **rotatory internship including at least three months of community posting**. Besides this, as part of their curriculum during their study period the **students adopt three families from the community** and follow them up for three years

All postgraduate students are posted to work for three months in the district hospitals to give them exposure of community healthcare under the **District Residency Program**

Various outreach programs are regularly conducted by the university and students of all disciplines participate actively in these eg **health camps**, specially developed cancer screening bus, adolescent education on safe sex practices and menstrual health and hygiene, in different schools, etc

Research plays a vital role in the academic journey at the university. The institution boasts a dedicated and skilled faculty that imparts quality education, offers advanced patient care, and is deeply involved in socially relevant research. **The University supports undergraduate and post-graduate research in the form of intra-mural seed grant.** It is mandatory for all MD/MS/DM/MCh/PD students to complete at least one research project, which may be patient-based, laboratory-based, or community-oriented. The faculty's strong research orientation is evident from their prolific publications in renowned national and international journals and their increasing presence in the global list of top 2% scientists.

Many faculty members have also received extramural grants from premier funding agencies like ICMR, DST, MOHFW, and DBT. PhD students are required to publish at least two peer-reviewed journal articles before earning their degree. They also benefit from visits to reputed institutes to gain industrial exposure and learn about advanced technologies. The research focus is aligned with national and local health priorities, aiming to generate new insights into diagnostics and therapeutics.

The College of Nursing offers a 4-year **B.Sc. Nursing program** where students are trained in community nursing, research, and roles such as teacher, supervisor, and clinical/public health manager. **Completion of 1870 hours of internship, which includes community postings, field visits, and industry exposure, is mandatory.** The final year examination is held only after fulfilling this internship requirement.

The university also extends academic programs in Hospital Administration. Master's students must submit a dissertation, and undergo internships across various stations and healthcare centers.

The Deanery of Paramedical Sciences plays a crucial role in training paramedical and allied health professionals for Uttar Pradesh and the broader country. As a curriculum requirement, all students must complete internships ranging from six months to one year in their specialization.

Through these diverse academic and practical engagements, the institution ensures holistic development of students while contributing meaningfully to community health and national development through education, research, and outreach.

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
605	574	535	453	381

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
605	574	535	453	381

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

2.1.2

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

Response: 100.84

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

2023-24	2022-23	2021-22	2020-21	2019-20
1766	29969	8123	665	8072

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

2023-24	2022-23	2021-22	2020-21	2019-20
292	498	520	339	474

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

2.1.3

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

Response: 24.46

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

2023-24	2022-23	2021-22	2020-21	2019-20
348	207	207	193	196

2.1.3.2 Total number of students enrolled in that year

2023-24	2022-23	2021-22	2020-21	2019-20
1040	972	935	851	862

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

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

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 7.27

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

2.3 Teaching- Learning Process

2.3.1

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

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**

- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

Experiential Learning

Undergraduate students are exposed to clinical settings from 1st year to interact with patients under supervision. Early hands-on experience is extended during clinical years, students are assigned to departments in small groups. Students actively participate in **patient examinations and case presentations**, enabling them to acquire practical skills to complement theoretical knowledge. **Skill labs** and **simulation-based training** further enrich learning experience by allowing students to practice and refine clinical techniques in controlled environment.

Integrated/Inter-disciplinary Learning

The university promotes integration between various disciplines to give students a comprehensive understanding of healthcare. Teaching methodologies encourage connections between basic sciences and clinical practice, ensuring that knowledge is contextual and applicable. Through **coordinated teaching efforts, seminars, and interdisciplinary workshops**, students gain insights that bridge the gap between theoretical concepts and real-world applications.

Participatory Learning

Learning is designed to be student-centered, where learners are actively involved in the educational process rather than being passive recipients. Faculty encourage personalized learning, while activities like **seminars, group discussions, and debates foster collaboration, peer interaction, and shared knowledge creation.**

Problem-Solving Methodologies

To build critical thinking and analytical capabilities, the university employs teaching methods that revolve around problem-solving. Internal assessments, including class tests and viva sessions, are structured to challenge students intellectually. Group discussions and case-based learning scenarios help students develop systematic approaches to solving real-world medical problems, preparing them for complex decision-making. Students are encouraged to participate in academic and administrative bodies.

Self-Directed Learning

Students are encouraged to take ownership of their learning through assignments and research-based projects. These activities allow learners to explore topics independently, enhancing their inquiry and time-management skills. Faculty support and access to diverse academic resources enable students to pursue subjects that align with their interests and career goals, fostering a culture of autonomy and lifelong learning.

Patient-Centric and Evidence-Based Learning

The curriculum emphasizes early clinical exposure to **instill empathy, communication skills, and clinical judgment**. Emphasis is placed on evidence-based medicine, where learners are trained to evaluate current research and apply best practices to patient care, ensuring clinical decisions are guided by scientific evidence and patient needs.

The Humanities

To ensure the development of compassionate and well-rounded healthcare professionals, the university integrates aspects of the humanities into medical education. Participation in literary activities, ethical debates, and social outreach programs allows students to cultivate empathy, communication skills, and a deeper understanding of the societal context of medicine.

Project-Based Learning

Preclinical departments promote innovation through societies that encourage scientific writing, research, and creative projects. Students undertake project-based assignments that foster hands-on experience in designing studies, analyzing data, and presenting findings. These projects not only enhance their academic portfolios but also instill a sense of responsibility and ownership in their work.

Role Play

Role play is used as a teaching strategy in clinical skill labs to enhance communication and interpersonal skills. By simulating patient interactions, students practice delivering diagnoses, handling sensitive conversations, and managing clinical scenarios. These sessions build confidence and prepare students for real-world medical practice.

The university provides a range of platforms for Holistic Development.

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

2.3.2

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

The Institution:

1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.

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

Response: A. All of the above

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

2.3.3

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

Response:

Embracing ICT for Enhanced Learning at King George's Medical University

In today's rapidly evolving educational landscape, integrating Information and Communication Technology (ICT) is crucial for enhancing the learning experience and equipping students with the necessary skills to thrive in a technology-driven world. At King George's Medical University, ICT tools are extensively employed to optimize education delivery and promote long-term learning.

Technology-Enhanced Educational Environment

The university leverages advanced ICT resources, including projectors, desktops, laptops, smart boards, printers, photocopiers, scanners, and microphones. These tools create an interactive and engaging

learning environment, where students can actively participate in their educational journey.

Digital Library and E-Resources

Central library is a key component in supporting academic growth, providing both physical and digital access to textbooks, journals, and research materials. Students benefit from a wealth of knowledge that extends beyond the traditional classroom.

In addition to these tools, the university employs a variety of digital resources to support student learning. The library's online access to journals and textbooks makes it easier for students to access critical resources at any time. The use of PowerPoint presentations, video lectures, and other multimedia content further enriches the educational experience, ensuring students have access to diverse learning materials.

Seminars, Conferences, and Online Learning Platforms

Seminar and conference rooms at the university are equipped with digital technologies to host guest lectures, expert sessions, and academic competitions. Video conferencing platforms such as Zoom, Google Meet, and Microsoft Teams are used to conduct virtual sessions, ensuring that students have access to expert knowledge even when they are unable to attend in person. These technologies also facilitate flexible learning opportunities, allowing students to revisit recorded lectures and resources in digital library.

During the COVID-19 pandemic, when in-person learning became challenging, the university transitioned to online platforms for classes, continuing to provide uninterrupted education. This shift ensured that students could continue learning and remain engaged despite the challenge of pandemic.

ICT Integration in Teaching and Learning

ICT also plays a key role in fostering industry connections and professional development. The university's seminar and conference rooms are equipped with digital technology that allows for expert talks, guest lectures, and various academic competitions to be held regularly. These events provide students with opportunities to interact with professionals and gain insights into their field of study, preparing them for the real-world challenges they may face.

ICT Tools and Resources

Teachers at King George's Medical University utilize a variety of ICT-enabled tools to enhance their teaching methods. These include desktops, laptops, projectors, digital cameras, and interactive whiteboards. Additionally, resources such as plagiarism-checking software (iThenticate) and electronic textbooks help ensure that students have access to the most up-to-date information and can engage in ethical academic practices.

- In conclusion, the integration of ICT at King George's Medical University plays a pivotal role in enhancing the learning experience. The use of digital tools and resources helps students engage with the material, access a wide range of educational content, and prepare for the future in a technology-driven world.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 7.27

2.3.4.1 Total number of mentors in the preceding academic year

Response: 446

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years**Response:** 95.34

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

2.4.2

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

Response: 50.97

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2023-24	2022-23	2021-22	2020-21	2019-20
227	231	235	210	215

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

2.4.3**Average teaching experience of fulltime teachers in number of years (preceding academic year)****Response:** 12.42**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)****Response:** 5538

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

2.4.4**Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.****Response:** 100**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years**

2023-24	2022-23	2021-22	2020-21	2019-20
446	451	457	415	424

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

2.4.5

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

Response: 1.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
9	17	7	5	5

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 13.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
12	15	11	15	15

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

2.5.2

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

Response: 1.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	21	28	27	60

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

2023-24	2022-23	2021-22	2020-21	2019-20
2216	1959	2047	2280	2273

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

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

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

2.Double Valuation/Multiple valuation with appeal process for revaluation only

3. Double Valuation/Multiple valuation with appeal process for retotalling only**4. Single valuation and appeal process for revaluation****5. Grievance Redressal mechanism does not exist**

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

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

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

King George's Medical University (KGMU) has undertaken several significant examination reforms to improve transparency, efficiency, and the overall experience for both students and faculty. These initiatives aim to modernize the examination process, leveraging technology to enhance administrative operations and streamline assessment procedures.

1. Curriculum Reformation

One of the primary reforms has been the reformation of the curriculum. Over the past five years, KGMU has adopted a learning outcome-based education framework in all applicable programs. This curriculum reformation is aligned with global educational standards, ensuring that students receive a comprehensive, outcome-oriented education.

2. Inclusion of Internal Assessment Marks

It is further enhanced by the inclusion of internal assessment marks in the final examination scores. This

change provides a more holistic evaluation of student performance, taking into account both continuous assessment and final exam results.

3. Digital Dissertation Submission

To streamline academic assessments, KGMU has also introduced the digital submission of dissertations and theses for postgraduate and PhD students. Now, students are required to submit their theses in soft copy format (PDF), making it easier for examiners to evaluate the work and reducing the logistical burden of handling physical copies. Furthermore, the online submission system ensures that the process is more efficient and environmentally friendly.

4. Online Enrolment and Application Process

In terms of student enrolment and applications, KGMU has incorporated secure online platforms. Students receive unique login credentials via an OTP (One-Time Password) sent to their registered mobile numbers and email addresses. This enables them to submit applications and pay fees through secure online gateways. The system ensures a smoother application process, reducing the need for physical paperwork and manual intervention.

5. Digital Assessment Submission for Practical and Clinical Examinations

For practical and clinical examinations, KGMU has implemented a digital system that enables department heads to input student marks securely through personal logins. This system improves the accuracy of marks recording and ensures that the evaluation process is faster. Moreover, this digital process helps minimize errors and delays, enhancing overall transparency in the assessment.

6. Faculty Training Programs

A crucial part of KGMU's commitment to continuous improvement in its examination system is the regular training of faculty and staff. The Office of the Controller of Examinations conducts monthly training programs to equip faculty with the necessary skills to use the new software systems effectively. These training sessions ensure that all staff members are well-prepared to manage the digital examination processes and can address any technical challenges that may arise.

These reforms have been incorporated into the semester and annual assessments of both undergraduate and postgraduate programs, as well as various entrance examinations. They have contributed significantly to increasing transparency and improving the time efficiency of the examination system. The introduction of online platforms for application submission, marks recording, and result generation has made the entire process more streamlined and accessible.

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

2.5.5

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

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

Response: All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

King George's Medical University (KGMU) has clearly defined the competencies that students are expected to achieve throughout their academic journey. These competencies are aligned with the directives of the relevant statutory bodies and are pivotal in fulfilling the university's vision, mission, and strategic objectives. The competencies are made publicly available on the university's website, ensuring transparency and accessibility for both students and faculty.

1. Competencies and Learning Outcomes

KGMU employs a comprehensive assessment system that aligns with the learning outcomes. Both students and faculty receive an academic calendar that outlines the implementation plan for the entire curriculum.

2. Academic Calendar and Curriculum Implementation

Academic Calendar specifies the learning objectives and outcomes at various stages of the program, providing a clear roadmap for the academic journey.

3. Assessment Methods

The assessment methodology includes both formative and summative assessments to evaluate student progress and performance.

Formative Assessments:

Formative assessments are conducted regularly at the department level, while summative assessments are carried out at the university level. **Formative assessments** include internal examinations, **preliminary tests** with written components such as **multiple-choice questions (MCQs)**, **short-answer questions (SAQs)**, and **long-answer questions (LAQs)**, as well as **viva-voce and practical examinations**. These assessments provide feedback to students, allowing them to identify areas for improvement and helping them to meet the required competencies.

Summative Assessments:

In addition to traditional exams, KGMU incorporates other assessment methods to enhance the learning experience. These include **quiz competitions, seminars, problem-based learning, assignments, and journal clubs**. These methods foster active engagement and critical thinking, encouraging students to apply their knowledge in real-world scenarios. The inclusion of these diverse assessment tools ensures a well-rounded evaluation of student abilities, beyond just their ability to perform in written exams.

4. Research Engagement

One of the key aspects of the KGMU curriculum is the emphasis on research skills. To nurture this, students are required to complete a **compulsory dissertation related to their field of study**. Under the guidance of their mentors, students undertake research projects that allow them to delve deeper into their areas of expertise. This hands-on research experience is vital in developing critical thinking and problem-solving skills, which are essential for professional success. Additionally, students participate in various

projects in key areas, further enhancing their analytical capabilities.

5. Student Support Materials

To track their progress, students are provided with **logbooks, journals, and workbooks**. These resources outline the attainment of course objectives and the achievement of specific learning outcomes. This structured approach ensures that students remain focused on their academic goals and helps them understand the purpose behind each assessment.

6. Focus on Holistic Development

The assessment system at KGMU is designed to ensure that graduates are not only equipped with professional knowledge but also with essential life skills. Graduates are prepared to work independently and confidently in their respective fields. Moreover, the university places significant emphasis on developing graduates' social awareness. Students are sensitized to critical social issues such as gender equity, ethics, communication skills, environmental protection, disaster management, and basic life support.

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

2.6.2

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

Response: 97.91

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
782	540	722	763	648

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
794	557	731	774	663

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.65

File Description	Document
Institutional data in prescribed format	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The University has a well-structured **research promotion policy** that incentivizes faculty participation in basic and translational research to achieve academic excellence.

A key pillar of the University's research strategy is its dedicated Research Cell, which efficiently handles both extramural and intramural research, managing funding and staffing. It promotes research skills among faculty and students through **regular workshops** on research methods, scientific writing, biostatistics, and evidence-based medicine. The University's **Institutional Ethics Committee (IEC)** is registered with the **Department of Health Research (DHR)** and **Central Drugs Standard Control Organization (CDSCO)** until 2029. Separate **Animal Ethics and Stem Cell Committees** (merged with IEC) exist. A centralized electronic portal now streamlines ethical approvals, submissions, and project monitoring, showing notable growth (over 3000 approvals) from 2019-20 (621) to 2023-24 (930).

To facilitate high-quality research, the University provides substantial **incentives to its faculty through contingency and overhead funds** (over ₹25 crores in the past five years). **Intramural research grants** are offered - up to ₹5,00,000 for faculty, ₹1,50,000 for residents, and ₹50,000 for undergraduate. A dedicated 12-member **Research Committee**, including five external experts, transparently oversees project selection and monitoring through periodic reports. Over ₹1 crore has been utilized for 148 intramural projects in five years. Additionally, a **Learning Resource Allowance (LRA)** of up to ₹1,50,000 annually supports research-related expenses, totaling ₹53 crores in 5 years. **Publication output** progressively increased from 450 in 2019-20 to 640 in 2023-24.

Faculty are actively encouraged to seek **extramural funding** from national and international agencies, securing ₹80.58 crores from government grants and ₹24.74 crores through trial/private collaborations over the past five years.

The University celebrates research excellence through awards like the **Professor Dhavendra Kumar Young Investigator Gold Medal** and **Best Publication awards** (including cash awards). Additionally, ₹11.82 crores were provided to support faculty participation in **national and international conferences**, covering travel, registration, and accommodation.

The University fosters a vibrant research culture by providing access to premier centralized facilities, including the **DHR-Multidisciplinary Research Unit (DHR-MRU)**, **Centre for Advanced Research (CFAR)**, a **Phase-I clinical trial unit**, and an **Animal House**, promoting interdisciplinary collaboration. It also serves as a key hub for national and international research initiatives like **ICMR-SARANSH**, the **Indian Clinical Trial and Education Network (INTENT)**, and its role as **Cochrane-India-Network** affiliate of **Cochrane, UK**, highlight its commitment to advancing research. Additionally, its recognition as an **ICMR-Technical Resource Centre** and **Center of Excellence for Mycology Research** cements

its global standing.

The University's strong research culture is reflected in its student programs, including structured **PhD** and **ICMR-MD-PhD** (<https://www.icmr.gov.in/icmr-scheme-for-md-ms-phd-Programme>) initiatives, emphasizing mentorship and academic rigor. Students start with a foundation course on research methodology, scientific writing, ethics, data management, and biostatistics. Training in **Good Clinical Practices** ensures early research exposure for MBBS students and residents. The University's excellence is recognized globally, with 12 faculty members listed in the Stanford Global 2% Scientists database.

The Institute upholds research standards through its **Intellectual Property Rights policy**, **Institutional Academic Integrity Panel**, and **Pharmacovigilance Committee**, ensuring protection of innovation, prevention of misconduct, and safe medication use in research.

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

3.1.2

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

Response: 20.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
20.42	22.74	18.51	15.07	25.13

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

3.1.3

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

Response: 4.68

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	27	14	15	16

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

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years**Response:** 174

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	73	26	12	18

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

3.1.5**University has the following facilities**

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

Response: All of the above

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

3.1.6

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

Response: 49.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	25	28	31	23

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

2023-24	2022-23	2021-22	2020-21	2019-20
56	56	56	55	54

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

3.2 Resource Mobilization for Research

3.2.1

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

Response: 2442

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

2023-24	2022-23	2021-22	2020-21	2019-20
335	668	521	544	374

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

3.2.2

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

Response: 8058

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

2023-24	2022-23	2021-22	2020-21	2019-20
1633	1603	1731	1430	1661

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by government agencies	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3

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

Response: 1.74

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

2023-24	2022-23	2021-22	2020-21	2019-20
164	151	151	128	167

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

3.3 Innovation Ecosystem

3.3.1

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

Response:

The University currently has a vibrant Innovation Ecosystem, which empowers Healthcare innovators, promotes translational research, innovation, and supports start-ups. Since the start of **SIB SHInE (School of International Biodesign – Synergising Healthcare Innovation and Entrepreneurship)** program, the University empowers innovators to bring transformative ideas to life through structured frameworks and collaborative programs.

SIB SHInE is a flagship initiative driving this vision. It helps to incubate Medical technologies in all stages of their life cycle- from **ideation to commercialization**. The program is based on the philosophy of the **4Cs — Clinical Immersion, Conception, Creation, and Corroborations** — ensuring a journey from real-world problem identification to validated healthcare solutions. **SIB SHInE** is a full-time, residential fellowship of one year, aimed at tackling healthcare challenges through user-centric innovation. It offers passionate individuals the opportunity to immerse themselves in clinical environments, identify unmet medical needs, and develop impactful technological solutions.

The origins of **SIB SHInE** trace back to the **2019 Summer Immersion Program**, where participants underwent clinical exposure to observe healthcare challenges first-hand. This initiative laid the foundation for **SIB SHInE** as a formal program, now operating through collaboration between the university and the **Indian Institute of Technology (IIT) Kanpur** and the **Department of Biotechnology, Government of India**.

Launched in 2023 with eight fellows, **SIB SHInE** offers a support system including a **₹60,000/month fellowship**, substantial **prototype funding**, and **ignition grants**. Fellows receive **complete IP ownership**, expert mentorship, and venture acceleration support to navigate the journey from prototype to product.

The nurturing environment at the university ensures that fellows not only develop viable technologies but also launch **MedTech startups** that contribute meaningfully to India's healthcare landscape. By blending clinical immersion, innovation processes, mentorship, and entrepreneurial support, the university stands as a beacon for healthcare innovators aiming for real-world impact. So far, **SIB SHInE** has nurtured **22 fellows, 18 clinical mentors**, and facilitated the creation of **5 startups** through prestigious grants. These five startups have created MedTech products such as **Deescape**: a replacement to conventional speculum, **a touchless human interaction system**, a **replacement to conventional proctoscope** used to visualize the inside of the rectum and anus, a functional **electrical stimulator for Spastic Foot Drop** and **Smart Bra Pads** for Breast Health Monitoring.

STARTUP SUPPORT

The university has developed a dynamic environment for innovation and entrepreneurship by **integrating its 'innovation ecosystem' with its 'research ecosystem'**, creating a collaborative platform that is committed to translating ideas into impactful healthcare solution. With an emphasis on supporting and accelerating **MedTech startups** at both early and advanced stages, the university's **Intramural Research Program** helps faculty and residents to support the prototyping of ideas at both early and advanced stages. This is backed by a progressive and robust IP Policy that protects the rights of budding innovators.

With backing from national bodies like the **Department of Biotechnology (DBT)**, **Biotechnology Industry Research Assistance Council (BIRAC)**, and **Ministry of Electronics and Information Technology (MeitY)**, and on-campus start-up incubation and technology validation support, the University supports innovation from ideation to commercialization.

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

3.3.2

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

Response:

Intellectual Property Rights

The University has held physical and virtual IPR awareness programs for faculty, students, and nursing staff to enhance understanding of IPR concepts, promote innovation, and encourage the protection of intellectual work in academia, research, and healthcare. One workshop, held in June 2023, focused on **"Briefing on IP Policy"** for faculty.

Research Methodology

The Research Cell and Department of Medical Education conducts Research Methodology courses/workshops for faculty and students, including a Ph.D. foundation course for research scholars. Activities include principles and hands-on experience on “**sample-size calculation**” (21st August 2023, 9th May 2024) and a complete course on **basic and advanced statistics** (22nd November 2024, 14th December 2023). Biomedical research involves data acquisition from diverse fields with varying applications. Accordingly, an international webinar on **mixed-method research** was held on 9th May 2022. In collaboration with the Department of Health Research, an in-depth “**Research Methodology**” training has been conducted (14th to 16th October 2024).

Good Clinical Practice

Adherence to “**Good Clinical Practice**” (GCP) guidelines is essential for effective clinical trial conduct. These GCP updates complement the GCP certification received by faculty as Principal/Co-Investigator in trials under the WHO-NIDA Clinical Trials Network. To train and update faculty, University regularly conducts workshops with experts from the field, such as CDSCO and Central Drug Research Institute, Lucknow (31st August 2019, 13th March 2024). Members of the Institutional Ethics Committee are also updated on recent advances through activities like “**Training and Workshop for IEC members on Good Clinical Practice (GCP) and current regulatory requirements for Biomedical and Health Research**” (23rd September 2024).

Research Grant Writing

The University promotes writing skill development and conducts workshops on **writing and communicating a manuscript** for meaningful translation (7 March 2020, 13 July 2024).

Laboratory/Pharmacy and Collection Practices

It also regularly conducts **laboratory practice workshops**, which equip faculty, postgraduate students, and researchers with essential skills for conducting high-quality research. The University focuses on adherence to **Good Pharmacy Practice (GPP)** and prescription and pharmacovigilance guidelines. Several pharmacovigilance activities have been carried out, including an Induction Training (Feb 2022), **ADR form workshops** (July 2022), **National Pharmacovigilance Week** events (2022, 2023, 2024), and awareness sessions (2023). Activities included hands-on VigiFlow training, public walkathons, interdepartmental awareness drives, radio outreach, competitions, and sensitization programs targeting faculty, residents, students, and paramedical staff to strengthen ADR reporting and promote patient safety.

Industry-Academia Collaboration

The university has actively strengthened industry-academia collaborations in pharmaceuticals, publishing, and surgical device sectors. Partnerships with pharmaceutical companies have enhanced clinical trials, pharmacovigilance, treatment protocols and patient safety. Collaborations with publishers have boosted the dissemination of research articles, textbooks and clinical guidelines, strengthening academic reputation visibility. The University has worked with device manufacturers, including Robotic devices in surgical innovation. In collaboration with the Dept. of Surgery, Johnson & Johnson Ethicon regularly organizes the “**Bus on Wheels**” initiative, under which hands-on suturing skill workshops are

conducted inside mobile skill lab. Cipla Foundation and ResMed have actively promoted **pulmonary rehabilitation**, including the conduct of a “**National Update on Pulmonary Palliative Care**” held in May 2024.

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

3.3.3

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

3.3.4

Number of start-ups incubated on campus during the last five years**Response:** 5

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	0	0	1	1

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

3.4 Research Publications and Awards**3.4.1**

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

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

Response: All of the above

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

3.4.2

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

Option

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

Response: A. All of the above

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

3.4.3

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

Response: 65

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	08	09	18	03

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

3.4.4

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

Response: 1.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
437	350	360	295	252

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

2023-24	2022-23	2021-22	2020-21	2019-20
227	231	235	210	215

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

3.4.5

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

Response: 20.41

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

3.4.6

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

Response: 0.19

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

3.4.7

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

Response: 0.43

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

3.4.8

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

Response: 7.56

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

3.4.9

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

Response: 59.5

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

3.5 Consultancy**3.5.1**

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

Response:

A key driver of the University's mission is its robust Intellectual Property Rights (IPR) Policy including revenue sharing between inventors and University, designed to protect and manage the wealth of intellectual assets generated through daily clinical practice, academic research, and inter-institutional collaborations.

University's Policy on IPR

In 2022, the Vice Chancellor formed a committee to draft the University's Intellectual Property (IP) Policy. Following this recommendation, the committee presented the draft to the Executive Council (EC), which vetted and approved the policy. The approved policy became effective on 09 September 2022. Subsequently, the university formed the **Intellectual Property Management Committee (IPMC)**, comprising internal and external experts. The IPMC collaboratively developed a comprehensive set of rules and regulations in a Standard Operating Procedure (SOP) document to govern and guide all IPR-related activities within the university.

The university is committed to ensuring that IP arising from its research activities supports its Mission Statement and aligns with India's National IPR Policy and other legal obligations. This commitment is intended to benefit the university, the creators, and society.

Chaired by the Hon'ble Vice Chancellor, the IPMC provides a structured, transparent, and supportive

environment for creators. It empowers faculty, students, and researchers to secure patents and copyrights, manage their inventions, and commercialize innovations for the public good.

Revenue Sharing as Per IP Policy

One of the key strengths of the university's IP Policy is its revenue-sharing model, which **fairly compensates innovators**. For university-owned IP, **creators receive 80%-90% of net revenue from licensing fees and royalties**, with **the university retaining 10%-20%**. In cases of collaborative or sponsored projects, additional contracts guide revenue distribution. The university's share is dedicated to supporting research development and aiding faculty in filing IP. The university aims to develop a self-sustaining IP ecosystem that encourages more faculty to file IP applications.

To further empower innovators, the IPMC regularly organizes **capacity-building programs, including workshops, guest lectures, and Q&A sessions**. These initiatives raise awareness and equip participants with practical knowledge on IP management, patent filing, commercialization strategies, grant writing, and research methodology.

Consultancy

While the University's Act limits provisions for faculty to undertake paid consultancy, the university actively encourages faculty to engage in **pro bono consultancy work**. Faculty members often provide **voluntary consultation to tertiary care hospitals and medical colleges** throughout the state. They also contribute their expertise in **reviewing grant proposals** for agencies such as ICMR, DBT, and DST.

Faculty participates in industry-sponsored Clinical trials, which earns consultancy for the University. Over the past five years, **Principal Investigators (PIs) have earned 283.14 lakhs in consultancy fees through clinical trials conducted at the university**.

Additionally, faculty regularly review research articles for national and international journals and serve on editorial and review boards, contributing to academic and research excellence. During the COVID-19 pandemic, faculty members extended their services to support public health initiatives in Uttar Pradesh and beyond

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

3.5.2

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

Response: 283.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
78.58	45.22	51.29	65.45	42.60

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

3.6 Extension Activities**3.6.1**

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

Response: 583

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

2023-24	2022-23	2021-22	2020-21	2019-20
232	156	35	66	94

File Description	Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of events / activities	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

3.6.2

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

Response: 25.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
1000	850	620	750	600

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	View Document

3.6.3

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

Response:

The university has received multiple awards and recognitions for extension and outreach activities during 2019-2024 from prestigious national bodies, reflecting an unwavering commitment to social responsibility and public welfare.

Awards and recognitions for Outreach and Community Service

Under the “**KGMU REACH Program**”, the University has organized health camps across communities, promoting preventive healthcare and awareness. The **Telemedicine Unit** successfully provided over **5 lakh virtual consultations**, reaching underserved rural populations and earning the **e-Sanjeevani Flag Bearer Award** and recognition at the **United Nations General Assembly 2023** for transforming digital healthcare delivery. This digital initiative was greatly appreciated by the Honourable Prime Minister, Shri Narendra Modi, recognizing the endeavor as an exemplary model of healthcare service during one of the most challenging times of COVID 19.

Institutional excellence in extension activities has been reinforced through accolades such as the FICCI “**Health Care Excellence Award**”, in the category *Training and Skills Development Initiative of the Year*, recognizing the role KGMU has played in training doctors at the peripheral level in emergency obstetric and neonatal care and consequently bringing down the maternal mortality from 201/100,000 live births (2014-2016) to 167 (2018-2020). The university has received recognition under the **Ayushman Bharat Digital Health Mission (ABDM)** for excellence in digital health implementation and the **Kayakalp Award Yojana** for promoting cleanliness and quality in healthcare delivery.

University’s Transfusion Medicine Department has made remarkable contributions by securing the **First Position in Blood Collection** during the COVID-19 pandemic on National Voluntary Blood Donation Day (2020), and the **Best Lab Award** for excellence in laboratory practices during the COVID-19 pandemic, setting national benchmarks in transfusion services and community health outreach.

The university’s dedication during the COVID-19 pandemic has been nationally recognized through multiple awards and commendations. The University received accolades from the **Journalist Press Council of India**. **Dr. Amita Jain** received recognition from the **National Commission for Women in January 2022 as a woman of substance for rendering public health in Uttar Pradesh**. The university's proactive approach to women's health and empowerment has led to prestigious recognitions, including awards under the **Sashakt Naari Samman** initiative. Through cervical cancer vaccination drives, the University strengthened its commitment to inclusive healthcare and gender equity.

The College of Nursing was recognized for outstanding pre-service education performance under the **Strengthening Pre-service Education for Nursing and Midwifery Cadre** program by Jhpiego and NHM Uttar Pradesh.*

University’s **Virus Research and Diagnostic Laboratory (VRDL)** was adjudged the **Best VRDL in**

Public Health and Scientific Research at the **DHR-ICMR Health Research Excellence Summit 2024**, distinguishing itself among 118 institutions across India. This prestigious award, by Ms Anupriya Patel, highlights the University's contributions to infectious disease research and diagnostics during critical public health emergencies.

The university has pioneered initiatives for mental health and elderly care. It was honored under the **Saarthak Initiative by HelpAge India** and the Department of Social Welfare, Government of Uttar Pradesh, for promoting elderly mental wellness. Awareness drives on mental health, **Rajyoga meditation**, and social wellness received appreciation from various regional and national organizations.

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

3.6.4

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

Response:

The University has consistently demonstrated a **strong commitment to social responsibilities through free health care services, health education for public and health care professionals and following responsible environment practices**. In last 5 years, university has participated in **>583 community outreach activities**, to fulfil its social responsibility.

University held **awareness campaigns** involving inter college students, medical students, nursing students, faculty and rural, suburban and urban communities. Since 2021, medical students are **visiting families on regular basis to provide health related advice and referral services**. Total 5250 such visits are done every year. University conducts **health melas and camps** to provide screening, testing and treatment facilities. University uses its **mobile clinics for cancer detection and HPV vaccination**. To advice on **oral hygiene and preventive dentistry, a mobile van is regularly visiting society**. For example, on **Endodontic Dentistry Day**, an awareness drive emphasizing the importance of dental health and preventive practices, and preservation of natural teeth was done. Informative sessions were held for the public, highlighting oral hygiene maintenance and benefits of conservative dental care. To address emergency preparedness, University organized online awareness and training workshops on

“**Sudden Cardiac Arrest**” in collaboration with Uttar Pradesh Police. Participants were educated on recognizing cardiac emergencies, immediate responses, lifesaving skills and use of Cardio-pulmonary resuscitation.

University plays a significant role in **educating health care professionals, Anganwadi workers and other grass-root level staff working in remote areas**, so that optimal health care becomes available, accessible, acceptable and affordable to underserved population. Through telemedicine university provides tele-consultation to both patients and healthcare professionals working in remote areas. University is a **Regional Resource and Training Center (RRTC)**, which provides trainings to healthcare professionals on comprehensive emergency obstetric and newborn care. University also **trains in Continuous Positive Airway Pressure (CPAP) use, cancer care, bio-medical waste (BMW) management** etc.

University provides **free treatment for initial 24 hour** to all patients coming for emergency treatment. It also supports underprivileged population by supporting all clinical departments with essential medicines and supplies for free treatment. University is committed to the rights and needs of LGBTQ community and runs a transgender **Rainbow clinic**.

In the domain of road safety, the University conducted “**Road Safety Week Awareness Events**”, focusing on adherence to traffic rules, responsible driving behavior, and accident prevention measures, including the use of helmets and seatbelts.

University has taken significant steps toward **environmental sustainability**. University introduced a **solar-powered kitchen** with solar steam cooking systems and has installed rooftop **solar panels** across campus buildings. A **Memorandum of Understanding (MoU) for a 1 MW** solar plant was signed to enhance green energy initiatives. Over **220 saplings** were planted through organized tree plantation drives, promoting environmental awareness and expanding the campus’s green cover.

University has two **Sewage Treatment Plants** to ensure efficient wastewater management. A comprehensive BMW system has been implemented, with strict segregation, autoclaving, shredding, and partnerships with authorized recyclers. Regular **staff training sessions and hand holding of several District hospitals** has been done to maintain adherence to biomedical waste protocols.

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

3.7 Collaboration

3.7.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year**Response:** 18

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	27	17	7	18

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

3.7.2**Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.****Response:** 151

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

Response: 151

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate physical facilities for teaching/learning and skills acquisition, like:

The Kalam Center: Kalam centre, named after former President of India, Dr. APJ Abdul Kalam Azad, serves as major teaching centre of the university. This six storied building has 23 rooms which can seat upto 650 students. All classrooms are state of art, air-conditioned, and equipped with audio-visual facilities. In addition, there are 2 museums and 1 conference room equipped for telemedicine. Total seating capacity is more than 4000 students. Lecture theatres are used for undergraduate, nursing and paramedical teaching. In addition, it serves as a venue for any other courses, events like clinical grand rounds, faculty development program, orientation programs, small conferences, CMEs.

Center for Advance Skill Development: Center for Advance Skill Development is located on second floor of Atal Bihari Vajpayee Scientific Convention Center. It houses various manikins and simulators to train students for various skill courses. This center regularly conducts Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Advanced Trauma Life Support (ATLS) and other faculty development programs like Pediatric Trauma Resuscitation course, Soft Skills course, etc .

Atal BiharI Vajpayee Scientific Convention Center : Shri Atal Bihari Vajpayee Scientific Convention Center is a sprawling structure with 2,00,000 sq feet floor area, a landmark building of KGMU. It has three conference halls with capacities of 200, 400 and 1050 people, 2 banquet halls, 2 exhibition galleries, an open-air theatre, rehearsal rooms, a foyer area and connecting corridors. It is used to organise conferences and CMEs, annual functions, Foundation day, and Convocation ceremony of the University. It also houses Skills Center as well as KGMU Goonj, the community Radio station.

Administrative Block: Administrative block, which is a heritage property in itself, houses the unique Selby Hall, the oldest lecture theatre in the university. It has now been refurbished and used for clinical grand rounds, guest lectures, orations, and other prestigious faculty meetings.

Information and communication technology (ICT) based Teaching learning setup within Individual departments : Various departments of the university are housed in their own separate buildings spread across the campus. Two new Centenary hospitals (known as Shatabdi Phase 1 and 2) house several super-specialty departments in it. All these buildings have their own facilities for with all ICT facilities.

Outpatient Department Block: OPD blocks serve as a major site of clinical teaching in any medical institution, where the student learns clinical examination, decision making, and soft skills that are necessary to excel in the medical profession. An average of 9,000 patients attend KGMU OPD every day which translates to approximately 15 lac patient visits and 1,00,000 indoor admissions in a year.

Operation theatres: Operation theatres in KGMU collectively run over 45 tables simultaneously in elective theatres amounting to over 100 cases, plus emergency surgeries of around 40-45 cases/day. Each surgery is an opportunity for supervised learning of surgical skills for the students, and residents of the university.

Central Library: The Library was established in the year 1911, and currently has a covered area of around 2945.23 Sq. Mtrs. All the floors are air-conditioned, have seamless Wi-Fi connection and are connected by an elevator. The library has a power backup by 132 KVA generator. The Central Library has a collection of 44862-books, 29876-bound volumes (Journals), 3883-Print-Thesis and 1316-DVD/CD's (Data as per holding shown on KOHA-Library Management Software till 31 March, 2023). The library subscribed to 194 print-journals, 4410 e-journals, 4273 e-books in the year 2023. The library is a member of several consortia including DELNET (Developing Library Network), Electronic Resources in Medicine (ERMED-India) Consortium, and ONOS. The library has been fully automated with KOHA (Library Management Software) with the facility of Online searching of documents through OPAC (Online Public Access Catalogue) and electronic issue and return. All the books, bound-journals and thesis are tagged with radio-frequency identification system (RFID) and Magnetic Detection Gates have been installed in the library for ensuring the security of documents. With this security system in place, the library follows an 'Open Library' model whereby the book shelves are not locked and students/members can pick books/journals themselves and get it issued from the electronic issue podium. IP CCTV cameras and fire/smoke alarm system are installed in all areas of the library. In addition, individual departments maintain their own separate libraries

SIB SHInE Center : School of International Biodesign-Synergising Healthcare Innovation and Entrepreneurship (SIB SHInE) is an exciting year-long full time dedicated residential fellowship program jointly led by the Indian Institute of Technology Kanpur (IIT Kanpur) and King George's Medical University Lucknow (KGMU Lucknow) and sponsored by the Department of Biotechnology (DBT), Govt. of India. It serves as a springboard for launching, redirecting, or accelerating a career in health technology and biomedical innovation

Radio Goonj: The university has its own in house community radio channel "Radio Goonj" which runs on FM 89.6. This unique initiative helps the university connect with the public and spread awareness in a much more effective manner. This community radio station is the first of its kind in the country.

Facilities to foster research skills: In addition to classical teaching, university helps foster an environment conducive to clinical/laboratory research for students and residents. Hence, the university started a **dedicated animal house**, with a dedicated veterinary specialist, and also a **Center For Advanced Research(CFAR)**, containing facilities for various kinds of research ranging from Stem Cell/Cell Culture, Molecular Biology, Cytogenetics, Forensic Fingerprinting etc. University also has **Multi reserach Unit (DHR) and Viral reserach diagnostic lab (VRDL)** with state of the art research facilities

Community Research: The university has ample avenues for community research, with Department of Community Medicine spearheading several projects for welfare of the community at large.

Telemedicine: The University offers a comprehensive suite of telemedicine services through its state-of-the-art **Telemedicine Hub & Control Centre**, ensuring healthcare is accessible, efficient, and patient-centric. These services are tailored to meet the needs of both urban and rural populations, covering primary, specialty, and super-specialty care.

File Description	Document
Any additional information	View Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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4.1.2

The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

King George's Medical University (KGMU) boasts a vast and vibrant campus. Recognizing the importance of holistic well-being, the university administration has prioritized the creation and promotion of multiple recreational and sport facilities throughout the campus. This thoughtful approach ensures that all stakeholders including students, faculty, staff, and residents have easy access to avenues for fitness, relaxation, and recreation.

One of the most iconic facilities on campus is the **Sardar Patel Hostel Ground**, affectionately known as the "SP Ground." Covering an impressive area of approximately 11,000 square meters, this ground is the center of sporting activity. It features a professionally maintained cricket pitch, a beautiful running track, and courts for volleyball, football, basketball, and tennis. There are also table tennis facilities available. The SP Ground hosts major sporting events, including the much-anticipated Annual Sports Day and inter-college sports meets, fostering a vibrant sporting culture within the university.

The university also houses an **indoor swimming pool** that operates for eight months each year. With a pool length of 10 meters and depth varying from 6 feet to 9 feet, it caters to swimmers of different skill levels. The pool is equipped with modern water treatment systems and provides convenient changing rooms and washroom facilities, ensuring a hygienic and comfortable swimming experience for users.

In addition to these, **badminton enthusiasts** have access to multiple courts located within the Gautam Buddha Hostel, Residents Hostel, and the Shatabdi Hospital premises. These facilities are actively used by students, faculty, and employees, allowing flexible and convenient opportunities for physical exercise and leisure.

University is also renowned for its **expansive green spaces**, with about 60,000 square meters of lawns and gardens spread across the campus. These lush, well-maintained areas are popular spots for morning walks, yoga practice, exercise, and meditation. Not only do the students and staff make use of these green spaces, but local citizens also flock to the campus every morning, taking advantage of the serene and refreshing environment.

For those inclined towards fitness, each hostel is equipped with a **state-of-the-art gymnasium** featuring modern exercise equipment. Additionally, there is an open-air gym at one of the boys' hostels, offering further accessibility for fitness enthusiasts.

Yoga training programs form an integral part of the University's wellness initiatives. Special sessions are organized every year around International Yoga Day, with participation from undergraduate students, postgraduates, and faculty members. Moreover, yoga is included in the foundation course for first-year MBBS and BDS students, instilling healthy lifestyle practices from the very beginning of their medical education.

Finally, the cultural heart of the University lies in the **Atal Bihari Vajpayee Scientific Convention Center**, which features three state-of-the-art auditoriums with seating capacities of 200, 400, and 1050 individuals. The center also includes an open amphitheater and two spacious lawns, serving as venues for cultural programs, university get-togethers, and recreational activities.

Through these diverse facilities, KGMU not only emphasizes academic and professional excellence but also fosters physical, mental, and social well-being among its entire community.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

KGMU campus has adequate general campus facilities including:

Hostels: Hostel facilities for students include 18 separate Hostels for UG, PG, BSc/MSc Nursing students & Interns(17 to 352 rooms per hostel) and common Boys and Girls Hostel for PG students and Senior residents.

Healthcare support facilities: As per Institute policy, free medical facilities including medications and investigations are offered to all students, staff, and their dependents. There are medicine dispensing

facilities at strategic positions.

Community facilities: University roads are wide & clean and fitted with reflectors and appropriate signages. The campus has fully equipped Fire Fighting system. There is a large underground Parking for faculty & staff. Patients & attendants are provided with cooking facilities in a large communal kitchen (Sita Rasoi). There are dedicated 'rain basera' areas located at strategic positions for helping the patients' attendants in spending overnight at the University campus. Battery-operated golf carts have been designated for in-campus transport. There is a government Post Office, medicine shops, Police Outpost and two Branches of Indian Bank (main campus & dental premises) inside the campus. There is an additional bank help desk (HDFC bank) located in the campus.

Greenery: There are multiples open spaces located throughout the campus, with a total area of about 60,000 square metres. The campus has around 40 lawns/green areas.

Tapping alternate sources of energy: Most buildings have solar panels installed on their rooftops for alternate sources of energy/electricity.

IT facilities: 500 plus CCTV cameras are installed at various places in the university campus for round the clock surveillance. All the buildings of the university have seamless Wi-Fi availability.

Guest house: The Institute has a two guest houses with following capacity: New Guest House =12 room+2 suites ; Old Guest House = 5 rooms. In the new guest house, there is Kitchen with a dining hall with a sitting capacity of 30 persons and a conference hall with capacity of 50 persons. 10 new rooms and two new suites are almost ready after construction for accomodating guests.

Electric Substation: The Institute has its own electric substation (powerhouse) for uninterrupted electric supply to the whole campus. Generator backup is given for smooth operations across the University.

Toilets: Our hostels and campus are well-equipped with clean toilets for students and visitors. There are 5 public toilets at different places in the campus.

Cafeteria/Canteen: There are several Canteens running at different places (including Juice shops, Parag Dairy, Nescafe Booth etc.) which cater snacks, fast food, beverages, as well as well as lunch facilities for the students & visitors. Every Hostel and hospital building has a canteen/cafe for its students and staff.

Biomedical waste management: University has a dedicated University Environment Department for sytematic collection, transportaion and management of all types of waste generated at different points across the campus.

Hospital administration department performs various field reserach and feedback surveys to inform and improve infrastructure standards and process within various systems of University.

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

4.1.4**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years****Response:** 27.74.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2023-24	2022-23	2021-22	2020-21	2019-20
16568.63626	8172.21560	19825.37315	33890.15965	8304.55673

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

4.2 Clinical, Equipment and Laboratory Learning Resources**4.2.1****Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies****Response:**

King George's Medical University stands at the forefront of medical education, providing a unique blend

of comprehensive clinical care and advanced diagnostic and therapeutic facilities. These extensive resources form the backbone of the teaching and training ecosystem for undergraduate, postgraduate, post-doctoral, and paramedical students. The clinical and laboratory facilities are meticulously designed to meet and exceed the specifications laid down by regulatory bodies, ensuring that students receive a world-class education. The effectiveness of this model is evidenced by University's consistent ranking among the top ten medical institutes in India, a testament to its academic rigor, patient care services, and research capabilities.

Clinical Learning Resources

KGMU's teaching hospital network, comprising the **Gandhi Memorial and Associated Hospitals**, is among the largest in the country. It operates with **3875 indoor beds**, catering not only to the population of Uttar Pradesh but also to neighboring states like Bihar, Jharkhand, and Madhya Pradesh, as well as international patients from Nepal, Bangladesh, and other countries. The hospital sees an overwhelming **9,000 outpatient visits daily**, and approximately **1.5 lakh inpatient admissions** annually. This vast patient inflow offers students unparalleled clinical exposure to a wide spectrum of medical, surgical, and specialty cases.

Clinical learning is structured around a meticulously planned academic calendar. Students participate in **seminars, case presentations, journal clubs, and faculty-led interactive teaching sessions**. Daily didactic lectures are held across **77 fully equipped seminar rooms and lecture theatres**, all featuring large seating capacities and modern ICT (Information and Communication Technology) support systems. These technological integrations ensure an interactive and immersive learning experience.

Hands-on clinical training is a fundamental component of medical education at KGMU. Students gain practical experience during ward rounds, where they participate in patient management discussions under the supervision of experienced faculty members. OPD sessions provide additional opportunities for learning clinical skills such as patient history taking, physical examination, diagnostic reasoning, and patient counseling.

Moreover, specialized **side rooms in wards**, equipped with cutting-edge technology and infrastructure, allow students to practice procedural skills like intravenous line insertion, catheterization, and wound dressing in a supervised environment. Emphasis is also laid on **interdisciplinary patient management**, where students learn through **clinical grand rounds, clinicopathological correlation sessions, and mortality review meetings**. These interdisciplinary interactions help in developing a holistic understanding of patient care.

Students aspiring to become skilled surgeons receive training in **high-end modular operation theatres**, learning various surgical procedures under the expert guidance of faculty members. Regular **simulation-based teaching** in skill labs ensures that students are adept at emergency and life-saving procedures before handling real-life cases.

University has further strengthened clinical training through its **Skill Laboratories**, equipped with high-fidelity mannequins and simulators for training in anesthesia, trauma life support, basic surgical techniques, bronchoscopy, neonatal resuscitation, and more. Interactive classrooms and real-time scenario-based training modules enhance students' practical skills and clinical decision-making abilities.

The **College of Nursing** and **Dean of Paramedical Sciences** offices, located within the campus, offer

B.Sc. and M.Sc. degrees in Nursing and various paramedical disciplines. These institutions provide extensive clinical and laboratory training integrated with mainstream medical education, fostering a collaborative learning environment.

In addition to clinical postings, students are encouraged to participate in **public awareness campaigns** where they design educational posters, banners, slogans, and perform street plays (skits) to raise health awareness among the community. This exercise not only enhances their communication skills but also instills a sense of social responsibility.

Laboratory Learning Resources

University houses an array of laboratory learning resources, which can be broadly categorized into **Skill Labs, Patient Care Labs, and Research Laboratories.**

Skill labs are an integral part of the preclinical and paraclinical departments, such as Anatomy, Physiology, Pharmacology, and Dentistry (including Orthodontics, Prosthodontics, and Conservative Dentistry). These labs are designed to bridge the gap between theoretical knowledge and clinical practice. For instance, the **Department of Pathology** features a dedicated museum showcasing wet mount specimens related to congenital anomalies, neoplastic and non-neoplastic tumors.

Patient care labs play a pivotal role in the daily functioning of departments like Pathology, Microbiology, Oral Pathology, Cardiology, Plastic Surgery, and more. These laboratories are equipped with **fully automated analyzers** operating 24/7, allowing continuous diagnostic services. The analyzers work on advanced principles such as **chemiluminescence, enzyme-linked fluorescent assay, and flow cytometry**, among others. Each lab is managed by a dedicated team comprising a senior technical officer, laboratory technicians, data entry operators, and support staff. Facilities for advanced microscopy, including **electron microscopy** and **fluorescent microscopy**, further enrich the learning environment, providing opportunities for students to observe minute cellular structures and pathologies. The **Pulmonary and Critical Care Medicine Department (PCCM)** hosts a **Pulmonary Function Testing Laboratory** and a **Sleep Laboratory**. Here, students learn detailed evaluation techniques for respiratory disorders, gaining hands-on experience with sophisticated equipment used in clinical pulmonology.

Research Laboratories- Research is a cornerstone of medical education at the University. It hosts multiple advanced research centers, most notably the **Centre for Advanced Research (CFAR)**, which supports cutting-edge work in areas like **stem cell research, molecular biology, cytogenetics, and forensic fingerprinting**. Facilities such as the **Multidisciplinary Research Unit (MRU)** and the **Viral Research and Diagnostic Laboratory (VRDL)** offer state-of-the-art infrastructure to support faculty and student-led research projects. The **Animal Laboratory** supports experimental studies, enabling students to understand disease mechanisms and therapeutic responses in preclinical settings. Research infrastructure also includes **robotic surgical systems, core research laboratories, and audio-visual teaching aids**, ensuring that students are trained in the latest technological advancements.

Departments across the campus feature **teaching microscopes** with multiple viewing capabilities and digital attachments for real-time projection onto screens. These allow group learning and facilitate in-depth discussions around histological and cytological specimens. Students also have the opportunity to

learn about **minimally invasive diagnostic and therapeutic procedures** through training in **endoscopy, bronchoscopy, and virtual bronchoscopy navigation systems**.

The integration of clinical services, laboratory training, and research exposure ensures that students are well-prepared to meet future challenges in healthcare delivery, scientific innovation, and public health leadership. Universty continues to nurture the next generation of healthcare professionals, empowering them to provide compassionate care, drive medical advancements, and serve society with distinction.

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

4.2.2

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

Response:

King George's Medical University offers **state-of-the-art outpatient (OPD) and inpatient (IPD) facilities**, creating an ideal and dynamic environment for clinical care, medical education, hands-on training, and research. Across **115 academic programs**, the Institute supports the education and clinical training of approximately **3,500 students** at any given time, encompassing undergraduates,

postgraduates, super-specialty, doctoral candidates, and paramedical students.

As a **tertiary care centre**, the University serves not only the vast and diverse population of **Uttar Pradesh** but also receives a steady influx of patients from neighbouring states like **Bihar, Jharkhand, Madhya Pradesh**, and from nearby countries such as **Nepal and Bangladesh**. This extensive catchment area results in a remarkable patient load across both outpatient and inpatient services, ensuring abundant clinical exposure that is essential for **high-quality teaching, learning, training, and research**.

Outpatient (OPD) Services and Clinical Training Opportunities

According to data collected through the **Hospital Management Information System (HMIS)**, the University's OPDs receive an average of **9,000 patients daily**, making it one of the busiest outpatient healthcare providers in the region. The sheer diversity and volume of patients present unparalleled opportunities for students to observe, learn, and participate in the **diagnosis and management of a broad range of medical and surgical conditions**.

Under the direct supervision of experienced faculty, students actively engage in clinical practice within the OPDs. They are systematically trained in essential competencies, including **clinical history-taking, thorough physical examination, diagnostic reasoning, formulation of differential diagnoses, and effective patient communication**. The diverse caseload, ranging from common ailments to complex multisystem diseases, provides students with real-world experiences that reinforce textbook knowledge and foster critical clinical thinking skills.

Participation of students from the **College of Nursing** and the **Paramedical Medical Institute** further enhances the learning environment. Nursing and paramedical students are involved in assisting physicians during consultations, conducting basic assessments, explaining treatment plans to patients, and supporting clinical documentation. This comprehensive exposure strengthens their clinical judgment, communication abilities, and understanding of patient-centered care.

Inpatient (IPD) Services and Bedside Teaching

University boasts a capacity of **3,875 inpatient beds**, significantly exceeding the minimum requirements stipulated by statutory councils like the National Medical Commission (NMC). The **average inpatient occupancy rate remains nearly 100%**, ensuring a steady availability of patients for bedside teaching and clinical training.

Bedside teaching is a cornerstone of clinical education at the University. Medical students, interns, and postgraduate trainees participate actively in **daily ward rounds, critical care management, operative procedures, and interdisciplinary patient care discussions**. These sessions are carefully structured to develop students' abilities in clinical assessment, patient monitoring, procedural skills, interpretation of investigations, therapeutic decision-making, and empathetic patient interaction.

Postgraduate students, in particular, gain valuable experience through **round-the-clock involvement in patient management**. They participate in emergency on-call duties, manage critical cases in intensive care units (ICUs), assist in major and minor surgeries, and engage in perioperative care. These immersive clinical experiences build their clinical acumen, leadership abilities, professional integrity, and resilience.

The high volume and varied complexity of cases enable students to achieve and often exceed the clinical

exposure required for their academic programs, enhancing their preparedness for independent practice.

Integration of Digital Technologies

The University is at the forefront of healthcare digitalization. The hospital's operations are powered by the government's **e-Hospital platform**, developed by the **National Informatics Centre (NIC)**, New Delhi.

The e-Hospital system seamlessly integrates key hospital functions, including **patient registration, diagnostic reporting, pharmacy management, billing, appointment scheduling, and discharge documentation**. Students and trainees are encouraged to familiarize themselves with digital healthcare systems, thus gaining competencies that are increasingly vital in the evolving landscape of modern medicine.

By engaging with digital platforms, students learn the importance of accurate data entry, clinical documentation, patient confidentiality, and efficient information retrieval — all of which are essential skills for future healthcare practitioners.

Rich Clinical Exposure Surpassing Regulatory Standards

The clinical exposure offered at the University, both in OPD and IPD settings, **far surpasses the benchmarks** set by regulatory bodies such as the National Medical Commission and other accrediting organizations.

Students complete their mandated case requirements early during their courses, giving them ample opportunities for **advanced learning, research, and clinical audits**. They interact with specialists across an extensive range of disciplines, including **cardiology, neurology, nephrology, oncology, pulmonology, gastroenterology, orthopedics, pediatric surgery, plastic surgery, infectious diseases, and critical care**, among others.

Structured academic activities such as **bedside clinics, case presentations, interdisciplinary grand rounds, mortality and morbidity meetings, seminar series, and evidence-based journal clubs** are regularly organized to enhance students' clinical reasoning, analytical skills, and ethical decision-making capabilities.

Interdisciplinary Approach and Team-Based Learning

Recognizing the importance of teamwork in healthcare delivery, the University fosters an environment of **interdisciplinary learning**. Medical students, nursing students, physiotherapy students, and allied health trainees collaborate during clinical rotations, case discussions, and workshops.

Interprofessional learning activities cultivate **teamwork, leadership, communication, ethical practice, and mutual respect** — qualities essential for effective healthcare delivery in complex patient care environments.

Additionally, senior postgraduate students mentor juniors and undergraduates during clinical rounds and academic sessions. This mentorship model strengthens the teaching skills of senior students while providing valuable learning support for juniors.

Commitment to Excellence

Through **unparalleled clinical exposure, modern digital systems, structured academic programs, interdisciplinary learning, procedural skill development, and research opportunities**, King George's Medical University creates an environment that fosters excellence in every aspect of medical education and healthcare delivery.

By ensuring comprehensive, compassionate, and evidence-based training, the University continues to produce healthcare professionals who are not only clinically skilled but also ethically sound, research-oriented, and globally competent.

The University consistent ranking among the **top medical institutions in India** is a testament to its dedication to quality education, innovation, and service to humanity.

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

4.2.3

Availability of infrastructure for community based learning

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

Response: All of the above

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

4.2.4

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

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: C. Any Three of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The **Central Library** at **King George's Medical University, Lucknow**, is a state-of-the-art facility that

plays a crucial role in supporting education, research, and clinical training across all disciplines of medicine, dentistry, nursing, and allied health sciences. Recognized as one of the most advanced medical libraries in the region, it serves students, faculty members, researchers, and healthcare professionals and addresses their learning needs

In 2011, the library underwent a major transformation with the implementation of '**KOHA**', a leading **Integrated Library Management Software (ILMS)**. Initially introduced with version **3.22.12.000**, it was later upgraded in **2022** to **version 23.11.04.000**. This upgrade further enhanced the library's capabilities, making operations more efficient and user-friendly. KOHA fully supports **MARC standards (MARC21 and UNIMARC)** and includes features such as cataloguing, circulation, acquisitions, serial control, patron management, suggestions, and reporting. It also incorporates a **Z39.50 server/client** system for seamless data sharing and bibliographic record exchange with other libraries.

All core library functions—like cataloguing new books, managing book issues and returns, purchasing new materials, and tracking journal subscriptions—are handled digitally through KOHA. Students and faculty members can check the availability and location of resources using the **Online Public Access Catalogue (OPAC)** available at <http://172.16.26.35:8081>, accessible throughout the university campus.

To enhance security, the library employs **Radio-Frequency Identification (RFID)** tagging for all its physical resources, including books, theses, and journals. Additionally, **magnetic detection gates** have been installed at the library exits to prevent unauthorized removal of materials. Users also enjoy self-service facilities through **self-checkout and self-check-in kiosks** placed at the circulation desk, allowing them to independently borrow or return materials without waiting in queues.

The management of the Central Library is overseen by a **Library Committee** chaired by the **Vice Chancellor**, with support from the **Honorary Librarian, Core Committee members**, and professional library staff. This structured management ensures that the library remains responsive to the academic and research needs of its users while continuously upgrading its services and infrastructure.

The library spans **three floors** and houses a collection of over **52,409 books**, along with an extensive range of national and international journals, theses, research monographs, and reports. Quiet reading rooms offer a peaceful environment for concentrated study, while the **digital access area**, equipped with over **40 computer terminals**, enables users to explore a wide array of electronic resources, databases, and e-journals.

All the library resources are also available to all stakeholders through the '**My library on finger tips**' (**MyLOFT**) application on mobile phones. This ensures access to library beyond the geospatial location of the campus.

By integrating traditional resources with cutting-edge technology, the Central Library fosters a culture of academic excellence, evidence-based learning, and innovative research. It supports the university's mission to produce skilled, ethical, and compassionate healthcare professionals who can meet the challenges of modern medicine and healthcare delivery.

With continuous improvements, the Central Library at the University remains a vital pillar in the academic and professional development of its students and faculty, setting a benchmark for medical libraries across the country.

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

4.3.2

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

Response:

The **Central Library at King George's Medical University (KGMU)**, Lucknow, is a vital academic and research center designed to support the information and learning needs of students, researchers, and faculty members across various disciplines. Conveniently located adjacent to the **Administrative Block**, the library is easily accessible and is frequented daily by a large number of users. Its primary objective is to provide seamless access to a vast range of medical literature and academic resources, both through **physical** means and **remote access** via the university's **intranet** and **internet** facilities.

The library houses an extensive and rich collection of **52,409 titles**, carefully maintained and organized through the **KOHA Integrated Library Management System (ILMS)**. This collection includes **964 ancient books**, dating between **1886 and 1947**, which serve as a rare and valuable historical record of the development of medical science over time. In addition to these, the library offers **496 specialized reference books**, **30,213 bound back volumes** of key medical and scientific journals, **4,658 theses and manuscripts**, and **1,316 CDs** containing digital resources. The library also features a range of books for **general reading**, along with notable selections in **Hindi** and **Sanskrit**, promoting a well-rounded academic environment.

A key component of postgraduate education at KGMU involves the mandatory submission of academic research. All **postgraduate students** are required to submit both a **hard copy** and a **digital copy (CD)** of their thesis to the Central Library. These theses are systematically catalogued and preserved, creating an ever-expanding repository of original research work that remains accessible to future students and scholars for reference and study.

In keeping with global standards for modern libraries, the Central Library subscribes regularly to a wide range of **medical e-journals**, **e-books**, and **electronic databases**. It is an active member of several prestigious consortiums such as the **Electronic Resources in Medicine (ERMED-India)**, **DELNET**, and **ONOS (INFLIBNET)**. Through these memberships, the university gains access to thousands of high-quality academic journals, books, and databases published by some of the world's leading academic publishers, thereby ensuring that its users have access to the latest information and research

developments.

The library infrastructure also supports **modern digital services**. It is equipped with **high-speed Wi-Fi**, allowing users to access resources wirelessly. **Remote access facilities** have been implemented, permitting students and faculty to explore the **library catalogue** and subscribed **e-resources** from any location, significantly enhancing learning flexibility. A dedicated **digital access area** with over **40 computers** is available within the library, providing users with direct access to digital learning materials.

Additionally, the library has an **attached 'Thesis Center'** that offers services such as **photocopying, printing, scanning, binding**, and other essential thesis-related support. This makes it convenient for students to complete and submit their academic work professionally and efficiently.

With its combination of traditional learning resources and cutting-edge digital access, the Central Library of the university continues to play a crucial role in fostering academic excellence, promoting research, and supporting professional development across the medical, dental, nursing, and allied health disciplines.

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

4.3.3

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

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

Response: All of the above

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

4.3.4

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

Response: 392

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

2023-24	2022-23	2021-22	2020-21	2019-20
386	484	413	365	312

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

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

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

4.4 IT Infrastructure**4.4.1**

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

Response: 100

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

Response: 77

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

Response: 77

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Link for Additional Information	View Document

4.4.2

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

Response:

King George's Medical University (KGMU) has established a robust **Information Technology (IT) Cell** dedicated to addressing the technology needs of all stakeholders including faculty, staff, and students. The IT Cell is responsible for managing all IT assets across the campus, including **desktops, peripherals, Local Area Network (LAN), and Wi-Fi connectivity**.

The IT Cell operates from a centralized office staffed with dedicated personnel ensuring 24/7 support and services. This team oversees and manages all network operations through fully functional **network management tools and software**, ensuring efficient operation of both LAN and Wi-Fi services.

The IT Cell also handles procurement and management of all IT hardware such as **desktops, printers, projectors, CCTVs, UPS units, and consumables** like toner cartridges and UPS batteries. Procurement is carried out as per the **General Financial Rules (GFR)**, with departments submitting quarterly demands, which are then processed via the **Government e-Marketplace (GeM) portal**.

All **teaching and clinical settings**—including classrooms, wards, OPDs, operation theatres, emergency units, and the central library—are equipped with computers and relevant peripherals, allowing seamless integration of digital resources into academic and clinical activities. Every department/unit is equipped with dedicated computers connected through LAN/Wi-Fi.

The **entire campus**, including all **student hostels**, is fully **Wi-Fi enabled**, offering continuous internet access to students and faculty. Presently, LAN/Wifi supports **5,000 users** connected at any point of time, and around **1,000 desktops** are deployed across hospital areas, with **95% connected to the LAN**. These systems are extensively used for both **'Hospital Management Information System' functionalities and academic purposes**.

Students enjoy **round-the-clock internet access** on their registered devices and are provided with access to premium medical knowledge platforms such as **UpToDate, MyLoft, ClinicalKey, and BMJ Best Practice**. These resources are invaluable for both study and research, enabling students to engage in evidence-based learning.

The **e-Hospital system** at the University is overseen by a **Nodal Officer** and a **Senior Programmer and the team**, ensuring smooth operations and maintenance of digital hospital management services.

To meet growing demand for high-speed internet, the university has significantly upgraded its bandwidth. The existing **100 Mbps National Knowledge Network (NKN) line** has been expanded to **1 Gbps**, in addition to the existing **1 Gbps BSNL lease line**, providing a combined bandwidth of **2 Gbps**. An **additional 2 Gbps lease line** has also been installed as a **backup** to ensure uninterrupted services during any downtime.

The university boasts a robust infrastructure that includes around **600 Wi-Fi access points**, supported by **280 network switches** (Layer 2 and Layer 3), a **15 km optical fiber backbone**, and **30 km of UTP Cat 6 cable**, delivering extensive network coverage throughout the campus. To further enhance cybersecurity, **Next-Generation Firewall** systems have recently been upgraded at the university's **data center**, ensuring secure and reliable internet access vital for continuous academic instruction and critical patient care services.

This comprehensive IT ecosystem supports the smooth functioning of the university's hospital operations, research activities, and academic endeavors. Additionally, the digital infrastructure **aligns with the university's green initiatives**, helping reduce paper usage.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document

Other Upload Files

1

[View Document](#)

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: ?1 GBPS

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

4.4.4

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

Response:

King George's Medical University has been proactive in embracing modern technology to enhance teaching, learning, and outreach initiatives. The university has established comprehensive **e-content development facilities** that support **blended learning**, **online education**, and **outreach programs**. These facilities enable faculty, students, and researchers to engage in a dynamic learning environment, fostering both academic growth and community involvement.

Boardroom – Administrative Block: A Hub for Online and Hybrid Learning: A notable feature within the university's **Administrative Block** is the **Audio-Visual Centre** situated in the Boardroom. This high-tech facility is equipped with cutting-edge technology, including **interactive panel**, **video recording setup**, and digital **audio systems**. It serves as a venue for **online content delivery including meetings, hybrid conferences**, and physical discussions, offering an advanced platform for administrative and academic deliberations. This facility helps to capture meetings and discussions in high-quality audio and video formats. These recordings are shared on digital platforms, where they are transformed into well-organized e-learning modules. This process ensures that the valuable insights from these sessions are preserved and made available to students and faculty for **future learning**. The content generated is also made accessible for review, promoting continuous learning and collaboration across departments. A team of skilled **computer operators** ensures the seamless operation of all technology, making sure every event runs smoothly and efficiently.

Kalam Center: A Digital Classroom for Collaboration and Learning- Another important e-content development resource at the University is the **Kalam Center**. This center is equipped with **projectors** and **computing resources**, making it an ideal space for interactive learning, group discussions, and brainstorming sessions. The **digital infrastructure** in Kalam Center plays a significant role in promoting **blended learning**, combining both traditional classroom teaching and modern online learning.

Radio Goonj – Community Radio Station : One of the most innovative e-content development initiatives at the University is **Radio Goonj**, the university's **community radio station**. This station is a pioneering project that enables the University to communicate directly with the local and regional communities, offering an effective and **cost-efficient medium** for educational outreach. The radio station serves as a platform for both faculty and students to create and share content related to **healthcare, social issues, and public awareness**. Radio Goonj is fully equipped with a **mixer and console desk, microphones, multiple input sources** like **CDs and computers**, and **recording and playback studios**. This setup allows for the production of high-quality audio content that educates and informs the public about various aspects of **physical health, mental well-being, and social issues**. Faculty and students are encouraged to contribute to programming, providing them with a creative outlet while promoting **health education** to a wider audience.

E-content development facilities at the University represent a major leap forward in integrating technology into medical education and community outreach. From the **interactive and hybrid learning environment** of the Boardroom and Kalam Center to the **innovative community radio station** Radio Goonj, these facilities provide both **faculty and students** with the resources to create, share, and access high-quality educational content.

File Description	Document
Any additional information	View Document
Links for the e-content development facilities	View Document
Link for additional information	View Document
Links for Geo-tagged photographs	View Document

Other Upload Files	
1	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 42.67

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
26828.00	26895.00	27907.00	21896.00	19004.00

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

4.5.2

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

Response:

King George's Medical University, Lucknow, has established robust systems for managing and maintaining its infrastructure to ensure an optimal academic and clinical environment. This includes systems for **procurement of spare parts, maintenance, and facility management services** across various university resources, including laboratories, libraries, sports facilities, classrooms, medical equipment, and IT resources.

The university's **Central Purchase Committee**, chaired by the **Vice Chancellor**, oversees the procurement process. This committee includes key officials such as the **Registrar, Finance Officer**, and department heads. Procurement is guided by the university's financial regulations.

Annual/Quarterly Requirement Collection: Domain in-charges collect demands from departments, which are rationalized and submitted to the committee.

Specification Finalization: Specifications and procurement methods are approved following university rules

Procurement Channels: Goods are typically procured through the **Government e-Marketplace (GeM)**, as per the rules set up by the government

The university employs '**Repair and Maintenance Committees**' for managing the upkeep of **civil, electrical, and mechanical infrastructure in their respective domains**. These committees follow a systematic approach to ensure efficient and cost-effective maintenance: Departments raise maintenance

requests, which are processed by a **Junior Engineer (JE)** and the other committee members. Estimate is prepared which is then **approved at Central office by Registrar, Finance Controller and Honourable Vice Chancellor**. After the approval, the respective domain (Civil/Electrical) undertakes the **work through various empanelled vendors** as per the vertical tenders already done by the University. A **Measure Book and Logbook** is prepared and verified before payment. These domains sign **Annual Maintenance Contracts (AMCs)** for critical systems like **air conditioning** and **elevators**.

Hospital equipment is also maintained in a systematic manner. For **equipment maintenance**, a **5-year warranty** is followed by a **Comprehensive Maintenance Contract (CMC)**, ensuring over **95% uptime** by collaborating with **OEMs** or authorized service providers.

Besides these core maintenance facilities, there are various Facility-Specific Management and maintenance in other domains of the University. For eg.

Library maintenance is managed by a committee that includes a senior faculty member and an **Honorary Librarian**. **Auditoriums & Cultural Centers** spaces like the **Kalam Center** and **Atal Bihari Vajpayee Convention Center** are managed by senior designated faculty. **Sports Facilities** are managed by the **KGMU Athletic Association**, ensuring proper upkeep of sports grounds and fitness equipment. **University IT Cell** handles the maintenance of computers, internet, and network infrastructure. The **University Environment Department (UED)** is responsible for maintaining greenery and environmental standards across the campus, contributing to a healthy and sustainable environment.

User-Level Maintenance Interface: Each building has a **designated supervisor** who handles maintenance issues. Users can report problems via **phone** or written entries in **complaint books**. After resolution, users sign off on satisfaction. **Weekly maintenance reports** are reviewed by the **nodal officer** or **department head** for accountability.

Planning and Feedback on Infrastructure Development: **Hospital Administration Department** conducts **feedback surveys** and **field research** to assess and improve infrastructure standards, ensuring that facilities meet the needs of the university community.

Overall, the University's systems for procurement, maintenance, and facility management ensure that its infrastructure remains functional and conducive to academic and clinical excellence.

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

Other Upload Files	
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1	View Document
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Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 49.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
1738	1534	1395	1340	1294

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

5.1.2

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

1. Soft skills development

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

Response: All of the above

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

5.1.3

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

Response: 94.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
3044	2937	2808	2666	2497

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

5.1.4

The institution has an active international student cell

Response:

The university has established a proactive **International Student Cell (ISC)** under the International Collaboration Cell to **enhance global academic engagement and support the growing community of international students.**

The International Student Cell works with the **objective to enhance connections** with prominent international medical universities and educational institutions through formal **Memoranda of Understanding**. These collaborations **broaden the academic, clinical and research horizons** by exposing students to varied professional environments. Mutual exchange of students and faculty promote healthy deliberations that lead to emergence of **long and short term collaborations**. This global integration benefits the human community at large, exposing the western world to health issues of third world countries along with providing access to advanced technology to members of our university.

Infectious diseases are recognised as a key problem in our country. This has been recognised at the international arena and led to **International Training in Infectious Diseases**. The **Texas Tech University Health Sciences, USA** sends its students for clinical training. The students rotate through several departments, namely the Departments of Medicine, Microbiology, Pathology and Community Medicine, getting an insight into the manifestations and management of diseases. **Since 2019, thirteen international students** have visited the university on different occasions. During this period they visit wards, laboratories and interact with student diaspora. Education on preventive aspects equips them with knowledge to implement **disease prevention strategies worldwide**. Simultaneously, our students imbibe technical knowledge related to advanced investigations etc.

The university has formalized collaborations with renowned International medical institutions, **enhancing its global footprint**. **The Genomic Medicine Foundation, Cardiff, UK signed an MoU** intended at collaboration and partnership for developing opportunities for fellowship, scholarship,

education, training for genomic application in medicine and healthcare. It is noteworthy that **an alumnus of the university**, settled in UK is actively involved, testifying the university's commitment.

The **Government of Nepal** sends one student annually for the MBBS course to the university. These students seamlessly merge with colleagues and peers during the course duration.

The Student Mentorship and Support program is an important domain of functioning for the international student Cell. It focuses on providing regular support by way of academic guidance, assistance in connecting with peers in the related field and providing logistic support in terms of language and travel guidance.

The **impact** on the students is visible through their achievements at international platforms **even at level of undergraduate education, both in medical and dental sciences**. Ms Shivangi Singh was awarded the prestigious **David B. Scott Award 2024** by the International Association of Dental Research (IADR), USA. Master Shubhajeet Roy (Batch 2019) and Mehul Saxena (Batch 2021) presented their research at the **International Student Congress of Biomedical Sciences 2024** held in Groningen, Netherlands. Students appear for international qualifying exams like **United States Medical Licensing Examination of USA** and **Professional and Linguistic Assessment Board, United Kingdom**. The successful students who qualify USMLE and PLAB become **ambassadors of the university's excellence across borders**. Additionally, they become **a guiding resource** for their colleagues and other members of the student community.

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

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

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

Response: 53.25

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

2023-24	2022-23	2021-22	2020-21	2019-20
100	172	169	113	170

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

2023-24	2022-23	2021-22	2020-21	2019-20
311	277	247	302	257

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

5.2.2**Average percentage of placement /self employed professional services of graduating students during the last five years****Response:** 99.53

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

2023-24	2022-23	2021-22	2020-21	2019-20
869	820	760	750	660

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

5.2.3**Percentage of the graduates in the preceding academic year, who have had progression to higher education.****Response:** 70.66

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

Response: 614

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

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	0	0	0

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

5.3.2

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

Response:

The Student Council at the university is a **democratically elected body** addressing issues of student welfare. It plays an important role in fostering student leadership, organizing campus activities, and ensuring that student perspectives are reflected in institutional decisions. The Council serves as a bridge between students, faculty and administration, **contributing meaningfully to institutional development through student welfare.**

Activities of the student's council are aimed at promoting intellectual growth, cultural awareness and physical well-being among students. Collective collaborative participation fosters a strong sense of community spirit and social responsibility. By encouraging **student participation, recognizing diverse talents and valuing their feedback**, the institution prepares a **cohort of capable committed citizens** who would rise to be future leaders in various fields. Ultimately, these activities aim at enhancing the overall student experience amidst a hectic academic curriculum and maintain a vibrant, supportive campus environment.

The annual cultural flagship event of the students council “ Rhapsody”, is a three day event. The panorama of activities includes dance, music, drama, and art in various forms like rangoli, mehendi to name a few. The event opens participation to other institutions. It is noteworthy that more than one thousand students all academic streams participate including medical dental nursing and paramedical faculty. **Participation by faculty helps bridge the hierarchal gap**, thus harmonising relationships.

The Council organizes **debates, slogan writing, and creative art competitions** to encourage critical thinking, public speaking and literary artistic expression every year. These competitions are interdisciplinary, thus bringing a sense of equity among the various educational domains of the campus.

Physical fitness is a special focus of the council. Regular sports events are organised both for outdoor and indoor games. The university has a well-equipped sports field in the vicinity of the hostels. Regular Yoga activities, track events like marathons and sprint races, fields events like shotput, javelin throw, long and high jump etc attract participation from all ranks and files of the student community. Events like the **Walkathon** are harnessed while raising awareness of social, environmental, and public health issues.

It is noteworthy that the post graduate students too have an elected Resident Doctors Association. This body works to align with the vision and mission of the university at the level of the post graduate student community. It participates to maintain a harmonious working environment along with addressing any issues of the academic domain. The association participates in activities called by larger bodies like **Indian Medical Association, National Medicos Organization (NMO)**, during pandemics and natural calamities like earthquakes, floods etc. Regular camps in far flung areas take health care to the poorest of the poor. The council participated actively in the annual Goraksh Yatra under the aegis of NMO. About 50 students travel to remote areas for 15 days usually in the month of February since 2019. The RDA has actively supervised the establishment of Lady Resident Room after the unfortunate RG Kar tragedy in the country.

The Student Council initiatives are aligned towards academic excellence, student leadership, and community engagement.

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

5.3.3

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

Response: 6.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	9	9	0	5

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

5.4 Alumni Engagement

5.4.1

The Alumni Association/Chapters (registered and functional) has contributed significantly to the

development of the Institution through financial and other support services during the last five years

Response:

The **Georgian Alumni Association** is a registered body under the Firm Societies and Chits Act, Government of Uttar Pradesh (Registration No. 2563). It operates with a **defined constitution with structured governance model that ensures transparency and accountability**. The Executive Committee comprises the Honorary Secretary, Executive Secretary, Treasurer, Auditor, and Editor. The committee meets three times a year to review and implement alumni initiatives aligned with the institution's mission.

The primary aim of the association is to build a vibrant and engaged global alumni network that fosters lifelong relationships, supports the alma mater, and contributes meaningfully to society. The focus is on strengthening bonds among alumni, promoting professional development, supporting institutional growth, and driving initiatives that benefit alumni, current students, and the wider community.

The vibrance of the association is reflected in fact that 1,343 members have joined the association, since 2019.

The alumni financial contribution amounts to ₹41,44,458. Income incurred from the Old Boys Association Guest House (₹6,76,217) has been transferred to the university's income fund. The Ghaziabad Alumni Association, an association of Georgians settled in the city of Ghaziabad, U.P. donated ₹5 lakh. This amount is pledged towards scholarships, providing ₹30,000 to a deserving student annually

The alumni contribute towards socio-cultural causes. ₹4,53,001 was donated to support the construction of a **temple dedicated to the Goddess of Learning, a feature unique to the university**.

The alumni have severally **supported the university and Georgian community** at large. In the recent years, 46 students have benefited through student exchange programs and placement initiatives, **through peer introduction and testimonials**. **Academic advances** are introduced during workshops, continued medical and dental education sessions, didactic lectures and hands on surgical training initiatives.

Annual alumni meets witness enthusiastic participation. **These are structured to combine academic activities with social camaraderie**. Alumni from countries like the USA, UK, Canada, and Australia willingly contribute to knowledge and mentorship.

The alumni have **donated 147 books to the University's Central Library**.

The Georgian Alumni Association **prides in the fact** that alumni members have been appointed at high positions viz. **Prof Manik Saha** is presently serving as Chief Minister of Tripura and **Dr Arun Kumar Saxena** is the minister for forest, environment and climate change, Government of Uttar Pradesh.

Thirty three alumni have received **the Padma Awards for their impact on health at global and national level. Their academic contributions and administrative expertise** have also landed them in leadership roles. **Prof Soniya Nityanand**, Vice-Chancellor of the University is a pioneer in the country in bone marrow transplantation and stem cell research. **Prof RK Dhiman** presently serves as the Director of Sanjay Gandhi Postgraduate Institute of Medical Sciences Lucknow. **Prof Balram Bhargava**, a decorated cardiologist and ex director general, Indian Council of Medical Research played **a key role in development of COVID-19 vaccine. Dr Naresh Trahan** heads the Medanta Hospital Gurgaon.

Through its leadership, financial contributions, academic support, and global engagement, the association strengthens alumni ties, uplifts student prospects, and enhances the university's national and international standing.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Link for additional information	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Links for quantum of financial contribution	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The university upholds a **clearly articulated Vision and Mission** that permeates every layer of the institution, providing an unwavering compass for **academic innovation, compassionate clinical care and responsive administrative governance.**

Vision

To be an outstanding university of excellence ever in pursuit of newer horizons and to rise as a global leader in advancing human healthcare through holistic education of future healthcare providers, innovation in research, and outstanding patient services within a culture of inclusivity, and integration while maintaining the uniqueness and indigeneity of its centennial ethos.

Mission

1. To be among the top 5 Medical Institutions of India.
2. To be recognized as an Institute of National Importance.
3. To promote sustainable development of higher education consistent with statutory regulatory requirements
4. To plan and continuously provide the necessary infrastructure, and learning resources required for quality education and innovations
5. To stimulate and extend the frontiers of knowledge, through faculty development and continuing education programs
6. To make research a significant activity involving staff, students, society and industry.
7. To promote meaningful and outcome-based interaction/ collaborations with regional/ national/ international bodies.
8. To establish IT-enabled and data-driven healthy systems for communication among all stakeholders for vision-oriented growth
9. To fulfil the national obligation through the Rural Health Mission

The foundation stone of King George's Medical College was laid in 1906. A significant transformation occurred on **16th September 2002, when the institution was upgraded to King George's Medical University** through an act of the Government of Uttar Pradesh. The

university is **recognized as the 'Pride of Uttar Pradesh'**, receiving robust administrative and financial support from the State Government.

A distinctive feature of the university, is the **active role of the Chancellor, The Honourable Governor of Uttar Pradesh**, who provides an overarching umbrella of guidance by monitoring academic, administrative and financial matters, resulting in accountability and alignment of outcomes with state and national priorities. **The Vice Chancellorempowers the University's administrative and academic governance through regular meetings of statutory bodies including the University Court, Executive Council, Academic Council, Finance Committee and Research Advisory Committee, functioning with democratic values, academic autonomy, transparent policy and data-driven decision-making.**

The University stands as an **epitome in teaching, training, research and patient care** with 12 faculty members listed in Stanford's top 2% researchers globally. Faculty hold prominent positions in **National Medical Commission (NMC) , Indian Council of Medical Research (ICMR) and on** editorial boards of renowned journals. For outstanding contributions, alumni have earned prestigious national honors like the **Padma Vibhushan, Padma Shri and Dr. B.C. Roy Award**, and recognised as directors of various institutes of national importance The **current Vice Chancellor**, also an alumnus, was honored with the **Padma Shri in 2025** .

The university plays a **pivotal role in defining healthcare strategies and framing policies**, guiding state and central governments during **health emergencies**. It was **first in Uttar Pradesh to start the creation of ABHA IDs** in line with **One Nation, One Health System** integrative policy. The university continues to receive accolades for the maximum number of patients **benefitted under Ayushman Bharat Scheme in UP annually**.

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

6.1.2

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

Response:

The university operates under a **strong and structured governance framework** that ensures **operational autonomy** across its **academic, administrative, clinical, and research** functions.

The **Hon'ble Governor of Uttar Pradesh**, in the capacity of **Chancellor**, plays a **proactive role** in aligning university activities with **national education policies** and **emerging healthcare priorities**. The **Vice-Chancellor**, as the chief executive and academic head, empowers a range of **statutory and non-statutory bodies**, including the **Academic Council, Finance Committee, and Deaneries**, thereby establishing a **dynamic, inclusive, and responsive model of participative governance**.

A deeply **decentralized administrative structure** is embedded across the institution, empowering **Pro Vice-Chancellor, Deans, and Medical Superintendents** to make **swift, department-level decisions** with autonomy and accountability. This promotes **agility** in addressing operational, academic, and clinical requirements. **Participative management** is further strengthened through platforms like the **Student Council, Teachers' Association, and Employees' Association**, that have structured **consultation and feedback mechanisms**. These contribute to shaping **institutional policies**, refining **governance models**, and driving **academic reforms** that meet contemporary educational and service needs. The financial governance is **effected through the Finance Officer and Finance Committee, that** collaborate to ensure **transparency, accountability, fiscal prudence, and compliance with regulatory frameworks**. They systematically oversee budget preparation and resource allocation. Additionally, the university's **IT Cell** plays a pivotal role in facilitating **digital transformation** through initiatives such as the **Hospital Information System, Learning Management System, digital classrooms, and telemedicine services**, thereby enhancing the efficiency, accessibility, and effectiveness of overall operations.

Employee Community Hall creation testified Participative Management – Internal feedback from employee welfare meetings **identified a significant gap in infrastructure**, specifically the **absence of a dedicated space** for conducting **welfare meetings, retirement ceremonies, cultural programs, and training sessions**. Additionally, there was a need for a **common venue** to foster informal interaction and community building among teaching and non-teaching staff. The **Employee Association** proposed the development of a multipurpose hall. The project was formally drafted by **Civil Engineering Section**, endorsed by the **Registrar**, and approved by the **Vice-Chancellor**. An existing hall in the **TG Campus** was successfully renovated into a **Multipurpose Employee Community Hall** featuring **air-conditioning and flexible seating** accommodating diverse activities. The hall has quickly emerged as a **central venue** for **farewell functions, birthday celebrations and cultural programs**, significantly boosting **staff morale** and promoting a **stronger sense of institutional belonging and inclusiveness**.

The university's **Medical Equipment Procurement procedure** exemplifies the ethos of **decentralisation**. The pre-existing **centrally driven procurement process** often resulted in unwanted **mismatches** between **departmental needs** and **delivered equipment**. The **Vice-Chancellor** implemented a **decentralized procurement system** wherein **Heads of Departments**, in collaboration with their faculty teams, submitted **consolidated demand lists** with

justifications. These lists underwent rigorous evaluation by the **Faculty In-Charge (Equipment Cell)**, the **Vice-Chancellor**, and concerned HODs, ensuring that procurement was based on **urgency, relevance, and collective departmental consensus**. This initiative has led to **more efficient, department-specific procurement**, enhanced **resource optimization**, strengthened **participative decision-making**, and ensured **transparent and justified fund utilization**. The **Departmental committees, Board of studies and Academic Council** by virtue of their constituent members, provide decentralised participation in implementing academic progression.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

The university has an approved Strategic Plan with a clear deployment and monitoring strategy for timely execution. The plan is structured at both university-wide and departmental levels, guided closely by stakeholder priorities and the institution's **vision and mission**. Funding is actively mobilized from **governmental and non-governmental sources**, with clear **performance indicators** established for continual monitoring and assessment.

The university holds a **distinguished position in medical education**, recognized as a **Nodal Centre for Medical Education Technology** by the **National Medical Commission**. It has successfully implements the **Competency-Based Medical Education (CBME)** curriculum,. The university's distinct **faculty development programs**, reinforce leadership medical education and sustainable healthcare practices. **185 new postgraduate seats**, addition of **10 BSc Nursing seats**, and **six MDS seats**, is a step towards addressing healthcare manpower shortages. **Outreach activities strategically serve the last man in the line.**

The university fosters an active research environment across all cadres. Its **undergraduate intramural research promotion policy is unique, providing impetus at inception of the course**. Over **280, intramural and extramurally funded research projects** significantly impact medical knowledge through publications and medical communications. The university framed its PhD guidelines. Initiatives like **SIB-SHINE**, a collaborative venture with **IIT Kanpur funded by DBT**, encourages start-ups and entrepreneurship, aligning with the national **"Make-in-India" initiative**.

Patient care policies are strategically planned with compassion. The university has introduced a **“first 24 hour free treatment” policy** to mitigate suffering. This is a major step towards reduction of morbidity and mortality. As a major referral healthcare center in Uttar Pradesh and neighbouring regions, the university demonstrates **exceptional adaptive management**, exemplified by **COVID-19** pandemic. The university **contributes to health equity** by initiatives like the **Regional Resource Training Centre** and **Continuous Positive Airway Pressure** training. State of art super-speciality care is provided through state supported specialized infrastructure, including a new **100-bed cardiology ICU**, a pioneering **super-specialty orthopedic block** with specialized arthroplasty, spine units, and departments dedicated to sports medicine and pediatric orthopedics. Planned expansions include **500-bed extension of the Level-1 Trauma Centre** and advanced diagnostic facilities. Notably, KGMU introduced an **Indian-made Robotic Surgical System** through a Public-Private Partnership and established a **Bone Marrow Transplant Unit** funded via **Corporate Social Responsibility**. Additionally, dedicated **patient feedback portal** on the university website facilitates continuous quality improvement in patient services. Healthcare accessibility has significantly improved via innovative **telemedicine services**, maternal and neonatal training programs and specialized **mobile healthcare units**. Proactive **adolescent health programs** address critical mental health issues. Technological advancements like **ICT-enabled smart classrooms**, digitized libraries, and enhanced internet connectivity further improve patient care through academic advances.

Strategies to alleviate suffering beyond the patient, has led to expansion of the patient relation accommodation facilities. The Oil and Natural Gas Commission , through its **Corporate social responsibility fund**, is supporting the expansion of an already existing patient relation accommodation facility.

The university demonstrates **exemplary environmental stewardship** in environment conservation and decreasing carbon footprints. Its comprehensive **sustainable waste management**, robust **recycling programs**, and **energy conservation practices** have been **emulated by several institutions** after its **recognition by World Health Organisation**.

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

6.2.2

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

Response:

The university functions as a premier autonomous medical university established under the **KGMU Act, 2002** and governed by the **KGMU Statutes, 2011** (amended 2019 and 2021), which collectively grant corporate status, perpetual succession, and a common seal, empowering it to formulate and execute academic, administrative, and financial policies with full statutory autonomy while remaining accountable to state and national regulators.

The Chancellor, Governor of Uttar Pradesh, is the university's highest command, whose periodic administrative, academic, and financial audits reinforce transparency and align institutional priorities with state policy. Day-to-day leadership rests with the **Vice-Chancellor**, the principal executive and academic officer appointed through a rigorous search-committee process, supported by a **Pro-Vice-Chancellor** who ensures continuity, a **Registrar** who safeguards records and serves as secretary to statutory bodies, and a **Finance Officer** who steers budgeting, fund management, and presentation of audited statements to the Executive Council. Decision-making is decentralised through participative statutory bodies: the **Executive Council** (apex administrative and financial authority), **University Court** (policy review), **Academic Council** (curriculum, standards, research), **Finance Committee** (budget scrutiny), **Boards of Faculties**, **Selection Committees** that guarantee transparent, merit-based recruitment conforming to reservation norms, the **Admission Committee**, the **Examination Committee**, and the quality-driven **Internal Quality Assurance Cell (IQAC)**. **Chapter V of the Act** codifies **appointment, promotion, and service conditions**, ensuring that recruitment and advancement reflect **UGC, NMC**, and state guidelines and remain timely, fair, and future-oriented.

Effectiveness is demonstrated through regular **Chancellor-supervised audits** tightening fiscal discipline; timely recruitment and promotions via recurrent Selection Committee meetings; synchronised academic and administrative calendars; departmental autonomy encouraging nimble, context-specific decisions; participatory budgeting maximising resource utilisation for infrastructure, research, and patient care; continuous IQAC reviews and internal audits sustaining accreditation readiness; and prompt redressal of **IGRS** grievances through an online portal fostering stakeholder trust.

Further, cutting-edge **e-governance modules** Samarth ERP, biometric attendance linked to salary generation, online ACR submission, digital property declaration portals, and WhatsApp-based circular dissemination—streamline workflow efficiency and transparency. Strategic planning and deployment are reviewed quarterly through structured retreat meetings, and outcome metrics are integrated into the **Performance Appraisal System**, aligning individual targets with institutional KPIs. Continuous professional development is cultivated through frequent **faculty-development programmes** and leadership workshops, ensuring that administrators remain conversant with evolving regulatory mandates and global best practices in higher-education governance.

The **University Court** meets annually to evaluate long-term development blueprints, recommend new centres of excellence, and endorse performance reports, thereby embedding stakeholder voices in macro-level governance. Similarly, the **Finance Committee's open-book reviews** invite **inputs from departmental heads**, fostering **participatory budgeting and resource mobilisation** through **grants, donations**, and **Public-Private Partnerships**. Comprehensive, well-curated **digital archives** and detailed line-item statements track expenditure versus allocation, strengthening accountability, monitoring outcome indices and impact, and enabling timely mid-course corrections during unforeseen challenges.

Collectively, this multi-layered architecture of legal empowerment, hierarchical leadership, decentralised

statutory bodies, transparent service rules, data-driven quality assurance, and digital transformation ensures that **the university remains strategically aligned with its Vision and Mission** while advancing academic excellence, patient-centred healthcare, responsible financial stewardship, and sustainable organisational growth steadfastly at every organisational tier and level.

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

6.2.3

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

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

Response: All of the above

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

6.3 Faculty and Staff Empowerment Strategies

6.3.1

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

Response:

The university maintains a strong and unwavering commitment to the **well-being of its teaching and non-teaching staff** by implementing a wide range of **comprehensive welfare schemes**. These initiatives are strategically crafted to foster **employee satisfaction**, promote a healthy **work-life balance**, and cultivate a **culture of institutional excellence, inclusivity, and continuous development**.

A cornerstone of employee welfare at the university is its emphasis on **healthcare and medical support**. Staff members and their dependents are entitled to **free on-campus medical facilities**, ensuring accessible healthcare within the university premises. Complementing this, a **medical reimbursement policy** covers additional healthcare expenditures incurred externally. Provisions for **maternity benefits, childcare support**, and an established **medical leave facility** are timely complied.

In addition to healthcare, the university offers a robust structure of **financial welfare and allowances**. Staff are entitled to **Medical Allowance** and a generous **Child Education Allowance** of up to ₹37,500 annually for each of two children, supporting education from nursery through Class XII. Furthermore, the university supports academic growth through a **Learning Resource Allowance of ₹1.5 lakhs annually**, facilitating access to essential academic materials, subscriptions, and technological tools such as laptops, research equipment etc. Recognizing the importance of continuous academic and professional growth, the university actively facilitates **reimbursement for attending conferences, workshops, publication fees, and patent filings**. An additional support of **₹1.5 lakhs per annum** is provided for professional society memberships. Seamless academic functioning is ensured through comprehensive **Wi-Fi access, virtual classrooms, and advanced computing facilities**, demonstrating the university's commitment to empowering faculty and staff through technology.

A vibrant and supportive work environment is maintained through the provision of **identity cards, ergonomic workspaces**, and essential professional tools. **Cafeterias, sports facilities, creche facilities**, and regular **yoga and wellness sessions** contribute significantly to the **physical and emotional well-being** of employees, promoting a balanced and inclusive workplace culture. In terms of residential support, **institutional accommodation** is provided to staff members, subject to availability, ensuring safety, convenience, and community engagement.

Special consideration is given to non-teaching employees through **compassionate provisions** like the **Die in Harness Scheme**, offering employment support to the families of deceased employees. The university also ensures full compliance with **statutory and social security benefits** such as **Provident Fund, Gratuity, ESI schemes** to outsourced employees. Additionally, it is noteworthy that the university has established an **in-house ESI dispensary** to provide **accessible healthcare services for all outsourced employees**, reflecting a holistic approach to welfare. This on campus access to healthcare enhances the work output of contractual employees, along with creating a harmonious institutional allegiance.

The university provides **academic, career and personal counselling** supporting professional and

personal development. Initiatives such as **Basic Life Support and Advanced Cardiac Life Support certifications**, training in **ethics, biostatistics and good laboratory practices**, further enhance the skills and professionalism of faculty and staff. Research is vigorously promoted through **intramural grants for undergraduates, postgraduates and faculty**. Facilities like the **Center for Advanced Research, Department of Health Research Medical Research Unit, Patent Cell**, and innovative **SIB SHINE School of Bio-design** encourage research augmentation, start-up support, and industry collaborations.

File Description	Document
Any additional information	View Document
Link for policy document on welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 42.34

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
296	266	75	73	222

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

6.3.3

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

Response: 56.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
49	45	59	19	110

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	View Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	View Document
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4

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

Response: 90.28

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

2023-24	2022-23	2021-22	2020-21	2019-20
346	333	457	415	424

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

6.3.5

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

Response:

The university maintains a comprehensive and meticulously structured **Performance Appraisal System** that governs the evaluation and career progression of both **teaching and non-teaching staff**. Firmly rooted in the principles of **transparency, meritocracy, and institutional growth**, this system facilitates **timely promotions**, supports **professional development**, and ensures **continuous performance monitoring**, thereby upholding the highest standards in **medical education, research, healthcare delivery, and administration**.

At the core of the appraisal mechanism lies the **Annual Confidential Report (ACR)**, prepared annually for all categories of employees. This document evaluates a wide range of parameters, including **work performance, conduct and integrity, contributions to teaching, research, patient care, and administration**, as well as **discipline, punctuality, and interpersonal relations**. For teaching faculty, the ACR process is meticulously structured: the **Head of Department** initiates the ACR, which is subsequently reviewed by the **Dean** and finalized by the **ACR Committee**, chaired by the **Vice-Chancellor**. For Heads of Departments themselves, the ACR is initiated by the Dean and routed similarly for final approval. To ensure **inclusive and unbiased evaluation**, the Committee includes the Vice-Chancellor as Chairperson, the concerned Deans, and one **SC/ST** and one **OBC** Professor. Once finalized, ACRs are securely maintained in the **Registrar's Office** and are communicated to the respective individuals.

For non-teaching staff, the ACR system operates under the university's service rules, adapted from the **Sanjay Gandhi Postgraduate Institute of Medical Sciences service conditions** since 2019. In this process, the respective **sectional heads** initiate the ACRs, followed by review from senior administrative

authorities before final storage in personnel records. The evaluation focuses on **efficiency and knowledge of duties, attendance and punctuality, integrity and discipline, and interaction with colleagues and patients**, thereby ensuring a comprehensive appraisal of performance and professional behavior.

Promotion within the university follows a **time-bound and merit-based framework** as laid out in **KGMU Act, 2002**. It allows for **personal promotion** from Assistant Professor to Associate Professor and further, based on years of service, proven academic and clinical contributions, and satisfactory performance reports. Promotions are recommended by a **statutory Selection Committee** under **Section 35**, and the Committee's decisions are binding, transparent, and aimed at maintaining institutional excellence.

To safeguard employee rights, the university has established a mechanism for the **redressal of grievances related to ACRs**. If any **adverse entry** is recorded, it must be communicated to the concerned individual within **30 days** of finalization. Employees retain the **right to appeal** against such entries within a stipulated time frame, with the appellate decision being **final**. Importantly, no uncommunicated or pending adverse remark can be used against an employee, thus ensuring **fairness and procedural integrity**.

The appraisal system has further evolved with **reforms that promote self-appraisal**. Teaching staff are encouraged to submit documentation highlighting their achievements in **publications, conference participation, clinical innovations and administrative responsibilities**. The ongoing **digitization of ACR formats** has streamlined the submission and monitoring processes, while **performance feedback** is now closely linked to the identification of **training needs and professional development incentives**, ensuring a robust and future-ready appraisal ecosystem that aligns personal growth with institutional aspirations.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The university follows a structured and multi-pronged strategy for **financial planning, fund mobilization, and optimal resource utilization**, ensuring that its fiscal practices align with its broader

mission of academic excellence, patient care, and research advancement. As a state-funded medical university, it maintains a strong emphasis on **transparency, accountability, and alignment with institutional goals**, backed by robust fiscal policies and governance mechanisms that guide its financial operations.

The **institutional budgeting process** is carefully organized at the last quarter of preceding financial year by the Finance Department. Departments are invited to submit their proposed **new infrastructure projects and medical equipment lists** under the capital budget, while **operational and salary budgets** are prepared by designated sections within the Finance Office. Once departmental inputs are consolidated, the budget is categorized into two major heads: **Revenue—salary and non-salary** and **Capital—land, buildings, and equipment**. This consolidated proposal undergoes a detailed review by the **Vice-Chancellor** before being submitted to the **Department of Medical Education, GoUP**. Upon thorough evaluation, **final allocations are approved by the GoUP**, ensuring that the university's financial planning remains synchronized with state and national priorities.

The university's **sources of revenue** are well-diversified, reflecting its strategic approach to financial sustainability. Primary funding comes from **government grants**, complemented by **patient care services, fees (tuition, examination, and hostel)** and **research grants** with institutional overheads. Additionally, **alumni contributions, philanthropic donations, interest and dividend income, and miscellaneous sources** such as the **sale of publications, consultancy services, and licensing revenue from patents** strengthen its financial base.

Government Financial Rules prescribed by both the Government of Uttar Pradesh and the Government of India are rigorously adhered for **optimal resource utilization**. Committees to monitor utilisation have been established. **Equipment purchases are supervised** by Joint Director (Material and Management) and Faculty In-charge Equipment cell and **construction activities are monitored** by Registrar and Superintending Engineer. **Regular meetings are held and report is sent to Hon'ble Chancellor on monthly basis**. The adoption of **digitized accounting systems and enterprise resource platforms** further streamlines financial tracking, enabling real-time monitoring of expenditures and efficient resource deployment.

The university has embraced **innovation in financial management** through various initiatives that align with modern fiscal strategies. Efforts to encourage **intramural and extramural research** are supported by **research showcase awards**, while **CSR initiatives and industry collaborations** have been actively mobilized to attract additional funding. The **Georgian Alumni Association** plays a vital role by promoting **endowment and sponsorship opportunities** that support development. Simultaneously, the university has implemented multiple **cost-saving measures** aimed at promoting **financial sustainability**. **Energy efficiency projects**, such as the installation of **solar panels** across key buildings, have significantly reduced electricity costs while supporting environmental stewardship. The establishment of **shared infrastructure (primarily on public-private partnership)** for patient care, including facilities like **robotic surgery units and centralized radiological and other diagnostic investigation facilities** has reduced duplication of expensive equipment and optimized resource utilization.

In addition, the university actively pursues **sustainable revenue generation** by **recycling biomedical and general waste**, creating a circular economy model that contributes both to institutional income and ecological responsibility.

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

6.4.2

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

Response: 526915

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

2023-24	2022-23	2021-22	2020-21	2019-20
116192	109841	107704	98620	94558

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

6.4.3

Institution conducts internal and external financial audits regularly

Response:

The university ensures **robust financial accountability** through a well-structured and multi-tiered system of **internal and external audit mechanisms**, reinforcing its commitment to **transparency, good governance** and **optimal resource utilization**.

The **external financial audit** is conducted annually by the **Accountant General (AG), Prayagraj, Uttar Pradesh**, covering a comprehensive review of all sources of income, including **state grants, research funds, hospital services, diagnostics revenue, tuition fees, and consultancy earnings**. The audit is coordinated by the university's **Finance Office**, based on a prior agreed schedule, ensuring preparedness and transparency. During the process, departments are required to present extensive documentation, such as **bills, tendering records, stock registers, and purchase files**, alongside detailed records of income from various operational units. Any objections raised during the AG audit are initially addressed at the university level. If not satisfactorily resolved, they are escalated to the AG Office and the **GoUP** for further action, thereby maintaining a clear and systematic chain of audit resolution.

A rigorous **internal audit** is conducted periodically through a **dedicated third-party audit team**, ensuring a continuous cycle of financial scrutiny. Internal audits cover **budget utilization, procurement practices** including **Government e-Marketplace (GeM) compliance, departmental income and expenditure records**, and involve a **pre-audit mechanism** for vetting high-value proposals before final approval.

Notably, **internal financial audits are also supervised by the Rajbhawan**, where the **Chancellor personally oversees financial compliance through a 120-pointer questionnaire**, ensuring an additional tier of vigilance and significantly **streamlining financial processes** across the university. These mechanisms promote **efficient fund allocation, cost rationalization**, and enhance overall **financial governance**. A recent case study highlights the success of these reforms. Between 2015–16 and 2020–21, a total of **85 audit paras** were raised, pointing to procedural gaps in documentation and reporting. To address this, a **dedicated audit response team** was constituted, resulting in the successful **resolution and write-off of 46 audit paras**, with replies submitted for the remaining 39. Importantly, the latest AG audit covering the past three financial years recorded only **23 minor procedural objections**, with **only 03 major financial discrepancies**. This reflects a substantial **improvement in audit compliance**, enhanced **financial credibility**, and the strengthening of a **culture of fiscal discipline and proactive audit readiness**.

Key audit governance practices have been significantly strengthened in recent years. **Digital audit trails** maintained through **Enterprise Resource Planning and Accounting software platforms** ensure complete traceability of transactions, minimizing risks of errors and discrepancies. A focus on **timely audit clearance** enables swift resolution of audit objections, while **dedicated Audit Cells** within the Finance Office and Audit Committee monitor compliance and facilitate rapid responses to emerging observations.

Enhancements introduced during 2023–2024 include **expanded collaborations with CSR bodies and**

alumni networks to diversify funding streams and a notable **improvement in audit objection resolution rates** through targeted departmental support. Additionally, **training workshops on General Financial Rules compliance and financial ethics** sensitize staff members toward responsible financial practices. Through these layered mechanisms, the university reinforces public trust, sustains operational excellence, and exemplifies best practices in financial governance for higher education institutions.

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

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

A Structured Commitment to Quality

The university has continually evolved to meet the aspirations of modern medical education and healthcare delivery. Reflecting its foresight and proactive academic culture, the university established its Internal Quality Assurance Cell in 2015—well before facing its first NAAC inspection in 2017. This step not only signaled its readiness to embrace structured quality practices but also marked the beginning of a strategic transformation toward institution-wide quality enhancement.

Philosophy of Quality and the Role of IQAC

KGMU's academic philosophy recognizes that quality in education, research, clinical services, and administration is a shared responsibility. The IQAC operates as the institutional nerve center for quality assurance, deeply aligned with the university's mission of "Sincerity, Service, and Sacrifice." Its primary role is to establish realistic benchmarks and promote continuous improvement in teaching-learning, academic governance, research output, and healthcare delivery. The IQAC also upholds institutional and human values, creating an environment conducive to innovation, integrity, and excellence.

The Internal Quality Assurance System, which forms the operational framework of the IQAC, is a well-documented and transparent mechanism approved by the Executive Council of the University. It is available in the public domain through the KGMU website, reflecting the university's commitment to

institutional accountability and inclusiveness.

Four-Tier Quality Assurance Framework

To ensure holistic implementation of quality initiatives, KGMU has institutionalized a four-tier IQAC structure:

First Tier – IQAC Core Body:

This is the apex decision-making committee consisting of 33 members, including senior faculty, administrative leaders, representatives from alumni, employers, students, and society. Chaired by the Vice Chancellor, the core body meets periodically to review policies, assess progress, and set strategic goals in alignment with NAAC's seven criteria. The composition of the committee is dynamic and revised regularly to reflect evolving institutional priorities and stakeholder perspectives.

Second Tier – Deanery of Quality Control, Clinical Audit, Accreditation, and Future Planning:

Established in 2016 as a statutory innovation under the KGMU Act, this Deanery supports IQAC functions and comprises the Dean of Quality Planning (Dean QP), Vice Dean, Associate Dean, and Assistant Deans. The Dean QP is responsible for coordinating cross-departmental quality activities and also serves as the IQAC Coordinator, as nominated by the Chairman. This team bridges academic, clinical, and administrative domains by offering centralized coordination and policy support.

Third Tier – Criteria Heads:

Aligned with the seven NAAC criteria, each criterion is overseen by a senior faculty member or domain expert—often a Vice Dean or administrative lead. These Criteria Heads lead task forces comprising faculty members and administrators to address NAAC-mandated metrics and performance indicators. For example, the Vice Dean of Academics oversees curriculum reforms under Criterion I, while others guide research, infrastructure, and community outreach domains.

Fourth Tier – Departmental Quality Managers:

Every academic department appoints a dedicated faculty member as its Quality Manager. Working under the supervision of the Head of Department, these individuals are responsible for internal audits, data collation, feedback implementation, and ensuring compliance with quality benchmarks. This bottom-up structure strengthens the last mile execution of quality initiatives.

To maintain real-time coordination across this multi-tiered structure, dedicated WhatsApp groups and digital dashboards have been developed, ensuring seamless communication and rapid resolution of issues.

Functioning of IQAC and Strategic Planning

KGMU's IQAC convenes monthly meetings involving academic and administrative leadership, HoDs, quality managers, and unit in-charges. Annual core committee meetings and strategic retreats further define long-term planning. Based on comprehensive stakeholder feedback, NAAC peer team suggestions, and gap analysis from NIRF and NABH benchmarks, the IQAC formulates action plans addressing each NAAC criterion. The unit actively monitors and enhances key domains such as curriculum planning, hospital service quality, digital governance, research output, environmental initiatives, and student support mechanisms.

Importantly, the IQAC's progress is reviewed monthly by the Hon'ble Chancellor of the University. As part of the state-level **"55 Prapatra" (now 120 Prapatra) initiative**, detailed reports are submitted periodically. Presentations on NAAC progress and institutional quality metrics are made in meetings chaired by the Chancellor, reinforcing accountability and commitment at the highest level.

Capacity Building and Exposure to Best Practices

The IQAC places great emphasis on continuous capacity building. Faculty is encouraged to attend training programs and quality assurance workshops. A major highlight in this direction was KGMU's participation in the **NAAC MANTHAN** sensitization program organized by the Hon'ble Governor of Uttar Pradesh at AKTU, Lucknow, on April 4–5, 2022. NAAC Advisors, with support from the Hon'ble Chancellor, were invited to KGMU to provide insights into preparing the SSR and improving institutional performance.

IQAC Activities

The IQAC organized and coordinated over **100 major quality assurance activities**, each contributing to measurable institutional advancement.

- **Participation in National Institutional Rankings Framework**
- Development and execution of comprehensive **feedback** tools for students, faculty, patients, and employees across parameters such as teaching quality, hostel amenities, library services, and patient care satisfaction.
- **AAA:** Audits were conducted across 56 academic departments and 14 administrative units. Reports were analyzed to recommend actionable improvements in governance, research output, and academic functioning.
- **Data Management Tools:** Indigenous digital tools and SOPs were created to streamline data collection, tracking, and presentation of NAAC-mandated key indicators and quality metrics.
- **Research-linked Quality Audits:** Operational research projects were taken by the Hospital Administration Department to identify and rectify procedural inefficiencies in hospital workflows.
- **Policy Formulation:** The University's formal **Quality Policy Document** was developed, defining institutional priorities, timelines, and accountability protocols.
- **Faculty & Student Development:** Expert-led workshops, webinars, and capacity-building lectures on NEP 2020, NAAC practices, SDG 2030, and research methodology were held for faculty, researchers, and students.
- **Alumni Engagement:** The **Georgian Fraternity Network** was strengthened through alumni-driven events and digital reunions, expanding institutional outreach.
- **Gender Equity & Social Awareness:** Several programs were organized under the **Women Empowerment Cell**, alongside initiatives like self-defense training, cultural events, and

motivational talks for students and staff.

- **Industry-Academia Interface:** Interactive sessions and MoU-based collaborations with industry partners were facilitated to bridge the gap between medical training and professional practice.

The KGMU's multi-tiered quality assurance system has firmly embedded a culture of academic excellence, public service, and institutional integrity.

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

6.5.2

Quality assurance initiatives of the Institution include:

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

Response: A. All of the above

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

6.5.3

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

Response:

Bridging Gaps, Building Excellence: A Transformative Journey

Over the last five years, King George's Medical University has demonstrated strategic foresight and a commitment to quality enhancement by identifying institutional gaps and translating them into structured reforms. This continuous improvement journey was shaped by stakeholder feedback, NAAC recommendations, accreditation benchmarks, and real-time healthcare needs, particularly during the unprecedented challenges of the COVID-19 pandemic. What emerged was a unified institutional effort to strengthen academic delivery, research, student welfare, digital infrastructure, and clinical excellence.

Academic Gaps and Pedagogical Reform

Initial reviews identified the need for academic diversification, improved pedagogical strategies, and competency-based learning. In response, KGMU launched **Competency-Based Medical Education (CBME)**, expanded its program offerings from 92 to 115, and increased student intake by over 35%. The integration of electives, the Family Adoption Program, and value-added courses addressed content relevance and employability. Faculty training, structured feedback mechanisms, and logbook-based formative assessment were implemented to ensure outcome-based education.

Strengthening Research and Innovation Ecosystem

An underutilized research environment and limited IP output were key concerns. To address this, the university operationalized an **Intellectual Property Management Cell (IPMC)** and established the **Cochrane India Centre**, alongside supporting intramural grants and research mentoring. As a result, KGMU witnessed a rise in innovation outputs, international publications, and recognition—exemplified by faculty inclusion in Stanford's Top 2% Scientists list and the growth of undergraduate research

through TRACK and the Annual Research Showcase.

Student Support and Holistic Development

Surveys highlighted the need for structured student mentorship and emotional support. KGMU introduced a robust **mentor-mentee system**, regular tracking of academic and personal growth, and student-led wellness, cultural, and outreach programs. Leadership was fostered through a democratically elected Student Council, while targeted schemes like **Kotak Kanya Scholarships** ensured equitable support for meritorious students.

Digital Transformation and Data Integration

The lack of digital readiness was rapidly addressed post-2020 through the implementation of a university-wide **Learning Management System (LMS)**, the **SAMARTH portal** for student lifecycle management, POS-based digital transactions, and integration with the **Ayushman Bharat Digital Mission (ABDM)**. Over 86 lakh OPD e-appointments and 2 lakh teleconsultations were facilitated, reflecting a paradigm shift in digital governance and healthcare delivery.

Infrastructure Augmentation and Sustainability

Growing clinical load and space constraints called for significant infrastructure upgrades. The university invested ₹118 crore to establish **new specialty centers, ICU units, PET scan, 3 Tesla MRI**, and COVID-dedicated facilities. Hostel capacity was expanded, and **green campus initiatives** like solar energy and rainwater harvesting reflected university's commitment to sustainability.

Institutional Identity and Social Responsibility

Institutional introspection revealed the need for enhanced community connect and value propagation. The **Women Empowerment Cell** led over 40 outreach programs. The adoption of the **University Kulgeet** and the launch of **Radio Goonj** created shared platforms for health awareness and campus unity.

KGMU's journey from gap identification to strategic implementation has resulted in a more resilient, inclusive, and globally visible institution, aligned with its mission of "Sincerity, Service, and Sacrifice."

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

King George's Medical University is striving towards fostering a culture of diversity, equity, and inclusivity, in order to create a vibrant and supportive community.

Leadership and Representation

University's leadership has an impressive representation of women: Chancellor, Vice-Chancellor, ProVice-Chancellor, Dean, Registrar, several departmental heads are women, highlighting the University's deep commitment to gender equity.

Support to Female Staff and Students

Female employees across all cadres are supported by a crèche facility for children between 1 to 8 years old, aptly named "SHISHU SADAN".

Promoting Health and Well-being of Adolescents

The university-run Adolescent Clinic is a sanctuary of care and compassion, especially for adolescent girls, addressing their physical and social needs and emotional vulnerability.

Fostering Inclusivity and Diversity

The University's endeavor is towards inclusivity and diversity. Many of the social outreach programs focus on women's empowerment, including comprehensive health checkups with a focus on malnutrition, breastfeeding, and breast and cervical cancers in ten adopted villages.

Some other notable initiatives include: **Nivedita**: a sewing teaching school for socioeconomically weak women; **Dhanvantri mahila kendra**: production and sale of masalas, papad, achar, etc.; **Janjagriti abhiyan**: general health and hygiene awareness; Rehabilitation of child abuse victims through **Samadhan** initiative with NGO's like Arogya Bharti, Rotary club etc.

International Women's Day celebration was a week-long program in 2022 inaugurated by the Honorable Governor of U.P., wherein activities like panel discussions, debates, and nukkad natak on women's health and health check-up campaigns for employees of KGMU were held. The university organized a workshop jointly with the Association for Advocacy and Legal Initiatives Trust (AALI) in 2023 to educate final-year MBBS students on medicolegal issues in sexual violence.

Transgender Inclusivity

The University is also striving towards creating awareness on the rights and discrimination against LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual) communities. To commemorate the “International Day against Homophobia, Biphobia, and Transphobia” on May 17, 2024, a CME on “Effective Protection of all persons from discrimination based on Sexual Orientation or Gender Identity” was organized by the Department of Psychiatry with Suramya Life Foundation, IPS UP Chapter, and the Canadian High Commission.

On the last Thursday of every month the University conducts an LGBTQ clinic, the “**Rainbow Clinic**”. It is a joint effort of Medicine, Psychiatry, Dermatology and STI diseases, Plastic Surgery and Endocrinology departments. Organizations like Path Foundation, Naz Foundation and other NGOs have been helping in this clinic. The participating departments also go to the community through the social workers for both encouragement and to identify the needs of LGBTQIA.

Ensuring Safety and Security

There is a robust infrastructure to ensure the safety and security of all personnel by stationing security guards strategically and by an extensive network of over 300 CCTV cameras. Modern fire prevention and suppression systems are also in place.

Committee for sexual harassment at workplace

The University has a Vishaka committee to safeguard the rights of female students and female staff and to maintain a healthy and safe environment for girls and women employees.

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

7.1.2

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

- 1.Solar energy**
- 2.Biogas plant**
- 3.Wheeling to the Grid**
- 4.Sensor-based energy conservation**

5. Use of LED bulbs/ power efficient equipment

Response: Any Four of the above

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

Other Upload Files	
1	View Document
2	View Document

7.1.3

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

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

Response:

The University Environment Department (UED) has developed a comprehensive waste management system for biomedical and municipal waste that not only ensures proper waste management but also **generates revenue** for the institution.

Solid Waste Management :

University is utilizing various methods such as dry and wet segregation, **vermicomposting**, and separate paper waste collection. Attempts are being made to gradually progress towards “Zero waste Concept”. The solid waste being generated is segregated and quantified, and there is a foolproof system abiding by the Solid Waste Management Rules 2016, wherein all the bulk waste producers have to establish their

own system in-house. Currently, besides vermicomposting of all the waste horticulture produces, there is a contract with Nagar Nigam for solid waste disposal. In addition, there is a contract for cardboard and paper waste selling. Separate paper waste bins and dry waste **kiosks** are kept in the hostels to encourage segregation. There is one **Bio-Gas plant** and installation of another larger-capacity plant is in progress.

Liquid Waste Management:

Three **ETP/STP** plants have been successfully installed, and a fourth is in progress. The survey for a fifth plant has been completed, and the proposal for same is being sent for sanction. In areas that are not covered currently by ETP/STP, on-site treatment of liquid waste is being done using hypochlorite solution.

Biomedical waste management:

University has its own self-sustained, unique, in-house Bio- Medical waste treatment system and was awarded as a **Role Model amongst South Asian Countries by UNDP- GEF** (Global Environment Facility). University has adopted several distinctive methods to inculcate the habit of waste segregation at the site of generation. Generation of a monthly segregation sheet, mandatory training with issuance of a certificate on obtaining > 80% marks for release of first salary, six monthly assessments, and an annual refresher training of nodal officers of all respective departments are a few examples. The collection of waste from all workstations, along with weighing and recording, is done to prevent any pilferage. All the waste thus collected is **processed on-site** except for the incinerable waste, which is sent to a CBWTF (Synergy Waste Management) for disposal, since the university cannot install its own incinerator because of its location in a densely populated area.

E-waste management:

A comprehensive e-waste policy has been formulated and is implemented by IT cell duly assisted by civil/electrical departments.

Water recycling system: The rainwater harvesting system is functional at various buildings, and the treated wastewater from ETP/STP is being utilized for watering plants and washing ambulances/vehicles.

Hazardous chemicals and radioactive waste management: Radiation waste disposal practices comply with AERB guidelines, segregating and storing radiation waste in a secure facility to prevent leakage/contamination and thereafter disposed through authorized facilities. Radioactive waste as a policy is being replaced with a new source by the agency, and the old source is taken away for proper disposal under strict surveillance by the Radiation Safety Officer.

University hosted the Indian Society of Hospital Waste Management International Conference in 2024 along with a host of seminars and workshops.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.5

Green campus initiatives include:

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

Response: All of the above

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

7.1.6

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

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

Response: Any Four of the above

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

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: All of the above

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

7.1.8

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

Response:

Tolerance and harmony are a way of life on the University campus. It is reflected in its student body, which is united by a shared ethos of compassion and the motto “**sincerity, service, and sacrifice.**” The university is a melting pot of variegated cultures, languages, and socio-economic backgrounds from across India.

Harmony in the university’s **cultural diversity** is reflected in the event calendar, being replete with cultural festivals, anniversaries of national figures of eminence, and commemorative days. The annual Saraswati Pooja displays the collective participation amongst students. Students from all communities and backgrounds unite in offering their obeisances to the Goddess of Learning.

Rhapsody, an annual cultural event, showcases diverse cultural talent amongst students and faculty. The campus comes alive with vibrant cultural representation.

Sportsmanship and camaraderie are reflected during sports and athletics meets. These events promote cultural exchange.

The university opens its doors to students of all cultures and states on the basis of their meritorious performance in the NEET entrance exam. Twenty-four percent of students in the BDS, MBBS, and other courses are from other states. Dental course attracts a great many students from the Northeast. A foundation course for new students introduces them to the university's infrastructure, traditions, and values.

The nursing students are admitted through an entrance examination solely on the basis of merit. Applicants for faculty positions hail from all over the country, bringing with them **regional and cultural diversity**.

There is an orientation program for MBBS, dental, paramedical students as well as faculty where human values, a sense of pride and belonging are imbued amongst all.

Regional diversity enriches the learning environment in numerous ways. It fosters cross-cultural understanding, broadens students' perspectives, and provides them an opportunity for cultural exchange. It helps them to develop a more nuanced perspective of the world and its complexities, thereby enabling them to become more empathetic, open-minded, and globally aware individuals. Moreover, when students from different backgrounds come together, they form strong bonds and develop a sense of community. This unity in diversity is essential for creating a welcoming and inclusive learning environment.

The teaching faculty at the university is committed to providing an **inclusive linguistic environment**, actively translating medical literature into Hindi and conducting teaching-learning sessions in both English and Hindi. Extra classes are arranged for students who require additional support, thus ensuring that all students have equal access to quality, thereby helping to bridge the gap between students from different linguistic backgrounds.

The university also offers State and National level scholarships to students from repressed and weaker sections, a Kotak Mahindra Scholarship for meritorious girl students, enabling them to pursue their dreams and aspirations.

The Dean Student Welfare, Student Council, and Grievance Committee endeavor to empathetically handle any situation arising from differences amongst students. They work tirelessly to resolve issues that may affect the environment of tolerance and harmony, ensuring that all students feel supported and valued. This approach helps to promote a sense of belonging among students from diverse backgrounds

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

7.1.9

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

Response:

In the verdant halls of the University a **profound commitment to constitutional obligations of citizens** is deeply ingrained. All cadres of employees, students and faculty conform to constitutional obligations in letter and spirit.

Celebrating Constitutional Obligations:

Several activities are organized around the year to reinforce awareness regarding national and

institutional constitutional rights and duties. The **Constitution Day** on Nov 26 is celebrated with great enthusiasm and patriotic spirit. The Hon'ble Vice Chancellor addresses the faculty, staff, and students on the rights, duties, and responsibilities enshrined in the Constitution of India.

It is noteworthy that the **foundation course** for newly recruited students, faculty, and non-teaching staff addresses the issue of Constitutional rights and obligations.

Awareness, education, and community engagement on various constitutional values and rights are inculcated by the celebration of Independence Day, Republic Day, Children's Day, and Gandhi Jayanti. The university celebrates International Women's Day on March 8, highlighted by screening for early detection of breast, cervical, and ovarian cancers.

Additionally the **University celebrates** World IVF Day on July 25, World Population Day on July 11, World Breastfeeding Week from August 1-7, Blood Donation Day on June 14, World Environment Day on June 5, World Glaucoma Week from March 12-18, World Cancer Day on February 4, World Ovarian Cancer Day on May 10, World Asthma Day on May 2, etc.

The undergraduate students are allotted families in the first year of MBBS in accordance with **the Family Adoption Program** in villages as part of community outreach training.

Regional Resource Training Centres (RRTC) Initiative, launched in 2017, aims to improve maternal and newborn care, reducing mortality rates by strengthening district health facilities through Continued Medical Education programs (CMEs), onsite mentoring, Objective Structured Clinical Examination assessments, and training medical officers, specialists, and nurses in all 75 districts in Uttar Pradesh. Neonatal mortality is taken care of by CPAP workshops. Departments of Obstetrics and Gynecology, Pediatrics, and Community Medicine collaborate in this venture.

The University has initiated a **Human Milk Bank** to provide donor breast milk to vulnerable babies, particularly those born prematurely or with low birth weight. The facility aims to reduce neonatal mortality and morbidity by promoting breastfeeding and providing safe donor milk.

The **Adolescent Clinic** is an OPD providing comprehensive health services to young people aged 12-18, addressing their physical, emotional vulnerability, and social needs.

Holistic support to the LGBTQ community is provided through an unique initiative called Rainbow Clinic. It was launched on 26th December 2024 with specialties like Clinical Medicine, Endocrine Medicine, Plastic Surgery, and Psychiatry.

The University has a **robust destitute policy** providing timely free and subsidized treatment to such individuals.

Collaborations with various Non-Government Organizations provide medicines and social support for needy patients and destitutes. Some of these are Hari Om Seva Kendra, the Shri Satya Sai Seva Samiti, the National Society for Change for Childhood Cancer in India; the Cuddles Foundation which supports pediatric cancer patients, to name a few.

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

7.1.10

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

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

Response: All of the above

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

7.1.11

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

Response:

The university **celebrates various national and international days, festivals, and birth anniversaries of national heroes** with great enthusiasm and fervor. These events are an integral part of the institution's calendar, and their celebrations play a significant role in shaping the students' understanding of their cultural heritage and history.

The **Republic Day** is celebrated with flag hoisting by the Vice Chancellor followed by distribution of sweets to all staff and students. Additionally, commitment to work is recognized through appreciation awards to employees. The student council holds a function to felicitate all teachers on their hostel premises.

Independence Day celebrations are marked with flag hoisting followed by an intricately curated cultural program that focuses on the sacrifices of our freedom fighters. The paramedical staff, both permanent and contractual, are felicitated for their outstanding performances at the workplace.

Rhapsody, an annual cultural event, brings together students and faculty to showcase their talent and celebrate their diversity, providing an opportunity for all doctors to engage in joyful activities.

Some of the other notable days celebrated are important **national commemorative days** like Constitution Day, Gandhi Jayanti, Women's Day, Ambedkar Jayanti, Saraswati Puja (Basant Panchami), and Children's Day.

Health awareness events are regularly conducted as part of efforts for preventive medicine. They include World IVF Day, World Population Day, World Breastfeeding Week, International Blood Donation Day, World Environment Day, World Glaucoma Week, World Cancer Day, World Ovarian Cancer Day, World Asthma Day, HPV Awareness Day, World Menopause Day, World Thalassemia Day, International Nurses day, National Voluntary Blood Donation Day, and World Stoma Day.

International Nurses Day is observed on 12th May each year which marks the anniversary of Florence Nightingale's birth. The College of Nursing at the university celebrates this day with reverence and a sense of commitment to service of the suffering. The Vice Chancellor blesses the nursing students as they step into the clinical arena.

The students also **celebrate all festivals belonging to all religions** together with a lot of gaiety and cheer. Holi sees the campus come alive with color sprinkled across all cadres of employees, students, and faculty. Laxmi puja is performed during Diwali celebrations. The Vishwakarma Puja is performed in operation theaters and mechanical engineering departments of the university. Christmas and Eid are celebrated as enthusiastically as Holi and Diwali, bringing all cultures and communities together. The university believes that celebrating these events is essential for the students' overall development and helps them become responsible citizens.

The celebrations serve to cultivate a sense of community belonging amongst all, bonding with peers and faculty. Participation in traditional rituals and practices connects students to the significance of the occasion and instills reverence and appreciation for life. During these interactions, lasting memories are created that serve to fuel the soul with love and warmth. Adding fun and excitement, celebrations provide an opportunity to engage in joyful activities, promoting a sense of excitement and happiness. Commemorating special occasions helps students connect with their cultural heritage and the commonality they share with others.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1: Enhancing Teaching and Learning through Hands-on Cadaveric Workshops

Objectives of the Practice

Cadaveric dissection is harnessed at all levels of medical education. At the foundation stage, it forms the scaffold for basic information about the human body. However, at the advanced stages of skill acquisition for complex surgical procedures, it is a tool that provides a platform for understanding and practice.

Mannequins do provide an alternate source for skill enhancement, but they do not reach the level of component perfection that the human body provides. Well-embalmed, supple bodies provide a near life-like experience for dissection, mimicking the intended surgical procedure.

Through the robust system of body donation established in the Department of Anatomy, the University provides access to cadavers for clinical skill learning and enhancement. This facility is available to all surgeons and extended to the medical fraternity at large through regular workshops that are conducted in-house.

Additionally, cadaveric dissection provides an avenue for research and development, especially for innovations in surgery.

The Context

For years, medical institutions have faced significant challenges in ensuring the availability of cadavers for education and surgical training. Despite the provision under the Anatomy Act of 1965, which permits the use of unclaimed bodies for educational purposes, the absence of a streamlined mechanism for body

procurement led to a critical shortage of cadavers across the country. This scarcity posed a major hurdle in teaching anatomy and training healthcare professionals effectively.

King George's Medical University (KGMU) recognized the urgency of this issue and took proactive measures to address it. The institution launched a body donation drive, receiving its first donated body from an old age home. Understanding that public awareness and societal acceptance were crucial, KGMU collaborated with Gayatri Parivar to promote voluntary body donation. Through sustained awareness campaigns and community engagement, people gradually began to pledge their bodies for medical education and research.

As donations increased, KGMU strengthened its infrastructure to handle and preserve cadavers. Modern embalming techniques and cold room storage (at -40°C) were introduced to ensure bodies could be preserved longer without deterioration. By 2007, a robust procurement and preservation system was established. Importantly, all unclaimed bodies were also brought under a legal and ethical framework, undergoing proper post-mortem as mandated by law.

This steady supply of cadavers enabled the university to expand its educational offerings. Initially, the Department of Anatomy organized dissection competitions and small research projects for undergraduates. These activities evolved into structured surgical workshops. In 2015, KGMU conducted its first "Microvascular and Reconstructive Workshop," marking a turning point. Encouraged by interest from other institutions, the workshop series expanded to include specialties such as arthroplasty, flap dissections, neurosurgical procedures, and cochlear implants.

Globally, surgical procedures are evolving rapidly with the integration of advanced technologies. However, such updates are often not part of routine postgraduate or super specialty training. Surgeons frequently rely on expensive, far-off workshops involving simulated patients or soft cadavers to acquire new skills. This created a gap, especially for local surgeons lacking access to affordable, high-quality hands-on training within institutional settings.

Recognizing this need, KGMU developed a cadaveric skill lab that offered cost-effective, high-quality training using life-like cadavers. With university support and collaboration with medical technology industries, the lab was equipped with advanced surgical tools, including C-arms for spinal procedures. This platform allowed surgeons to hone their skills in a realistic environment before performing live surgeries, increasing their confidence and competence. The improved proficiency translated into better patient outcomes and higher surgical safety.

The cadaveric workshops also became a hub for innovation. They facilitated the development and refinement of new surgical instruments and techniques. Medical device manufacturers showcased their latest tools in these sessions, gaining real-time feedback from surgeons. In some cases, this led to cost reductions and wider accessibility of surgical tools and technologies.

Beyond training, these workshops eventually grew into valuable platforms for surgical research. The opportunity to experiment and refine techniques in a cadaveric setting allowed surgeons to contribute to academic advancements and procedural improvements.

Overall, the initiative undertaken by KGMU serves as a model for combining ethical body donation, educational reform, institutional support, and technological innovation. It addresses key gaps in healthcare training by making surgical education accessible, affordable, and practical. Moreover, it

represents a significant step toward national goals of skill enhancement and healthcare improvement, showcasing how collaborative efforts can lead to sustainable, impactful change.

The Practice

Each cadaveric workshop focuses on a particular procedure, technique, or surgical instrument. Specialists interested in acquiring or refining a skill collaborate with the **Anatomy Department** to assess the **feasibility and plan the workshop**. This includes arranging cadavers, instruments, facilities and other logistics necessary for the workshops.

During the hands-on workshop, participants are taught **step-by-step procedures**, with emphasis on **potential errors, complications, and best practices**. These real-time, experiential learning opportunities allow for skill refinement in a risk-free environment.

While many participants engage directly in surgical practice, others may observe via multimedia streams and interact through Q&A sessions. The workshops currently cater to advanced surgical techniques across various specialties, including Orthopedics, Neurosurgery, ENT (with a focus on skull base surgery), Plastic Surgery and Pediatric Surgery.

These sessions are attended by highly experienced **national and international professionals**, fostering global collaboration and knowledge exchange.

Evidence of Success

The effectiveness of cadaveric workshops is reflected in several measurable outcomes:

- **Growth Over Time:** Beginning in 2015 with one or two workshops annually, the number has risen to as many as 22 in the year 2023-24. A total of 42 workshops were conducted on 199 cadavers and 1254 national and international delegates have been trained in these workshops. This trend reflects increasing demand and recognition of their value.
- **Academic Contributions:** Numerous research publications have emerged from these workshops, indicating robust academic output and knowledge generation.
- **Clinical Adoption:** Surgeons have incorporated techniques learned during workshops into their clinical practice, improving patient outcomes.
- **Widespread Participation:** Delegates and faculty from across India and abroad participate regularly, highlighting the workshops' reputation and global reach.
- Robotic-assisted surgery and advanced surgical tools are now part of training, with ongoing research into new techniques and equipment.

Problems Encountered and Resources Required

Despite their success, cadaveric workshops face several challenges:

- **Legal issues:** The need for proper death certification causes ethical restrictions, making procurement a complex issue.
- **Demand supply ratio:** Though we have a robust system for getting cadavers and state-of-the-art equipment but due to the exuberant responses received, the maintenance of the demand-supply ratio becomes a challenge.

- **Logistical Demands:** Organizing workshops involves coordinating faculty, manpower sourcing instruments, space and maintaining lab facilities.
- **Financial Constraints:** These workshops require substantial funding for materials, equipment, and audio-visual support.
- **Limited Awareness:** Many medical professionals remain unaware of these opportunities, necessitating stronger outreach efforts.

Addressing these challenges requires institutional commitment, external funding, and partnerships with medical industries to support and sustain these programs.

Cadaveric workshops have become an indispensable resource in modern medical teaching and training. By enabling realistic practice of complex surgical techniques, they contribute not only to skill enhancement but also to surgical innovation and interdisciplinary collaboration.

The international involvement in these workshops enhances the host institution's global reputation. Moving forward, integrating technologies like virtual and augmented reality could allow remote participation and broaden access

2. The Multifunctional role of University Environment Department (UED) at KGMU

Objective :

1. To develop a robust mechanism of waste management including biomedical waste (BMW) at KGMU.
2. To enhance the green cover and to adopt environment friendly practices.
3. To extend environment friendly practices specially BMW Management beyond KGMU through training in collaboration with government and private medical institutions.

The Context:

Waste management has always been a herculean task in a big hospital as KGMU, having 60 departments and in excess of 3875 indoor beds. UED initially started as University Environment Cell in year 2014 and upgraded to a department in the year 2015. With the success of UED in cost effective management of BMW, it was tasked with other responsibilities like enforcing environment friendly practices such as renewable energy in KGMU, teaching and training in its domain, extending its services to various government hospitals as nodal centre and providing nutritious diet to all patients. All dieticians & sanitary inspectors were brought under the umbrella of UED for ensuring comprehensive outcome and accountability. Efforts are also focussed to enhance clean and green quotient of KGMU.

The Practice:

1. **Biomedical waste management** – By virtue of its status of a partial Central Biomedical Waste Treatment Facility (CBWTF) by UP Pollution Control Board, waste management is carried out by a unique in-house partially self-supporting system. At source segregation, collection,

transportation, treatment and disposal is carried out according to norms. Practice of phasing out mercury, e- waste disposal, and metallic sharps disposal by smelting is strengthened. Recycled waste is finally disposed of by authorised vendors through a tender process, thereby generating revenue and making this partially self-sustaining. The success of KGMU UED model led to several institutions like AIIMS Raibareli, RMLIMS, Lucknow and host of other state medical colleges adapting it in letter and spirit.

2. **Solid waste management:** General waste is managed with the help of Municipal Corporation. Steel plates have replaced plastic ones for distribution of patient diet. Dedicated pits have been developed under guidance of National Botanical Research Institute, NBRI (CSIR), in which vermicompost is prepared by utilizing waste horticulture produce, for in house use. Solid waste is also used for biogas production, which is used in community kitchen.
3. **Patient diet services:** UED has been entrusted to provide hygienic and nutritious meals to indoor patients through central kitchen to more than 8 lakh patients annually. Process is under supervision of expert dieticians abiding International Standards. Patient specific diets are ensured through bedside visits and coordination with treating physicians/ surgeons. Steam generated from solar parabolas is utilised for preparing food in central kitchen, which also played a commendable role in providing food to patients, their attendants and Covid warriors during the epidemic.
4. **Promoting greenery and reducing C footprint:** The green cover has gone up considerably by geo-tagged plantation of different varieties of trees and flowering plants providing biodiversity. A herbal garden has been established in front of Administrative Block with the help of National Botanical Research Institute (NBRI, CSIR).

Golf carts are available for in- campus commuting and for transporting and other medical supplies inside the campus. Faculty and staff are encouraged to use battery operated vehicles and car-pooling for their daily commute. Frequently cloth bags are distributed at various occasions to minimize usage of plastic bags.

1. **Renewable energy and energy efficiency:** Solar panels/ parabolas atop various buildings harness solar power to generate electricity and steam respectively. The electricity generated is directed to grid, thereby reducing electricity bills. Parabolas generate steam, which is utilised in preparing food in central kitchen.

LED lights have replaced conventional halogens, tube lights and CFL's resulting in energy conservation. All electrical equipment installed and being procured in the University complies to highest energy efficiency ratings (5 star EER).

1. **Water conservation:** Rain water harvesting is incorporated in all new constructions. Water utilization is monitored through flow meters and groundwater level with piezometers. Waste water treated by sewage treatment plants is used for various purposes like gardening and washing vehicles.

Teaching and training: Co-opted faculty of UED who are trained quality assessors; participate in various Quality Assurance programs of GOI through engagement in the "Kayakalp / NQAS" programs. UED provides BMWM training to all the doctors, staff and students of the University. It also trains state medical officers and quality managers for infection prevention and biomedical waste management. UED improved biomedical waste management practices in state of Uttar Pradesh through WHO sponsored project "*Strengthening Bio Medical waste Management by replicating role models and reaching remote healthcare facilities in the state of Uttar Pradesh*". Through handholding BMWM practices were

improved in four medical facilities in first phase and as it showed good results, WHO extended this project and twenty more healthcare facilities were mentored in second phase.

Public awareness: UED extends support by creating environmental awareness of best practices through on- campus and off- campus activities.

“Nukkad- natak” in OPD complex, various departments, competitions of waste collection and quizzes, various games and poster competitions are regularly organized by UED. World Environment Day is celebrated every year and departments and staff doing exemplary work in BMWWM are awarded to promote awareness.

As at the behest of our Hon'ble PM, the year 2023 was declared as “Year of the millets” globally, an International Millet Mela was organized which was inaugurated by Hon'ble Governor of UP. At this occasion, the benefits of millets were highlighted and a recipe competition was held.

On the occasion of Nutrition Month, the dieticians organized several awareness talks about relation between different diets and diseases. These included OPD / IPD nutrition awareness campaigns, a poster competition, two skits, and a healthy recipe competition. These initiatives helped raise awareness about healthy diets and lifestyles among patients and hospital staff, making it a noteworthy effort during Nutrition Month.

Swacchta- Pakhwada was organised where faculty and staff, took turns to clean the hospital premises in a sanitation drive, promoting hygiene awareness.

Off campus activities include various sanitation drives, games and talks about plastic pollution at public parks and activities by dieticians at other healthcare facilities.

Evidence of success:

The award of being “**Role Model amongst South East Asian countries for following the best practices for BMWWM**” by UNDP/ GEF (WHO) bears testimony to the outstanding contribution of the university in this field.

Was awarded second prize in “Kayakalp Assesment” among tertiary care facilities by State Govt.

UED is a State level designated “training centre” for BMWWM/ Infection Control.

Appreciation by WHO for successfully implementing their project and the work done during Covid Pandemic was published in their annual **Bulletin, year 2022**.

Revenue generated from processing and selling of recyclable waste is around 1.5 to 2 Lacs per month.

UED members regularly win prizes in National conferences on BMWWM like ISHWMCON 2023. KGMU also conducted various National and International Conferences, latest being ISHWMCON 2023 which were attended by large number of delegates.

Problems encountered and resources required

Despite having knowledge, the biggest obstacle was to bring attitudinal change in staff to follow proper waste management guidelines. It was overcome by repeated training and incentivising by instituting several annual awards for the best OT, ward, ICU and lab in managing biomedical waste. Continuous monitoring require both manpower and infrastructure.

File Description	Document
Any additional information	View Document
Link of the best practices in the Institutional web site	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

‘Ensuring Accessible & Sustainable Health Equity’

Pioneering Contribution of KGMU in Outreach Activities and Capacity Building Interventions in Healthcare

With a focus on underserved communities, KGMU runs diverse programs that bridge systemic gaps and improve access to essential services in areas like maternal health, neonatal care, adolescent health, drug-resistant tuberculosis, and telemedicine. University also contributes intensely to the capacity building of the next generation of medical educators.

Regional Resource Training Centre (RRTC)

The concept of Regional Resource Training Centres (RRTC) was initiated in 2017 with the aim of improving the quality of care for pregnant women and newborns.

The RRTC program involves faculty of Obstetrics & Gynaecology, Paediatrics, Anaesthesia, and Surgery in the mentoring and hand-holding of doctors in the First Referral Units (FRU). The program also involves nurses of medical colleges for training of district nurses. A pool of trainers has been developed in district hospitals to take the process down to lower facilities, CHCs & PHCs

In the years 2014-2016, U.P. had a maternal mortality ratio (MMR) of 201/100,000 live births,

significantly higher than India's MMR of 130. One major cause identified for the high MMR was the lack of quality medical services in peripheral areas. In this background, the **1st phase of RRTC** was conducted from 2017 to 2018 involving 4 medical colleges working in 25 high-priority districts, **Phase 2** from Oct 2018 to 2021 involved 8 medical colleges in the same districts. The first two phases were successful, reducing UP's MMR to 167 in 2018-2020, leading to the initiation of **Phase 3 in April 2022**. In Phase 3, KGMU has conducted several workshops and has now expanded to cover 75 districts of the state through 20 medical colleges.

Neonatal Care Initiatives

Respiratory distress is a common cause of mortality in neonates, especially in premature babies. Continuous Positive Airway Pressure (CPAP) is a non-invasive, cost-effective, respiratory support technique used for neonates with respiratory distress, to improve baby's ability to breathe on their own.

Recognizing its importance, the State Newborn Resource Centre at the Department of Paediatrics KGMU, developed a user-friendly CPAP training package. This package includes a CPAP Ready Reckoner, a Facilitator's Guide to assist in organizing training/setting up skill stations, and a quick-reference Job Aid for hands-on use. Under CPAP Training of Trainers (TOT) programs are conducted in collaboration with RRTC.

This combined with the **Human Milk Bank / Dhatri Amrit Kalash** -which ensures access to safe human milk for needy neonates-has enhanced neonatal survival in the region.

Medical Education Department – Going Beyond the Mandate

Evolving beyond its mandate, KGMU's Medical Education Department became an NMC-designated Nodal Centre in July 2023. While fulfilling national directives of NMC-mandated courses, it distinguishes itself with self-initiated programs like the Masters in Health Profession Education (MHPE) course and in-house Faculty Development Programs (FDP). **MHPE course** was started as a KGMU Hybrid Degree course in 2017.

FDPs are organized periodically to help the Faculty to develop essential skills and knowledge for effective medical teaching using modern methodologies to meet the evolving needs of contemporary medical education.

These go beyond compliance and aim at nurturing innovation, leadership, and excellence in teaching.

Telemedicine: Expanding Access

KGMU has emerged as a pioneer in digital healthcare in India through the successful implementation of a multi-platform **Telemedicine Hub & Control Centre**. Leveraging advanced digital technologies, KGMU has transformed healthcare delivery—especially in remote and underserved areas.

Hon'ble **Prime Minister appreciated KGMU and interacted** with a KGMU e-Sanjeevani beneficiary during Digital India celebrations on **1st July 2021**. A **Narrative Film on KGMU Telemedicine** was showcased during the **UN General Assembly (9th Sept 2022)**. Over **100 training programs** have been organized in collaboration with the Central/State Governments, **Bill & Melinda Gates Foundation, Jhpiego, and WISH Foundation**. **The UP Government has recently designated KGMU as a center**

of excellence in Telemedicine.

KGMU's telemedicine services have facilitated healthcare delivery, especially benefiting rural patients with limited mobility.

Early Diagnosis and Treatment of Multi-drug Resistant Tuberculosis Centre

The TB laboratory at the Department of Microbiology, KGMU is an Intermediate Reference Laboratory (IRL) and it provides the highest number of Multidrug Resistance TB (MDRTB) tests across the state of UP. Using GeneXpert and CBNAAT technology, it identifies MDRTB cases rapidly. The lab is also actively involved in the supervision & monitoring of linked districts and offers diagnostic services free of cost to all linked centers.

Also has a Centre of Excellence (COE) for MDRT in the Department of Respiratory Medicine. This COE coordinates with multiple spoke institutions in the state providing expert consultations, conducting training workshops, and hoisting virtual "Difficult to treat tuberculosis" clinics. In 2024 alone, over 15,000 samples were tested, with 1,200 MDR-TB cases managed under DOTS-plus regimen. This strengthens MDRTB control and containment in high-burden districts.

Centres Focussed on Adolescent Health

For Adolescent Health and Development a Cervical Cancer Vaccination Centre runs at Queen Mary's Hospital that contributes to cervical cancer reduction and other adolescent health empowerment activities.

Through school outreach and counseling, KGMU addresses **adolescent mental health** challenges like stress, anxiety, and depression. Peer educator models and mental health workshops help reduce stigma and promote well-being among school-aged children.

Mobile Healthcare Units

The mobile blood bank of the Department of Transfusion Medicine is the state-of-the-art unit that conducts frequent camps in the region for blood donation drives.

The Mobile Cancer Detection Unit is the first mobile unit dedicated to cancer screening in the state of UP. It has been developed by the Centre for Development of Advanced Computing and is equipped with an autoanalyzer, immunoanalyser, gynaecology couch and X-ray facilities. The process of integration of digital mammography in this unit is already underway.

KGMU's Mobile Dental Unit delivers essential oral healthcare to remote regions. It provides screenings, fluoride application, and hygiene education. It significantly reduces disparities by integrating preventive dental care into community outreach.

Conclusion

KGMU exemplifies equitable healthcare through inclusive service models, strategic outreach, and high-impact training. With its holistic efforts across domains, KGMU has built a robust framework for accessible and sustainable healthcare in the region.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link of appropriate Web link in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Nestled in the historic heart of Lucknow, King George's Medical University (KGMU) stands not just as a citadel of healing but as a radiant symbol of academic legacy, innovation, and national pride. As the **first medical university of Uttar Pradesh**, KGMU served as the affiliating hub for **23 medical, nursing, and paramedical institutions** until 2019, nurturing generations of healthcare professionals with clinical wisdom and ethical grounding. It is among the rare few medical universities in India to voluntarily embrace **NAAC accreditation and NIRF ranking**, reflecting its unwavering commitment to transparency, accountability, and quality.

A pioneer in postgraduate medical education, KGMU has the distinction of being the **first in India to launch specialized programs** like MS in Hospital Administration, MCh in Pediatric Orthopedics, Plastic Surgery, Trauma Surgery, and DM in Cardiology, Urology, and Critical Care Medicine—setting benchmarks for academic excellence across the country. The university's role in proposing **the national MCh Pediatric Orthopedics curriculum** reflects its thought leadership in shaping future specializations.

KGMU's stature as a national treasure was immortalized on **23rd December 2011**, when the Department of Posts released a **commemorative postal stamp** in its honor. It has produced legendary medical minds, including **Padma Vibhushan Dr. Paintal**, the pioneer of the J receptor, and **Dr. D. K. Chabra**, the creator of the Chabra Shunt, which revolutionized neurosurgical practice worldwide.

The university's alumni footprint extends to the corridors of power and policy. Distinguished figures such as **Dr. Manik Saha** (Chief Minister, Tripura), Dr Arun Kumar Saxena (Minister of Forest, Environment, and Climate Change, Government Of Uttar Pradesh), **Dr. R. K. Dhiman** (Director, SGPGI), Dr. MLB Bhatt (Director, Kalyan Singh Super Speciality Cancer Institute) **Dr. Ajay Singh** (Director, AIIMS Bhopal), and **Dr. Sanjeev Misra** (Vice-Chancellor, ABVMU) exemplify KGMU's role in nation-building. It is also the alma mater of **Dr. Naresh Trehan**, one of India's most acclaimed cardiologists.

In recent years, KGMU has emerged as a **trusted epicenter for affordable and advanced medical interventions**, performing **liver, kidney, corneal, bone marrow, joint, and cochlear transplants**, and continues to illuminate India's healthcare map with clinical compassion, surgical precision, and visionary leadership.

Concluding Remarks :

King George's Medical University, a luminous jewel in the crown of India's medical education, stands as a beacon of healing, heritage, and higher learning. For over 110 years, nestled in the cultural heart of Lucknow, KGMU has epitomized a harmonious blend of academic brilliance, clinical compassion, and research innovation. Spread across 145 acres with a majestic built-up expanse of 5.58 lakh sq. meters, this NAAC A+ accredited institution is home to one of the country's largest tertiary-care hospitals, with over 3,800 beds and 60 departments that pulse with life, learning, and leadership.

A proud pioneer, KGMU was the first medical university of Uttar Pradesh, affiliating 23 institutions until 2019. It has trailblazed numerous firsts—launching India's earliest programs in hospital administration, pediatric

orthopedics, trauma surgery, and respiratory critical care. It was nationally honored in 2011 with a commemorative postal stamp and continues to shape medical history through its illustrious alumni, including Padma awardees and top policymakers like Dr. Manik Saha and Dr. Naresh Trehan.

With 115 academic programs across four faculties—Medical, Dental, Nursing, and Paramedical—KGMU fosters over 4,000 learners annually in a vibrant, technology-enabled environment. Its vision of global eminence is realized through innovations like teleconsultation via e-Sanjeevani, internationally funded research projects, and partnerships with IIT Kanpur, Cochrane UK, and the University of Manitoba.

A strong mentor-mentee system, 97.91% final-year pass rate, 2,800+ peer-reviewed publications, and over ₹5500 crore mobilized in five years reflect its academic and financial prowess. State-of-the-art infrastructure—including simulation labs, digital libraries, the Kalam Centre, and a fully automated examination system—complements its community-centered ethos.

KGMU is not just an institution; it is a living legacy. With sustainability practices, inclusivity for all identities, and a culture rooted in "Sincerity, Service, and Sacrifice," it continues to transform lives while scripting new chapters of excellence on the canvas of Indian healthcare.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)</p> <p>1.2.2.1. Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years Answer before DVV Verification : 54 Answer after DVV Verification: 52</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.3.3	<p>Percentage of students successfully completed the value-added courses during the last five years</p> <p>1.3.3.1. Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2678</td> <td>1552</td> <td>1316</td> <td>684</td> <td>591</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2502</td> <td>1465</td> <td>1214</td> <td>673</td> <td>619</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	2678	1552	1316	684	591	2023-24	2022-23	2021-22	2020-21	2019-20	2502	1465	1214	673	619
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2678	1552	1316	684	591																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
2502	1465	1214	673	619																	
2.4.5	<p>Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years</p> <p>2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / <i>academies</i> during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>70</td> <td>58</td> <td>33</td> <td>26</td> <td>43</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2023-24	2022-23	2021-22	2020-21	2019-20	70	58	33	26	43										
2023-24	2022-23	2021-22	2020-21	2019-20																	
70	58	33	26	43																	

2023-24	2022-23	2021-22	2020-21	2019-20
9	17	7	5	5

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
343	214	232	228	138

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
31	27	14	15	16

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
51	43	25	26	30

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/

Industry-internship etc per year

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50	30	18	10	23

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	27	17	7	18

Remark : As per the data and supporting documents provided by HEI, based on that DVV input is recommended.

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

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
44714.62	44825.32	46513.30	36493.94	31673.83
98287	21765	7843	4114	9537

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
26828.00	26895.00	27907.00	21896.00	19004.00

Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
32	2	0	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	0	0	0

Remark : As per the certificates provided by HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
59	45	22	0	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
8	9	9	0	5

Remark : As per SOP multiple relative closer day program should be counted as one, so based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of all programs offered by the institution during the last five years Answer before DVV Verification : 115 Answer after DVV Verification : 114