



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KING GEORGE'S MEDICAL UNIVERSITY, LUCKNOW

SHAH MINA ROAD, CHOWK, LUCKNOW

226003

www.kgmu.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

King George's Medical University has remained a beacon of excellence in the field of healthcare education and care for more than hundred years. Spreading across 168 acres of land in the heart of city of Nawabs has been a panacea of academics, patient care, medical research and community outreach program under a single banner. It has one of the largest hospitals of India with more than 60 speciality departments with a current bed strength of 4000 beds. Around 500 plus faculty members and 6000 plus technical and nontechnical employees work round the clock to serve the cause. Currently it has 4 faculties (Medical, Dental, Nursing and Paramedical) and running 105 programs along with 13 Undergraduate diplomas. Every year 800 plus students join us in various courses. At any point of time the campus is actively involved in teaching and learning of around 3000 plus students. It is equipped with all modern amenities needed for teaching and training, research and patient care under one roof. We believe in achieving Global identity for excellence in medical education by creating competent professionals, conducting quality translational and community based research, delivering state of art, evidence based preventive, promotive, therapeutic and rehabilitative clinical care with compassion to all levels of the community. Our goal is to nourish values and build best practices for the world to follow us as role models. University acclaims many laurels for its services including appreciation from the Prime Minister Shri Narendra Modi ji for creating record for tele consultations using e- sanjeevini app.

The university has a strong tradition connecting us not only to our past but to our future as well. We are proud to have several Padma Vibhushan, Padma Bhushan, Padma Shri and Yash Bharti as jewels of recognition. Our researchers are among the worlds' top 2% scientists. NAAC has accredited us with Grade A and we are sustaining our position within top 10 medical and dental institutions of the nation as per NIRF..ranking 2021.In affirming and understanding where we have come from, we are in a position to see where we might go.

Vision

To be an outstanding University of Medical Excellence in the world in education, research and patient care with the following objectives

- **To effectively implement programs through creativity, innovation in teaching, learning and evaluation.**
- **Inculcate communication skills and scientific temperament among faculty and students through research oriented activities.**
- **Enhance competency through knowledge and skills, reading and learning activities, continuous objective oriented student performance evaluation.**
- **Nurture professionalism and behavioral skills in medical professionals.**
- **Incorporate medical ethics, moral values, team spirit, responsibilities and sense of integrity in medical faculty and students.**

- **Ensure academic, career and personal counseling.**
- **Collect patient oriented evidence that matters.**
- **Adopt transparency and accountability in academic and administrative activities.**
- **Develop, design and implement innovative and translational scientific discoveries.**
- **Discover, understand and improve the health of populations, communities and societies.**

Mission

Mission

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 100-years of evolvement in academics, research, patient care and humanitarian-causes that reverberates across the globe through its Alumnus; GEORGIANS being synonyms of 'excellence'.
- Robust academic curriculum with 105 **programs** oriented providing opportunities for self-employment, employability, entrepreneurship and research.
- Teaching/training is student-centric with 100% equity and inclusiveness in student enrolment.
- Good teacher-student ratio of 6:1 offering teaching/learning through clinical-skills training and ICT-enabled tools.
- Fair formative and summative assessment through blinded central evaluation system.
- Digitalisation of examination fee deposition, students' attendance, internal assessment marks, admit card printing and submission of practical marks, etc.
- Rapid result declaration within a week of the Semester or annual examination.
- 85.37% Incremental performance in Pass percentage of final year students during last five years with a very student-friendly grievance redressal mechanism.
- Vibrant research culture across all disciplines and courses with > 1200 research projects grants amounting to 117.68 crores INR from Government & non-Government funding agencies.
- Promotion of research amongst students and faculty through approx. 211 ongoing and concluded Intramural projects with funding of around 1.17 crores.
- University has ICMR and GCP compliant IEC, registered with DCGI and Naitik portal.
- Excellent research profile of Faculty with University h-index of 43 and 6 faculty amongst World's top

2% scientists according to Stanford University data.

- Strong culture of participating in Outreach/ Social Responsibility programs and extension activities and being at the helm in managing National disasters like Covid pandemic, Kedarnath floods, etc.
- State of the art infrastructure tertiary-care-centre with large patient footfall allowing good opportunity for hand-on training to the students and being a beacon of hope to the socioeconomically weakened patients.
- Augmentation of learning resources through the years making it one of the biggest library resources in the country.
- Active Student Council, counselling cell; student welfare programs and medical insurance for all undergraduate students
- Well established Alumni cell with > 20,000 members
- Governance is participatory, consensus-oriented, accountable, transparent, responsive, effective and efficient, equitable and inclusive and follows the rule of law.
- Financial Prudence
- Very robust University Environmental Department (UED) that actively works toward better management of green campus, conversion to alternate energy, and waste management.

Institutional Weakness

- Major curriculum changes not possible as the programmes are governed by national regulatory bodies.
- Limited student diversity
- Despite addition of value-added courses, more such courses required
- Requirement of complete Examination Management System.
- Limited number of skill labs and advanced mannequins updating of existing labs.
- Requirement for increased faculty enrolling for PhD qualifications.
- Increased Clinical workload compromises time required for research and innovation.
- No financial incentives for research
- Being located in the heart of city, there is inadequate space in the main campus to further augment physical infrastructure.
- Being a state-supported (financed) institution, there are limitation of funds. Adequate funds are critical for buying newer gadgets and learning resources for the upgradation of university.
- International representation in sports and cultural activities is lacking.
- Political Interference in governance, Leadership & Management of University.
- Government “attitude” in some areas is a hinderance.
- Energy conservation steps and green campus have not been externally evaluated by third-party audits.
- The authorised strength for university manpower is subject to approval by state Government. The increased number of patients per doctor and bed per technicians-nurses impede the quality of care.
- The lack of documentation due to increased patient load, inadequate support staff for paper-work, and inadequate processes in the past has been reflected in various review policies to the Government for strengthening of manpower. These factors become a limiting factor in showcasing the good work being done in the university to accreditation agencies.

Institutional Opportunity

- Development of more value-added courses aligning to National Education Policy.
- Integration of holistic development curriculum in health sciences.
- Well-qualified faculty members capable of generating funds through grants and research projects.
- Starting of new departments, courses, and programs.
- Encouraging faculty to enrol in PhD and medical education advanced courses like FAIMER fellowship, MHPE. Etc.
- Scope for National and international funding for research and innovation
- Collaboration with Universities and technical Institutes for start-ups and Incubation centres.
- SIB SHINE (Synergizing Health Care Innovation and Entrepreneurship) Bio- Incubator initiative funded by DBT with IIT Kanpur (10 crores) for innovations in university.
- Cochrane India: KGMU Affiliate Centre established in 2021 for faculty/student-training and capacity building for high-end research.
- Various proposals for implementing administrative manpower for departments like Biomedical Waste management/ Information Technology/ Environmental cell have been sent to the Government for approval; their response is awaited for strengthening of University services.
- As the University has expert manpower (faculty) with adequate learning resources, the University can hand-hold newer and emerging medical colleges and guide them in their growth trajectory.
- Career counselling of university students for improvement in student-progression
- Scope for the university to be an “Institute of National Importance”
- University has an opportunity to be a national leader in training other universities and hospitals in the field of Biomedical Waste Management. By becoming the leader in BMW Management training a large-scale impact may happen towards better management of hospital waste in the country, which is becoming a major challenge recognisable by society.

Institutional Challenge

- Scope for updating the curriculum and teaching programs is limited. Challenge is in making minor changes to curriculum and getting it accommodated in the academic calendar.
- Overburdened faculty with additional administrative responsibilities other than patient care and research.
- Attraction of undergraduate students towards Online coaching platforms like "marrow" and "step ladder" rather than concentrating in classroom teaching since their ultimate goal is to excel in NEET-PG examination.
- Time protection required for research
- Need for Research mentorship
- For progressive and continuous growth, the University needs regular upgradation to newer technologies (for patient care and for producing well-trained students).
- Funds are vital for creating state-of-the-art skill labs and other teaching-learning resources. The University must think of ways to generate funds (through industry, alumni, etc).
- Difficult to connect with students who are placed outside the campus.
- Inadequate funds to run the alumni cell.
- Bureaucratic paperwork
- The university has a very high clinical load and most of the faculty members are already under a lot of pressures and time constrains. To keep them motivated in terms of all the criteria mentioned is a bit of a challenge.
- A full-time dedicated executive staff/ quality managers that work round the year to streamline the implementation of various activities and also maintain proper documentations is the need of the hour.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The King George's Medical University established in 1905, is a leading institute in health care, medical education, medical research and innovations.

Curriculum: The curricula are developed within the broad frame work of various regulatory councils (NMC/MCI/DCI/ INC) incorporating revision as per the changing trends of the local, national and international developmental needs. The various programs offered include **MBBS, MD/MD, DM/MCh (Medical faculty), BDS, MDS (Dental faculty), BSc, MSc (Nursing faculty), various diploma and degree courses (under Paramedical faculty) and PhD, MPhil Psychology and Masters in Health Profession Education (MHPE)**. Lateral courses as a part of student and faculty development are run like **Basic Life Support, Bio-Medical Waste management**, and also there is provision of a **high-end Advanced Skill lab**

The programs and courses are oriented towards skill development, are professional in nature and, provide opportunities for self-employment, employability, entrepreneurship and research. The graduates and post graduates completing these programs are well trained, knowledgeable doctors, dental surgeons and nurses, who not only to provide medical relief to the community, but are also capable of generating a nidus for employment of others.

58 new programs and courses have been introduced by the university in the last five years. As the programs are mainly governed by regulatory bodies, 10% of the programs have undergone revision in last five years. 35 interdisciplinary courses are also there across 178 programs/courses. The Institution has integrated various issues concerning gender sensitivity & equality, environment & sustainability, and professional ethics & human values in its curricula so that these values can be inculcated in the medical students initial formative levels.

Field visits encouraging community service, are an essential part of the curriculum. The regulatory bodies such as the DCI and MCI have incorporated field visits as a part of the subject s for e.g. Preventive dentistry and Social & Preventive Medicine respectively.

The university has a robust feedback system. Feedbacks collected, analysed and action taken on feedback and relevant documents are made available on the institutional website.

https://www.kgmu.org/curriculum_criteria-1.php

Teaching-learning and Evaluation

- 100% of seats are filled against the seats reserved.
- Transparent, fair and regulator-complied admission processes and attracts students from all states of India and from abroad.
- 26.63 % of students from states outside Uttar Pradesh and 0.65% from foreign countries have made

King George's Medical University their choice.

- Impressive Student Demand Ratio of 20:1.
- Student to Full Time Faculty ratio of 2:1.
- Early intervention strategy, remedial classes, improvement classes are provided to slow learners.
- Advanced learners are given opportunities to participate in intramural/ extramural research projects.
- More than 100 basic clinical skill training models, and structured programmes for training and assessment of students have been conducted using Clinical Skills Laboratory and Simulation Based Learning.
- Advanced ICT tools are made available to students in central lecture hall and also in different departments.
- Mentor mentee ratio of 2:1 is maintained across institutes.
- 75.32% of sanctioned posts for full time faculty are filled
- Average teaching experience is 18 years.
- 76.00% faculty are eligible as PhD guides.
- 100% of faculty members have been trained for development and delivery of e-contents/e-courses.
- Average number of days for results declaration has been 15 days and the average percentage of grievances about evaluation stands at 2.2% . This reflects the robustness and fairness of the processes involved.
- KGMU follows double valuation /multiple valuation with appeal process for retotalling only.
- Status of automation of the Examination division using Examination Management System (EMS) is limited to Result processing only. 96% pass percentage in university examinations is observed.
- https://www.kgmuh.ac.in/iqac_criteria-2.php

Research, Innovations and Extension

- 43 years old vibrant Research Cell upgraded to Research and Development Faculty in 2021.
- ICMR and GCP compliant IEC, registered with DCGI and Naitik portal.
- In 2021, 13 ECMs took place for decisions on proposals/ thesis- PhD/ DM/ MCh/ MD/ MS/ MDS/ MHA/ MHPE/ MSc (Nursing)/ M.Phil/Fellowships/studentships. In 2020- 2021 1054 proposals were reviewed by IEC.
- 1200 extramural research projects with grants amounting to 117.68 crores INR awarded by ICMR, DBT, DST, DHR, UPCST, WHO, UNICEF, Bill & Melinda Gates Foundation, JivDaya Foundation, private pharmaceutical and Clinical Research Organizations etc. Research grants in 2016-17- 22.88 crores; 2017-18- 19.50 crores; 2018-19- 26.50 crores; 2019-20- 27.01 crores; 2020-21- 21.62 crores
- 9 Covid related projects funded by ICMR.
- Approx. 211 Intramural projects with funding around 1.17 crores.
- More than 88 JRF/SRF/Research Associates and Post Docs appointed
- More than 300 national/international fellowships received by faculty members
- PhD Program since 2004, Postgraduate seminar series, Research Methodology Workshops, Research Showcase and Research Awards organized regularly- research capacity building and promotion.
- 71 PhD Degrees awarded in last 5 years.
- 2.88 Crore INR revenue generated from clinical trials and consultancy.
- Centre for Advanced Research established with aim to conduct high-end research in state-of-the-art laboratories.
- Synergizing Health Care Innovation and Entrepreneurship Bio-Incubator initiative funded by DBT with IIT Kanpur (10 crores).
- Cochrane India: KGMU Affiliate Center established in 2021

- Deanship of Innovations established in 2018.
- Advanced Mycology Diagnostics and Research Center established in Department of Microbiology.
- Genetic Diagnostic Unit-National Inherited Diseases Administration (NIDAN Kendra) established at Pathology Department-DBT, a Government of India -Unique Methods of Management of Inherited Disorders (UMMID) initiative
- 6 faculty from University among top 2% of scientists across the world as per Stanford University rankings
- Strong culture of participating in Outreach/ Social Responsibility programs and extension activities.
- More than 110 International plus National MoU, and Collaborative activities in action.
- Approximately 50 patents filed.
- 2715 plus publications. H index of institution (Scopus)- 43. Fifty three Books and book chapters published.
- 21544 plus citations of 2715 cited papers (Scopus).
- https://www.kgmu.org/iqac_criteria-3.php

Infrastructure and Learning Resources

The University is located in the heart of city with a legacy of > 100-years.

Has been consistently ranked within the top medical schools of the country. The courses offered include, MBBS, MD/MS, DM/MCh/PhD/BDS/MDS/Nursing/Paramedical Sciences. The courses are recognized by the respective regulatory bodies.

The campus facilities include a nationalized bank (Indian bank) and post-office. There are adequate number of hostels and facilities to support physical and recreational needs of students.

The University has round-the-clock emergency services, blood bank, pathology, etc.

On an average of 4000-5000 patients visit various OPDs.

There is a teaching hospital that includes 3000 plus beds for admission.

There are approximately 75-lecture theatres/halls.

The Hospital Information System (HIS) has online patient registrations, admissions, discharges, transfers, issue of drugs, drug inventory management, diet services, and all investigations, that started in 2017 and continuously expanding till date. A robust network of 2Gbps lease line supports the entire online activities of the Universities with a well-established data centre. IT facilities were upgraded with Next generation firewall in 2021-22.

During the last five years, out of the total expenditure (excluding salary), an average 94.753% was incurred on Infrastructure Development & Augmentation and an average 5.246% for Maintenance of Physical Facilities & Academic Support Facilities.

There is adequate infrastructure for community-based learning, which includes a Primary Health Center, Urban Health Center, Rural Health Training Center, and Maternity and Child Health Center.

There are many labs that are mostly confined to non-clinical and para-clinical departments. There are skill labs

also imparting quality training in clinical skills.

A 3-floor building harbours the Central Library. The library is air-conditioned with facility to seat > 500 students. The library budget is typically above 3.5 crore INR.

The Central Library is well-stocked with 44651-books which includes 962-ancient books (published between the years 1886 and 1947) and 952-reference books, 29386-bound back volumes, 3884-Thesis/manuscripts and 1360-CDs (Data as per holding shown on KOHA-Library Management Software).

The Library subscribes to e-journals, e-books and Medical databases. We are member of Electronic Resources in Medicine (ERMED-India) Consortium, New Delhi through which the university gets 242-online e-journals from five leading Publishers.

<https://www.kgmu.org/criteria-4.php>

Student Support and Progression

32.4% of University students are benefitted by various scholarship schemes in last 5 years. Institution implements a variety of capability enhancement and other skill development schemes for the students and employees for their holistic development. New Medical academic curriculum has been successfully implemented to produce Indian Medical Graduate (*IMG*). This curriculum also teaches AETCOM for personnel and professional skills such as communication and best behavior towards the society and surroundings. 100% students are benefitted by Academic carrier guidance and 65% students are employed in last 5 years after completing their graduation. Dean Student Welfare (DSW) at KGMU provides ample scope, opportunities, and facilities for the all-around development of personality and leadership qualities among the students. Students participate effectively in the management of hostels, food services, games & sports, cultural and literary activities, and professional societies. A Student Counselling Centre is accessible every day to provide psychosocial support, mental health, and well-being of the students. “Meet your DSW” – for students to meet DSW or Assistant Deans for any of their queries is possible every day at the DSW office. At KGMU, there is a robust, proactive KGMU Students Council, comprising of 30 student members (five each from the deaneries of medicine, dental, nursing, paramedical, and research) under five Asst. Deans and Dean of Student Welfare which functions as a nodal center to promote cooperation and fellowship among students on campus. Youth programs are regularly organized with pervasive goodwill and cheer to project the existential urges of our students. An annual Cultural Festival (Rhapsody) and Annual Sports Week are being organized every year. In addition to the above, it performs such other duties and functions as may be assigned to him by the Vice-Chancellor from time to time. KGMU Alumni, who are the reflection of its past, representation of its present and a link to its future. An engaged alumni network allows the University to benefit from the skills and experience of alumini through their support to current students of the Institution. Many university students are benefitted by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs).

https://www.kgmu.org/iqac_criteria_5.php

Governance, Leadership and Management

1. Vision and Mission are strategized in the Act and Statutes and monitored continuously through the Executive Council, Various Deans, IQAC, Academic Council, and The Vice-Chancellor.
2. Effective implementation of the Strategic Plan reflects an improvement in NIRF ranking from 10 to 9 by 2021.
3. Recently ranked 7th by India Today Rankings 2022, KGMU is one of the oldest medical colleges being upgraded to a medical university, housing Asia's largest hospital with nearly 4000 beds.
4. The Executive Council is empowered to function independently without any interference from the Government of Uttar Pradesh.
5. KGMU offers a wide range of welfare measures to its employees and recognizes that the well-being of teaching and non-teaching staff is important for the effective functioning of the institution.
6. KGMU has a distinct 360-degree performance management policy applicable to its faculty members, resident doctors and students.
7. KGMU has embarked on the journey to integrate technology in various areas and is in process of upgrading its Annual Confidential Performance reporting through e-platform.
9. 90.71% of teachers are provided with financial support to attend conferences/workshops/membership fees of professional bodies.
10. On average, 123 programs for professional/administrative development are organised for teaching and non-teaching staff. The average number seems less because of the last 02 years of COVID pandemic. The recent objective criterion as API index and NMC mandate for essential FDPs in medical practice, the % of teachers attending various FDPs has reached to nearly 90-95%.
11. Funds amounting to 410566 lakhs INR has been received from various government /non-government /philanthropists in last 05 years.
12. KGMU conducts internal and external financial audits as per rules of the Government of Uttar Pradesh.
13. The institution has a streamlined Internal Quality Assurance Mechanism driven by IQAC. The objectives of IQAC are to strengthen the quality of education by professional growth and development of faculty, continuous improvement in holistic development of Students, academic staff, monitor & strengthen feedback and audit system, provide and promote quality in patient care, develop a culture of quality in research and Assure quality by constantly improving and implementing existing policies.

https://www.kgmu.org/iqac_criteria-6.php

Institutional Values and Best Practices

King George's Medical University follows a very conscious path in implementing institutional values and fulfilling social duties at par with the best in the country.

Secured and comfortable housing for female students and Day Care Centre for children of female employees helps in making the university working environment safe and comfortable. Every year multiple programs are organised -the most prominent of which is the Mission Shakti programme- that sensitise entire university workforce about gender equality and instil a sense of empowerment in the women on the campus.

Reducing the carbon footprints of the university has been adequately addressed by the use of solar energy which constitutes almost up to 7% of all energy consumption of university. A great effort in this regard is the patient kitchen which uses which solar energy for all its cooking. The university has hundred percent conversion to LED technology for lighting.

University environment cell actively manage solid, liquid, e-waste and biomedical waste. Waste recycling leads to both a cleaner environment as well as revenue generation for the university.

The campus maintains a huge green cover and is supervised by the horticulture department. Various gardens and lawns including a herbal garden are maintained in a meticulous way. Most buildings that have been constructed in last 10 to 15 years have compliance of rainwater harvesting. The university uses various water tanks both overhead and underground to ensure uninterrupted supply of water to the entire campus.

Many areas of the university specially around the administrative block are heritage buildings and no vehicle zones is maintained around that area.

The university ensures that it is sensitive towards social, physical and legal requirements of Divyangjan. University tries to maintain a disabled friendly environment, ramps, toilets and lift. The university celebrates and encourages the students to celebrate various festivals and events of all religious and social segments ensuring harmony and tolerance towards each other.

Various programmes are organised to make the students aware about their constitutional duties and responsibilities and thereby we attempt to make better citizens out of students graduating from King George's Medical University.

<https://www.kgmu.org/criteria-7.php>

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
City	Lucknow
State	Uttar pradesh
Pin	226003
Website	www.kgmu.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Lt. Gen. Bipin Puri	0522-2257540	9971067874	0522-225753 9	vc@kgmcindia.edu
IQAC / CIQA coordinator	Anita Rani	0522-2258293	9839604340	0522-225753 9	anitarani@kgmcin dia.edu

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

Type of University	
Type of University	Affiliating

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	Urban	160.6183	480495.2	MBBS, M D, DM, BDS, MDS, BSc, MSc, Diploma, MS, MCH, MPhil, PhD, MD-PhD, PDCC, Fellowship, PCPNDT, CCHN		
Satellite Campus	Rural Health Training Center Banthara	Rural	7.59	995	MBBS, M D	01-01-1966	01-01-1970
Satellite	Experim	Rural	2.32	3236	MBBS,	01-01-1968	01-01-1970

<i>Campus</i>	<i>ental Teachin g Health Sub Center Mati</i>				<i>MD</i>		
<i>Satellite Campus</i>	<i>Primary Health Center Sarojni Nagar</i>	<i>Semi- urban</i>	<i>4.47</i>	<i>1526</i>	<i>MBBS,M D</i>	<i>01-01-1956</i>	<i>01-01-1970</i>
<i>Satellite Campus</i>	<i>Urban Health Center Chanda r Nagar Alamba gh</i>	<i>Urban</i>	<i>0.93</i>	<i>909</i>	<i>MBBS,M D</i>	<i>01-01-1965</i>	<i>01-01-1970</i>

2.2 ACADEMIC INFORMATION

Affiliated Institutions to the University

Type of Colleges	Permanent	Temporary	Total
Medicine & Surgery/Ayurveda/Unani/H omeopathy/Health & Allied Sciences/Paramedical/Sciences	1	22	23

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	23
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								
<table border="1"> <thead> <tr> <th>SRA program</th> <th>Document</th> </tr> </thead> <tbody> <tr> <td>DCI</td> <td>107337_7541_5_1653136246.pdf</td> </tr> <tr> <td>INC</td> <td>107337_7541_7_1653136259.pdf</td> </tr> <tr> <td>MCI</td> <td>107337_7541_2_1653136273.pdf</td> </tr> </tbody> </table>	SRA program	Document	DCI	107337_7541_5_1653136246.pdf	INC	107337_7541_7_1653136259.pdf	MCI	107337_7541_2_1653136273.pdf	
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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	105				148				417			
Recruited	53	20	0	73	73	39	0	112	191	81	0	272
Yet to Recruit	32				36				145			
On Contract	1	0	0	1	3	0	0	3	16	4	0	20
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				35				160			
Recruited	0	0	0	0	1	7	0	8	0	0	0	0
Yet to Recruit	0				27				160			
On Contract	0	0	0	0	8	20	0	28	133	109	0	242

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned				4817
Recruited	1731	532	0	2263
Yet to Recruit				2554
On Contract	0	0	0	0

Technical Staff				
	Male	Female	Others	Total
Sanctioned				928
Recruited	466	57	0	523
Yet to Recruit				405
On Contract	0	0	0	0

Qualification Details of the Teaching Staff

Permanent 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	35	1	0	20	7	0	24	4	0	91
Ph.D.	7	4	0	8	3	0	3	4	0	29
M.Phil.	0	0	0	1	0	0	0	0	0	1
PG	162	57	0	71	37	0	73	38	0	438
UG	0	0	0	0	0	0	0	0	0	0
Permanent 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	2	10	0	0	0	0	12
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	2	0	0	2	0	0	15	3	0	22
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	3	0	0	12	3	0	18
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	133	109	0	242
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	8	20	0	0	0	0	28
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	1	0	0	1
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	Department of Medical Education	UNESCO chair in Bioethics at the International center of health law and ethics university of Hafia	UNESCO

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	203	44	0	1	248
	Female	162	25	0	0	187
	Others	0	0	0	0	0
PG	Male	86	46	0	0	132
	Female	136	50	0	0	186
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	16	0	0	0	16
	Female	23	1	0	0	24
	Others	0	0	0	0	0
Certificate / Awareness	Male	27	5	0	0	32
	Female	15	3	0	0	18
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	13	29	0	0	42
	Female	1	8	0	0	9
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	3	0	0	0	3
	Female	2	3	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
Cycle 2	Accreditation	A+	3.36	

General Facilities	
Campus Type: Urban Health Center Chandar Nagar Alambagh	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	No
• Sports facilities	
* Outdoor	No
* Indoor	No
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	No
• Health Centre	
* First aid facility	Yes

* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	No
• Any other facility	NA

Campus Type: Rural Health Training Center Banthara	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	No
• Sports facilities	
* Outdoor	No
* Indoor	No
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	No
• Health Centre	

* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	No
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	No
• Any other facility	NA

Campus Type: Primary Health Center Sarojni Nagar	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	No
• Sports facilities	
* Outdoor	No
* Indoor	No
• 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)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	5
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	No
• Any other facility	NA

Campus Type: Experimental Teaching Health Sub Center Mati	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	No
• Sports facilities	
* Outdoor	No
* Indoor	No
• Residential facilities for faculty and non-teaching staff	Yes

• Cafeteria	No
• Health Centre	
* First aid facility	No
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	No
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	No
• Fire safety measures	No
• Waste management facility, particularly bio-hazardous waste	No
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	No
• Any other facility	NA

Campus Type: Shah Mina Road, Chowk, Lucknow	
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)	432
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	262
* 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	No
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	11	1300
* Girls's hostel	11	912
* Overseas students hostel	0	0
* Hostel for interns	3	112
* PG Hostel	12	522

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	26	3
* Orientation	21	1
* Refresher	20	2
* Post Graduate	1	24

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	NEP 2020 envisages a holistic and multidisciplinary education that aims at development of complete human capacities, be it intellectual, aesthetic, social, physical, emotional, or moral, in an integrated manner. King George's Medical University has not only been imparting cognitive medical knowledge but has been instrumental in developing humanitarian values, communication skills, ethics and empathy in its students for more than 100 years. The University offers various value-added courses on soft skills, for example an integrated workshop in collaboration with Bhartendu Natya academy (Dramatics) is being conducted annually. Collaborative projects and training sessions on technical and vocational aspects are regularly conducted with AKTU and IIT (Kanpur). The University is working towards adding more online and offline short-term courses on humanities, languages, social sciences, professional, technical, and vocational fields. These programs will
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	<p>be part of Electives in Undergraduate courses. E-content will compensate for time-crux in medical curriculum and the students will be encouraged towards limitless learning and pursue their interests during free time. The structure would be flexible and planned to integrate Academic credit. The University plans to collaborate with nearby universities and vocational colleges for engaging their faculty in designing meaningful and engaging content. Training workshops for dramatics, music, fine-arts, traditional dance forms, yoga, meditation and similar courses would be organized during off-times for students with the goal of mental harmony and holistic development. The students will also be encouraged to pursue projects towards community/ social outreach and credits assigned for the same. KGMU has played a pivotal role in proving holistic education and is striving to integrate the crux of NEP2020 in its current curriculum to provide intellectual, socially aware, morally sound, physically fit, emotionally stable, medical graduate to serve the nation.</p>
2. Academic bank of credits (ABC):	<p>KGMU is an official member of National Academic Depository since 2020. The Controller of Examination office of the University has started uploading through nad.digitallocker.gov.in, duly digitized academic records of students since 2021 and till date more than 3000 have been deposited. The focus of the university is towards implementation of NEP 2020 through promotion of multidisciplinary/ inter-disciplinary education. Creation of academic bank of credits will help students opting for electives, value-added courses, online and offline global skill-oriented courses or other extra-curricular courses. The credits for all these courses can be integrated and help in smooth transition of the student towards achievement of their life-goals. The University is committed to provide its students stress-free, holistic education. The ABC will reduce the guilt of wasting time from student's mind while they pursue their hobbies related skills. The credits scored will be an additional boost to their career and fulfil the University's goal of creating multi-dimensional skillful graduates/postgraduates.</p>
3. Skill development:	<p>All the courses offered by the university are oriented towards skill development, are professional in nature and provide opportunities for self-employment, employability, entrepreneurship and research. The</p>

graduates and post graduates completing these courses are well trained, knowledgeable not only to provide medical relief to the community, but are also capable of generating a nidus for employment of others. The focus of all courses offered is to create highly Competent, compassionate, and confident health-care professionals (Doctors / Dentists / Pharmacists, technicians etc.). The major thrust of the curriculum is learning by doing. The students have ample opportunities to practice and hone their skills in simulation lab as well as in the attached teaching hospitals / dental college. It is thus ensured that the passing out students are competent to deliver health care needs of society. In addition to the regular theory, practical/ clinical courses the Institution offers a number of value-added courses. The students hone their clinical skills in simulation labs and skill labs. In addition to the above technology is widely used to ensure proper acquisition of skills. The University has established a modern and highly advanced Hi-fidelity simulation centre & clinical skill lab for imparting critical skills to the learners across the specialties & also practicing professionals. The state-of-the-art equipment and task-trainers enable students to acquire skills at an expedient pace. The training in simulation centres ensures patient safety as students learn the critical procedures without jeopardising patient safety. The Advanced trauma Life support simulation lab in the university and the department of Skill Development has been successfully running the Basic Life support (BLS) and Advanced Cardio-vascular Life Support (ACLS) courses for the students and the faculty. Apart from this, there are courses in Palliative Care, Bio-medical Waste Management and Soft skills. KGMU and its constituent colleges have entered into MOU's and collaborations with Institutions/ Universities of repute at national & international level. Visit to multinational pharmaceutical companies/industries provides exposure to students in drug manufacturing, dispensing and retailing and pharmaceutical marketing. It is ensured that the passing out graduates, PG's have acquired necessary skills & competencies.

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

The King George's Medical University keeps in fore front a holistic development of the student. The policies of the KGMU administration caters to not

only the professional education and professional skill development, but also keeps alive the creative component of human nature. For this, it tries to integrate cultural element into the academic calendar. The university has students from diverse cultural and geographical backgrounds, and the promotion of Indian arts and culture is important not only for the nation but also for the individual. Cultural awareness and expression are among the major competencies considered important to develop in children, in order to provide them with a sense of identity, belonging, as well as an appreciation of other cultures and identities. The arts form a major medium for imparting culture. The arts - besides strengthening cultural identity, awareness, and uplifting societies - are well known to enhance cognitive and creative abilities in individuals and increase individual happiness. The University holds the annual event Rhapsody, which is organized by the undergraduate students and consists of literary, dramatics, drawing/painting, dance and music events and competitions. This much-looked forward program is well attended with full zeal and enthusiasm by the students as well as faculty members. The students from various states present programs representing their native culture. On the International Women's Day, The Women Empowerment Cell of the University organizes Tejaswini, in which students present songs, dance programs, poetry and other ideas on the theme of women empowerment. The undergraduate students also organize Saraswati pooja/Basant panchmi festival every year for venerating Maa Saraswati, the goddess of knowledge and learning. Various competitions based on traditional activities like rangoli making, singing, poetry-writing, sketching/paintings, debates are also organized by various departments. Keeping in mind the importance of sports for healthy body and a healthy mind, the University holds a sports week annually. To keep students apprised with our conventional games, the sports week includes conventional games from our culture, such as kabaddi, kho-kho, 100 metre race etc. The students in KGMU come from all over India, and are more fluent in their native language. For patient communication, they learn the local language from their peers and seniors. The institute is planning to start a Basic Hindi Writing and Speaking module to teach them

	basic language so that they can effectively communicate with the patients.
5. Focus on Outcome based education (OBE):	<p>The focus on outcome based education is need of the hour as education should be capable of fulfilling the requirement of the nation. This is especially important in the changing demography, socio-economic status, perceptions, values and expectations have compelled the need to relook the education system to make it more learner centric, patient oriented, gender sensitive and in conformation with global standards. In this direction since the last twenty years the regulatory bodies identified the need for the change in approach to education. In medical education the need for change from a compartmentalized system to a more integrated system with removal of redundancy and a more practical understanding of need for better alignment and comprehension of the knowledge was felt. In keeping with the global pattern an outcome driven curriculum was implemented in 2019 at King George's Medical University in medical undergraduate courses under the guidance of the regulatory authorities. Emphasis was made on alignment and integration of subjects both horizontally and vertically while respecting the strengths and necessity of subject-based instruction and assessment. Competency based Medical Education provides an effective outcome-based strategy where various domains of teaching including the use of different teaching learning methods and assessment form the framework of competencies. The use of appropriate teaching-learning strategies, tools and techniques of teaching which include problem based learning and the importance given to acquisition of skills are highlights of the current competency based undergraduate curriculum. It is the need for producing graduates who can cater to their community as Doctors of first contact. It is the university's enduring commitment towards its students for the implementation of the Competency Based Medical Education. The Post graduate and Super Speciality courses are also all competency based courses as per the NMC Guidelines. Similar efforts have also been done by the faculty for the Dental and Nursing students.</p>
6. Distance education/online education:	Easy accessibility of high speed Internet and keeping with the changing times the concept of online

education has gained immense popularity in the University. This has also helped both students and faculty immensely during the recent Covid Pandemic where it fuelled the need to leverage the technology platforms to drive learning initiatives and thereby ensuring continuation of education during such trying times. The University's preparedness came in handy for providing digital platforms to all students in the different faculties. The IT cell of the University has a robust system which provides the backend support of delivery of teaching learning services, faculty development and remote interaction between the student, faculty and patients. The online education helped students not only gain a continual acquisition of knowledge but also demonstrations of different skills. The only drawback being that in medical education skill learning and developing skill related competency were hampered. However efforts for teaching and learning was done via Zoom and Google platforms where classroom features are available making it more engaging for the students and demonstrations of related topics were also done. The availability of multiple platforms for e- learning available both on and off campus help both students and faculty in enhancing knowledge, gaining other important transferable skills, including time management, research, written communication, leadership and experience, utilizing a variety of technology. Online education in today's time is an essential tool in imparting education and improving access to content. The development of more e-content related teaching is envisaged in the coming times to meet the vision of the NEP. The availability of pre-recorded sessions would help students to pace their learning according to their individual requirements and level of ability.

Extended Profile

1 Program

1.1

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

Response: 105

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2948	2773	2658	2448	2266

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
663	674	619	472	507

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

2020-21	2019-20	2018-19	2017-18	2016-17
514	433	453	444	452

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
705	705	703	703	703

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)

2020-21	2019-20	2018-19	2017-18	2016-17
76438.50	45818.8	40380.44	53114.31	35912.54

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:

The King George's Medical University established in 1905, is currently the largest residential medical university and a leading institute in health care, medical education, medical research and innovations. Its illustrious alumni stand out amongst all medical health care providers and medical educators not only in India but also on the global front.

Curriculum: The curricula are developed within the broad frame work of various regulatory councils (NMC/MCI/DCI/ INC) incorporating revision as per the changing trends of the local, national and international developmental needs. The programs offered include **MBBS, MD/MD, DM/MCh (Medical faculty), BDS, MDS (Dental faculty), BSc, MSc, CCHN (Nursing faculty), BSc Radiotherapy,(Paramedical faculty) and various post graduate certificate courses, fellowships ,PhD, MPhil Psychology and Masters in Health Profession Education (MHPE)**. Value added courses are run as a part of student and faculty development initiatives. They include **Basic Life Support, Advanced Trauma Life support, ACLS, Soft Skill Course, Competency Courses, Bio-Medical Waste management, Medical Education. A high-end Advanced Skill lab has been established to provide hands on practice and real time training.** The university administration supports computer literacy, language enhancement, sports and cultural activities.

The programs offered are professional in nature and **cater to the health care needs of society from local to global level**. The Faculty of Medicine has implemented Competency Based Medical Education Curriculum since August 2019, which is designed to create a competent and skilled Indian Medical Graduate. Attitude, Ethics and Communication (AETCOM) competencies modules emphasize on ethical values, responsiveness to the needs of the patient and acquisition of communication skills and are incorporated to strengthen these skills in Indian Medical Graduate. The curriculum is learner-centric, patient-centric, gender-sensitive, outcome- oriented and environment-appropriate. The curricula ensures competency of learners across the faculties for optimum delivery of health care. **Topics addressing local and regional needs, like tuberculosis and anemia, are given prime importance and aligned across the various subjects in the curriculum.**

The Faculty of Dental Sciences runs Bachelor of Dental Surgery and Masters of Dental Surgery programs. MDS program is available for a total of 9 dental subjects. **The Faculty of Dental Sciences holds a prominent place in the top most Dental institutions of the country.** Continuous Dental Education programs help improve major program outcome.

The aim of the **BSc & MSc nursing programs** is to prepare nursing graduates & post-graduates to assume responsibilities as professionals, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services. We train nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in in pursuit of health,

functions in hospital, community and conduct research studies in areas of nursing practice. They are also expected to assume role of a teacher, supervisor and manager in a clinical/ public health setting. A **certificate course in community health for nurses** was introduced in 2018; under Ayushman Bharat initiative, Govt of UP. This 6 month certificate course is being undertaken as a partnership among NHM-UP & KGMU.

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

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

Response: 56.19

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

Response: 59

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

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:

Employability & Entrepreneurship: All the programs and courses offered by the institution, are oriented towards skill development, professional in nature and provide opportunities for self-employment, employability, entrepreneurship and research. The graduates and post graduates completing these programs are well trained and knowledgeable health-care professionals, who not only provide medical relief to the community, but are also capable of generating a nidus for employment of others. **Counseling and career assistance is provided to students in their quest for higher education, research, entrepreneurship and employment opportunities.** Extra-institutional exposure that benefits the students is provided through workshops and guest lectures organized regularly. **The institute also offers Fellowships, PhDs and Post doctoral programs,** after which the students can compete for the best of the academic and medical research centres globally.

Competency: The focus of all courses offered is to create highly **Competent, compassionate, and confident health-care professionals (Doctors / Dentists /Nurses/ Pharmacists, technicians)**. The major thrust of the curriculum is learning by doing. **The institute has a large volume of patients, so the clinical learning is ensured at its best.** The students have **ample opportunities to practice and hone their skills in simulation lab** as well as in the attached teaching hospitals/ dental college. It is thus ensured that the passing out students are competent to deliver health care needs of society.

Skill Development: In addition to the regular theory, practical/ clinical courses the Institution offer a number of **value-added courses**. The students hone their clinical skills in simulation labs and skill labs. They learn various soft skills like communication, counseling, leadership, decision-making etc through role plays and workshops. The University has established a modern and highly advanced Hi-fidelity simulation centre & clinical skill lab for imparting critical skills to the learners across the specialties & also practicing professionals. The state-of-the-art equipment and task-trainers enable students to acquire skills at an expedient pace. The training in simulation centres ensures patient safety as students learn the critical procedures without jeopardising patient safety. **The Advanced trauma Life support simulation lab and the Department of Skill Development have been successfully running Basic Life support (BLS) and Advanced Cardio-vascular Life Support (ACLS) courses for the students and the faculty. Apart from this, there are courses in Palliative Care, Bio-medical Waste Management and Soft skills.**

Collaborations: Institute- Industry partnership: KGMU and its constituent colleges have entered into MOU's and collaborations with Institutions/ Universities of repute at national & international levels. The International MoUs like the McMaster University, Canada, University of Sydney, Royal College of Ireland, University of Buffalo, Texas Tech University, Genomic Medicine Foundation, and University of Belarus have been established. National MoUs with various institutes like AIIMS Patna, AIIMS Jodhpur, IIT Kanpur, IGNOU, MOHFW, Tata Memorial Hospital, Mumbai, CSIR-NBRI, CDRI Lucknow, University of Lucknow, RML University, Lucknow and Central Command Lucknow are there to provide further development and opportunities to students and faculty.

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

1.2 Academic Flexibility

<p>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).</p> <p>Response: 100</p>	
<p>1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.</p> <p>Response: 3</p>	
<p>1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system</p> <p>Response: 3</p>	
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

<p>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)</p>
--

Response: 56.19

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

Response: 59

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly 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

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 34.64

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

Response: 62

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

Response: 179

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

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:

Gender Sensitization: The Institution has integrated various issues concerning gender sensitivity and equality in its curricula so that these values can be inculcated in the medical students at initial formative levels. The students are sensitized to various aspects of sexual harassment, child abuse, and medico-legal matters regarding the same. Identification of the vulnerables, counseling them and assisting them is a part of the curriculum. The campus is gender neutral both at curricular or extracurricular level. Legal issues involved in PNDT act and ethical issues about sex determination are part of the curriculum. To empower the women and bring awareness of women's rights, women specific programs are held regularly.

Environment and Sustainability: Concerns pertaining to environment and pollution, ways and means to reduce and manage them, are incorporated into the syllabus. Hospital care waste management, including waste segregation, disposal and management, sewage water treatment, recycling plastics and knowledge of safer renewable sources of energy are focus areas of teaching in environmental sciences. Online training regarding biomedical waste management are conducted regularly for health care workers. The updated guidelines for handling, treatment and disposal of waste generated during sample collection /diagnosis/treatment of COVID 19 patients have been implemented since the pandemic in March 2020. Regular training of all students and personnel is being done on continuous basis. There is an extensive ongoing tree plantation program and the University celebrates Earth Day, Environment Day and Ozone Day.

Human Values, Health Determinants and Right to Health: Human values like compassion, honesty, empathy and selflessness are inherent to health science curricula. Graduates are motivated to become a good citizen of society and to work in the community with the highest regards for human values and this is given importance in the curriculum. Health camps and community programs encourage student's interaction with community. A Seminar on Medical ethics is conducted twice a week for the benefit of medical, dental, nursing and para-medical graduates, post-graduates and faculty members to inculcate and reiterate the values of values like ethics, empathy and sympathy amongst them.

As per the guidelines by MCI in 2018, AETCOM module has been implemented in the curricula to help students acquire necessary competence in the attitudinal, ethical and communication domains. A Soft-skill workshop is conducted for the third and final year dental graduates to ingrain in them the art of active listening and develop empathy for their patients.

With vision to have safe and skilled doctors, nurses and paramedical personnel, King George's Medical University has developed state of art Institute of Skills in its campus having facilities to conduct various skill courses. This skill institute is first and only of its kind in Government sector of India. Various workshops on Biomedical Waste Management, Palliative Care Skills, Basic Life Support, Airway Management, Human Patient System Simulation and others for paramedics, nurses, doctors and medical students have been organized. This University is also running yoga classes for students, faculty and staff, free of cost in the batches of 20- 30 persons per month round the year.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	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
Link for additional information	View Document

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

Response: 27

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

Response: 27

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
Link for additional information	View Document

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

Response: 29.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
1135	792	886	516	484

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

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

Response:

Field visits/ community postings are an essential part of the curriculum mandated by all regulatory bodies. They encourage community service by providing a closer real-time experience and help in translation of theoretical knowledge to practical application. Visits to Public Health Care System like PHCs, UHCs, CHCs, District Hospital, etc. expose the students to health care delivery at urban and rural levels. The curriculum ensures participation in all National Health Programs and Investigation and Management of outbreaks in villages under the PHC

Under the banner of community medicine, postgraduates and interns undertake field visits, village visits, and postings in rural satellite clinics. Undergraduate students are encouraged to adopt and study a family from the community either in rural or urban slum areas to help them understand the community health problems better. School health programs are organized in Government Prathmik Vidyalas where general and oral health examination, health awareness and demonstration of essential health technique is conducted by graduates. Outreach services provide basic care like treatment of dental problems, vision care and glasses, gynaecology and obstetrics care, adolescent education etc at door step .

Research Projects: The University inculcates and promotes research at both undergraduate and postgraduate levels, enabling students to develop independent critical capabilities. Students are encouraged to take up short-term projects and dissertations and present papers at national and international forums. Publication of one research paper is recommended by NMC and students are encouraged to follow it. Research Cell of KGMU awards a student-centric Intra-mural research grant to the students under the mentorship of their guides both at undergraduate and postgraduate levels. Many students have won awards for their research projects by Indian Council of Medical Research (ICMR) . The university awards the best thesis after a rigorous selection process. This further encourages students to do their best in the research work.

Internship: Interns participate in Routine Immunization Services for Children and Pregnant Women and Covid Vaccination. The BSc. nursing students survey the community and families, identify the community health needs and Identify the available resources to meet the needs of the village population. BDS Interns have postings in various dental departments at regular intervals, where they get chance to improve their clinical practice and communication skills.

Conclusion: Community outreach & field visit with hands on experience are essential part of the curriculum in KGMU. This expands the horizons of all students and gives the opportunity to experience real life problems.

File Description	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

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
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
Link for feedback report from stakeholders	View Document

<p>1.4.2 Feedback process of the Institution may be classified as:</p> <p>Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website</p>	
File Description	Document
Institutional data in prescribed format	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

2020-21	2019-20	2018-19	2017-18	2016-17
453	381	374	354	341

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

2020-21	2019-20	2018-19	2017-18	2016-17
453	381	374	354	341

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
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

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

Response: 94:1

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

2020-21	2019-20	2018-19	2017-18	2016-17
5369	1279	7131	6319	4690

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*

2020-21	2019-20	2018-19	2017-18	2016-17
266	266	266	264	254

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: 19:1

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

2020-21	2019-20	2018-19	2017-18	2016-17
204	141	143	112	124

2.1.3.2 Total number of students enrolled in that year

2020-21	2019-20	2018-19	2017-18	2016-17
766	841	829	750	704

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
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

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)	
Response: 5.74	
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
Link for additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student-centric methods, are used for enhancing learning experiences by:
<ul style="list-style-type: none"> • 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:

This university tries to provide all students a platform to get involved in various academic, curricular and extracurricular activities. Moreover, the University uses teaching methodology with a focus on imparting education through a student centric approach. We try to teach students with an aim to transform them from being passive learners to active learners. All teaching departments organize various programs which stimulate the creative ability of students and provide them a platform to foster problem-solving skills and to ensure participative learning. Preclinical departments have societies in which students get exposure to showcase their talent be it in scientific writing or other innovative projects. Faculty members facilitate learning by allowing each student to comprehend at their personal level by ensuring their involvement in various academic activities so that they can absorb and grasp information at their own pace. Other than that various teaching tools and aids are also used to make learning easy, e.g., skill labs.

Faculty members usually try to make classes as interactive as possible and encourage innovative thought processes and novel interpretation of new developments in the field of science and medicine. Audio-Visual aids, laboratories and skill labs as also participation in various academic activities like seminars and conferences are some of the means to provide participative learning. Undergraduate students in first year itself get an opportunity to visit clinical departments and have direct interaction with patients to enhance their learning experience.

Internal assessments like class tests, labs tests, part viva, are planned so as to encourage students to be lifelong problem solvers. Written Assignments are given to the students and these are to be done individually on the given topic so as to enhance confidence and develop writing skills. Class seminars, which form a part of internal assessment, help students present their topic before the entire class and senior faculty helping them overcome stage fear and develop oratory skills. Group discussions and debates on current topics are organized so that students can develop an ability to critically analyze different subjects under discussion.

Student participation in certain academic and administrative bodies like departmental societies, anti-ragging committees, etc. helps them to get involved in the decision-making process and maintain transparency apart from inculcating a sense of responsibility amongst the students.

Students are also given an opportunity to organize various cultural and sports activities such as Annual Cultural Events and Sports Meet, so that they can demonstrate their management skills.

Overall, our University provides the students effective platforms to not only ensure participative learning but also to gain knowledge and aptitude and values to shape their behavior in the right manner.

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

In the changing scenario of advancement, it is essential for the students to learn and master the latest technologies. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education. The following tools are used by the teachers of the King George's Medical University:

1. Projectors- Projectors are available in different classrooms/labs.
2. Desktop and Laptops- All the faculty have provided desktop and most of them have personal laptops.

3. Printers- They are installed at Labs, HOD Cabins, offices and all prominent places.
4. Photocopier machines - Multifunction printers are available at all prominent places in the institute. Most of the departments have their own photocopier machines.
5. Scanners- Multifunction printers/ scanners are available at all prominent places.
6. Seminar Rooms- Most of the department have their own well equipped seminar hall with all digital facilities.
7. Smart Board- Smart boards are available in our teaching block that is 'Kalam Center'. They are also provided in many departments.
8. Auditorium- We have 'Scientific convention center' which have three auditoriums with a capacity of 1000, 500 and 300 respectively. It is digitally equipped with mike, projector, cameras and computer system.
9. During the 'covid 19' time, most of the classes were conducted online. We have Zoom, Google Meet, Microsoft Team, Google Classroom.
10. Digital Library resources – We have well equipped Central library in the campus, which have both hard and soft copies of the text and journals. Library has online access to most of the Journals/ text books.
11. PowerPoint presentations - Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.
12. Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.
13. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.
14. Video Conferencing- Students are counseled with the help of Zoom / Google meet applications.
15. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

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

2.3.4 Student :Mentor Ratio (preceding academic year)**Response:** 6:1**2.3.4.1 Total number of mentors in the preceding academic year**

Response: 514

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
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:** 65.24

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
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: 72.76

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.

2020-21	2019-20	2018-19	2017-18	2016-17
404	343	311	322	293

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
Link for additional information	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 18.46

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 9491

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
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-content / e-courses / video lectures / demonstrations during the last 5 years

2020-21	2019-20	2018-19	2017-18	2016-17
514	433	453	444	452

File Description	Document
Reports of the e-training programmes	View Document
List of teachers trained for development and delivery of e-content / e-courses / video lectures / demonstrations during the last 5 years	View Document
List of e-content / 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-content / e-courses / video lectures / demonstrations	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:** 2.192.4.5.1 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

2020-21	2019-20	2018-19	2017-18	2016-17
17	7	9	11	7

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: 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	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: 2.2

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

years

2020-21	2019-20	2018-19	2017-18	2016-17
27	60	51	56	30

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

2020-21	2019-20	2018-19	2017-18	2016-17
2280	2273	2201	2022	1420

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

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: C. Double Valuation/Multiple valuation with appeal process for retotalling only

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
Link for 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

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:

1. KGMU persevere and continuously thrives for the latest infrastructure, be it the teaching training or the assessment by examinations through integration of information technology abreast with the highly trained professionals, in all the procedures and processes of examination system.
2. These reforms have been incorporated in the semester/annual assessments of various undergraduate and post-graduate examinations, and in various entrance examinations for bringing transparency and to improve time efficiency.
3. From enrolment of candidate by generating and allowing student specific login into the system through OTP shot to them on registered mobile number & email ids, to online submission of application form along with the requisite fees through payment gateways to the generation of downloadable admit cards and then results/marksheets after the examinations.
4. All these procedural sub-steps are running successfully using internet-based software.
5. Collation of various data on excel sheet format of various streams of undergraduate & post graduate is available through these e-software year wise.
6. For practical & clinical examinations the office of the controller of examinations provides e-links to the head of the departments for the registration & through personal login the heads of the department punch the marks obtained by individual candidates and lock them to be submitted through the same interface to the COE office.
7. Provision for conducting ONLINE entrance examinations is on cards and awaiting regulatory approval.
8. Regular monthly one day training programmes for how to work on software is being conducted by the office of Controller of Examinations.

File Description	Document
Link for additional information	View Document
Link for details of examination reforms implemented during the last 5 years	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: Any two 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
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	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:

The competencies to be achieved by the students has been clearly stated, and is uploaded on the university website. They are instrumental in achieving the vision, mission and strategic objectives of the university. These competencies are designed as per the directives of respective statutory bodies. Assessment methodology/ tools used are in alignment with the learning outcomes.

Students and teachers are provided with academic calendar, wherein plan for implementation of entire

curriculum is specified, providing all learning objectives and outcomes at various levels.

The formative assessment is done at department level on regular basis and summative at university level. Formative assessment methods include internal examinations, preliminary examinations consisting of written (MCQs, SAQs, & LAQs), Viva-voce and practical examinations. Other assessment methods included Quiz competitions, Seminars, Problem based learning, assignments and journal club.

The students are initiated to scientific research through compulsory dissertation related to their respective fields of expertise under the guidance of their teachers. Also, various projects in thrust areas are undertaken. Students are provided with work books, Journals & log books stating the attainment of outcomes and objectives of respective courses.

The passing out graduates in various streams are groomed to work independently in their respective fields with confidence. Besides professional knowledge they are also sensitized to social issues such as gender equity, attitude, ethics, communication skills, environmental protection, disaster management and Basic life support.

The assessment of any Program can be judged by the performance of the students in the exam and their placement.

The attainment of learning outcomes is assessed by the examination results of all the batches, which shows good performance of the students of different faculties.

To track program outcomes, the departments maintain an alumna data-base. The track of the successful placement of the students or the students going for the higher studies is kept at the University level.

Alumnae are regularly invited to give talks and conduct workshops in the various departments. They also give feedback regarding skill sets of recent graduates and postgraduates in their employment.

The Employability data is maintained by the respective Dean office.

Nursing:

The institution follows INC guidelines of formative and summative assessment. Many of our graduate & post graduate students have been placed in various prestigious organizations like AIIMS Rishikesh/ New Delhi/ Rae Bareilly/ Tata Memorial Hospital.

Dental:

In the last pass out batch, out of 284 enrolled, 251 passed and 187 have been placed successfully.

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

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

Response: 85.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
2209	1918	1853	1682	1480

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

2020-21	2019-20	2018-19	2017-18	2016-17
2300	2273	2201	2022	1662

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: 3.2	
File Description	Document
Institutional data in prescribed format	View Document

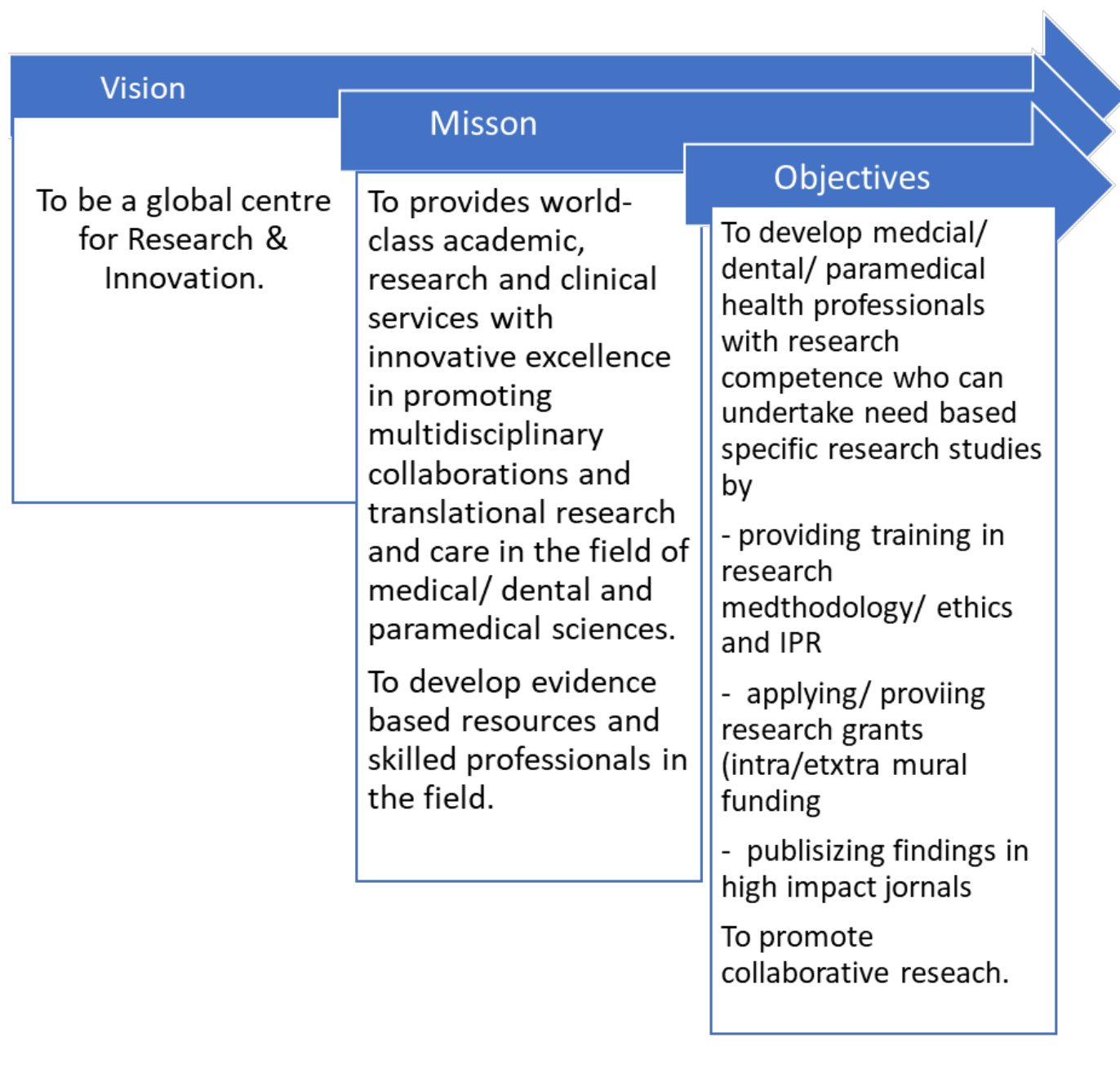
Criterion 3 - Research, Innovations and Extension

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:

King George's Medical University is one of the top institutes in the country in terms of clinical work, teaching, training, and research activities. The institute is committed to promoting research culture, training faculty, residents, and students in research methodology, and encouraging basic and clinical research. It is one of the leading contributors to medical research articles in India.



Research Methodology teaching and training courses/workshops/seminars are organized by Research Faculty from time to time for faculty and students including a Ph.D. foundation course for the research scholars of the University. In addition, evidence-based medicine workshops are also organized at regular intervals to inculcate a scientific working environment. To develop interest and encourage research ICMR research methodology (RM) course is mandatory for the promotion of the faculty of the University.



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
Link for additional information	View Document

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

Response: 12.48

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)

2020-21	2019-20	2018-19	2017-18	2016-17
7.6	15.10	20.21	10.22	9.25

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
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: 67.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	169	452	447	326

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
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: 82

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	18	21	15	16

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

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
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: 63.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	42	34	27	11

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	54	53	50	49

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
Link for 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: 3148

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)

2020-21	2019-20	2018-19	2017-18	2016-17
544	374	926	405	899

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

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

Response: 7360

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

2020-21	2019-20	2018-19	2017-18	2016-17
1530	1759	1455	1382	1234

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
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:** 2.65

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

2020-21	2019-20	2018-19	2017-18	2016-17
237	247	259	242	233

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:****Existing Eco-System for Innovation:**

- **Summer Immersion Program for Engineering Students in KGMU for Medtech Innovation:-** For last three years (i.e.: Since the year 2018) we are conducting Summer Immersion programs. These programs are KGMU-IITK projects inspired by the 'Stanford University-AIIMS-IIT Delhi' collaborative program in Medical Innovations. Till now two such programs with improvised versions with targets and timelines to achieve patented innovations have taken place. This has indeed led to innovations, awards and patents.
- **Setting up of Innovation and Intellectual Property Cell:-** Under the Deanship of Prof Rishi Sethi

(Cardiology) KGMU has set up a Innovation and IP Cell.

- **MOU with IIT Kanpur:-** KGMU had signed a memorandum of understanding (MOU) with IIT-Kanpur in 2018 to work in the field of developing newer medical technologies as a collaborative effort
- **Hackathons:-** The innovation cell has also conducted two Hackathons in the year 2018, 2019 respectively which jointly showcased innovative ideas from students and faculty of KGMU and IITK.
- **Institute Innovation Council(IIC) :-**started its Institutional Innovation Council (IIC) which is a MHRD-Government of India (GoI) initiative. The purpose of IIC-KGMU is to systematically foster the culture of innovation among the next generation doctors.

School of International Bio design-Synergizing Healthcare Innovation and Entrepreneurship (*SIB-SHINE*): (Upcoming)

This is a highly ambitious program on the lines of SIB- AIIMS approved by Department of Biotechnology (DBT), Govt of India. It is a capacity building program wherein in next five years , 48 fellows will be trained in innovation and entrepreneurship and possibly 20-30 spinoff companies are expected. It is a collaborative project of KGMU and IITK. A total grant of 9.7 crores has been sanctioned by DBT for the same. The First Batch of Fellows is expected to arrive in 2022.

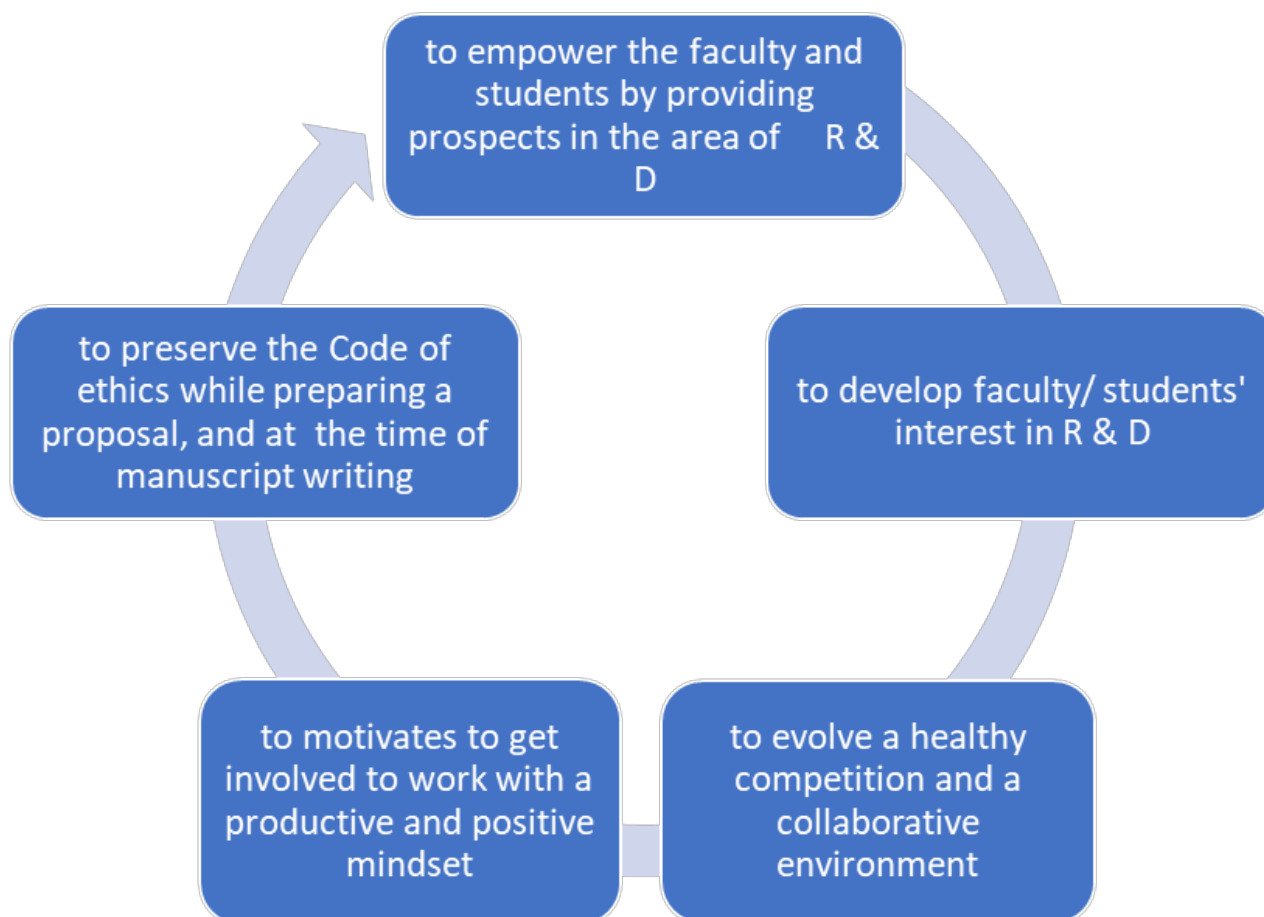
File Description	Document
Any additional information	View Document
Link for additional information	View Document
Geo-tag the facilities and innovations made	View Document

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:

Since its inception, the Research & Development-R & D (erstwhile known as Research Cell) of the University encourages and empowers its faculty and students for carrying out quality research. To promote and facilitate the research culture among the faculty and students of the University, R & D took the

initiative to carry out workshops, seminars, conferences, orientation classes, foundation course of Research, faculty development programs, and started capacity building activities. Dean and all associated members of R & D regularly meet and discuss various issues and make strategies to strengthen the research culture of the campus. Faculty of the University often get an offer from other Institutions/ organizations/ associations to deliver their talk/ take part in a panel discussion or organize workshops/ seminars on the various topics related to research methodology, ethical principles, and proposal writing/ manuscript writing. The objectives of these activities are-



In last five years, the R & D of the University usually organized conferences/ workshops/seminars/ symposium/ webinars/ e-lectures on various topics. The evidence related to the same is provided with the link.

https://drive.google.com/file/d/1BCLZMUaM5ZUDCN_90X5c9885RDFL7rw-/view?usp=sharing

<https://youtu.be/Zof6cJBAm48>

<https://docs.google.com/spreadsheets/d/1SIxCoufWM4FhwB67HcBqwQV7M1KHLwOz/edit?usp=sharing&ouid=113874948534879606338&rtpof=true&sd=true>

<https://drive.google.com/file/d/11bH4xvpYd1r01OVcwhyM-xHb6hdZ8O4C/view?usp=sharing>

It will be worth mentioning that in 2021, Ph.D. scholars of our University came forward to form an Academic Committee. The committee is responsible for organizing seminars/ workshops, for which they arrange topics and speakers from themselves and discuss the same with R & D team members to finalize.

<https://drive.google.com/file/d/1hYa2K9BQxbLe8D4ke4uEog90bVkkUX67/view?usp=sharing>

To date, they have managed to organize 2 webinars on the following topics-

- Plagiarism
- Bioethics

Outcome: These activities inspire and provide an opportunity to the students, research scholars, and faculty of the University to

Work cohesively and carry out research with a multidisciplinary team.

Encourages the undergraduate students of the medical/ dental and paramedical stream to take up some study in emerging fields.

Students try to participate in conferences, seminars, and workshops and wish to become a part of the innovative activities and Research.

<https://drive.google.com/file/d/1rQPML8ofqCIjt83vtxxNetufX28r4IQU/view?usp=sharing>

File Description	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
Link for additional information	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: 114

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	22	21	18	7

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
Link for additional information	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 1

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)

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

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

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. Committe 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
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: B. Any 3 of the above

File Description	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
Link for additional information	View Document
Incentive details (link to the appropriate details on the Institutional website)	View Document

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

Response: 50

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

2020-21	2019-20	2018-19	2017-18	2016-17
33	6	5	6	0

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
Link for additional information	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: 0.72

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.

2020-21	2019-20	2018-19	2017-18	2016-17
285	246	208	225	238

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

2020-21	2019-20	2018-19	2017-18	2016-17
350	315	335	328	331

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: 12.02

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

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: 0.27

File Description	Document
List of names of publishers : National/ International	View Document
Institutional data in prescribed format	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: 8.75

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: 45

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

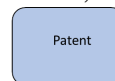
3.5 Consultancy

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:

King George's Medical University Intellectual Property Right Policy which is applicable to all academic

and non-academic staff/employee (both permanent and temporary), students/fellow (undergraduate, post-graduate, and research scholars), start-up/spin-off companies generating IPs at the University, and external sponsors on the practices and rules of the University regarding IP rights and obligations thereunder which include the nature of the IP, its ownership, exploitation, technology transfer, and confidentiality requirements. IPs can be generated through extramural or intramural funding.



Through IPR policy, KGMU promote innovation, utilize innovation, promote revenue sharing for the University and creators, creating dedicated infrastructures for IPR services to the University, mechanism of legal support, lay down an efficient and transparent administrative process for IP ownership control, education to faculty, students and employees of the University in all matters related to Innovation, IP and copyrights.

KGMU also get 5-25% in all extramural funded projects funded to faculty from various national and international funding agencies like Indian Council of Medical Research (ICMR) , Department of Science and Technology (DST) , Department of Biotechnology (DBT), World Health Organization etc.

File Description	Document
Any additional information	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
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document
Link for additional information	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: 288

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	79	67	32	65

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

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: 188

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

2020-21	2019-20	2018-19	2017-18	2016-17
74	28	39	25	22

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
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
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: 65.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
3855	2417	1180	902	591

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	View Document
Link for additional information	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:

KGMU always tries to remain one of the leading Institutions by providing extension and outreach services to the community. Social outreach is a cornerstone activity that supports the connection of research, teaching, and service to the public. The value of such activities and efforts were recognized through

various awards given by a variety of governments as well as other recognized non-government bodies during the last five years.

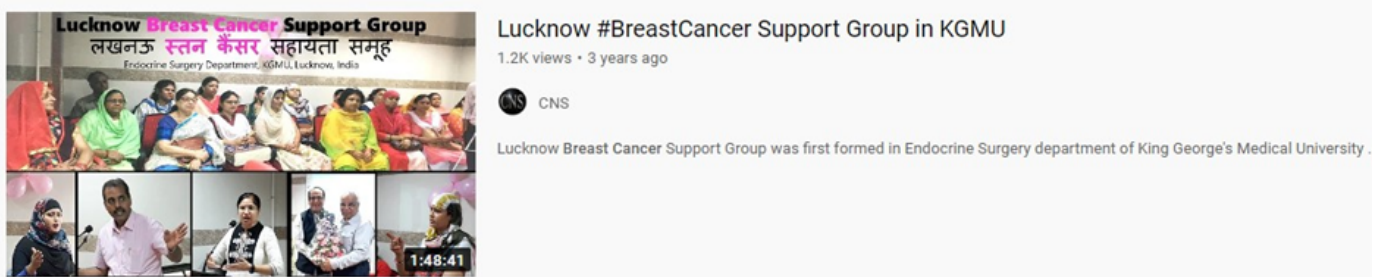
Home-based newborn care (HBNC) is one of the latest programs which was carried out by the dept of pediatrics between 2017-19 to manage possible serious bacterial infection (PSBI) in young infants and low down the mortality rate.

(<https://journals.plos.org/plosone/article/file?id=10.1371/journal.pone.0234212&type=printable>).

Teleconsultation services were provided during the period of the pandemic to reach the unreached, which was appreciated by the Hon'ble Prime Minister of the country on July 1st, 2021.



In May 2019 the Department of Endocrine Surgery launched a breast cancer support group in the University campus with 25 female and 2 male breast cancer survivors.



https://www.youtube.com/results?search_query=breast+cancer+KGMU

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 also accomplishes its social responsibility by performing/ organizing various activities/ tasks by its students, employees, and faculty. These activities involve imparting/ organizing education, especially health education, awareness camps, educative campaigns, organizing health camps sometimes promote income-generating activities in the community. During crisis/ disaster the University always take a step forward to save life. These activities help and support the marginalized/ weaker section/ differently-abled/ needy people of the society including children, women, elderly, etc., and also develop a sense of responsibility/ compassion in our students which relates to the age-old Doctrine of Ancient health education. Like this, we adhere to our motto SINCERITY SERVICE SACRIFICE.

????? ?????? ??????: ?????? ?????? ????????

????? ??????? ?????????? ?? ??????? ?????????? ????

(everyone should be happy, everyone should be healthy; everyone be good and no one has any kind of problems)

All students, faculty and employees of the University are well versed in taking care of their social responsibility; they participate in the activities of their interest/fulfil the demand of the responsibilities properly with full involvement.

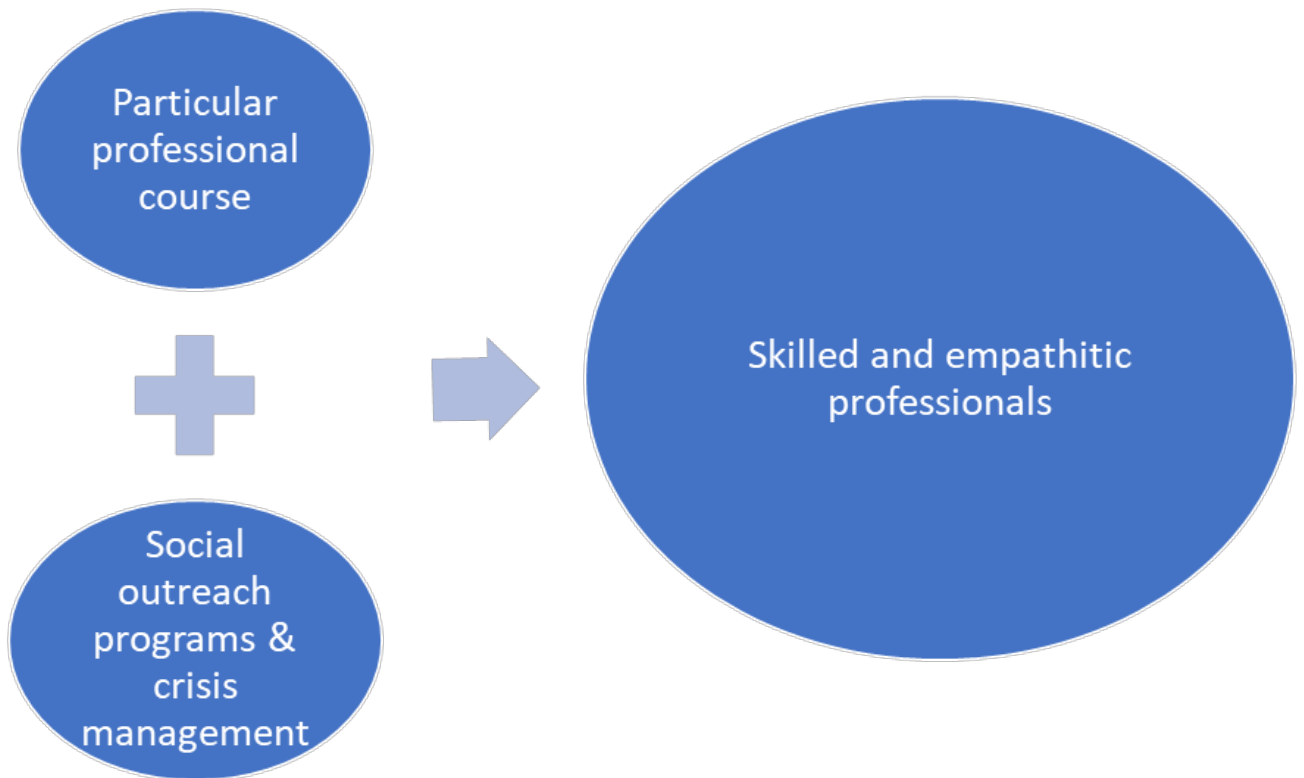


Almost all departments of the University are involved in performing various social outreach programs in collaboration with other departments. Major initiatives are taken by Community Medicine/ Paediatrics/ Obs. & Gyne/ Psychiatry/ Trauma surgery/ Geriatric Mental Health/ Public health dentistry/ Prosthodontics/ Periodontology/ Clinical Haematology/ Nursing/ paramedical

The social institutional responsibilities are fulfilled by organizing activities in rural, sub-urban, and urban areas of Lucknow. There are villages that are adopted by the SPM dept. in the Sarojini Nagar Block. With the help of satellite centers (Primary Health Care Centre, Sarojini Nagar, Rural Health Training Centre, Banthra and ETHSC, Mati) they are managed. Besides providing services from these health centres, students go to various villages/ areas of the district and sometimes out of the station to disseminate education on health, hygiene, environmental issues, to save life. Programs like awareness regarding balanced diet, Infant young breast feeding practices, family planning, health check-ups etc. are some of the major activities.

During the COVID period, every member of the University shared their responsibilities tirelessly.

OUTCOME: The amalgamation of all these actions in the community provides a perfect atmosphere for developing a sincere, caring, and humble human being who can serve the society selflessly.



Such outreach programs develop a synergy among health care professionals. The wide scope of activities provides an understanding not only of the evolution of public health programs and policies but also hands-on training strategies for implementation of the same. With such dynamic atmosphere, students understand sociocultural issues of rural and peri-urban areas while benefitting the community in general. These types of activities develop healthy and positive behaviors among the students and enable them to develop a healthy environment in the society.

<https://docs.google.com/document/d/1-1R2IBytlDPpKyLitT6kQj2RjU4YBdW6/edit?usp=sharing&oid=113874948534879606338&rtpof=true&sd=true>

https://www.kgmu.org/department_details.php?dept_type=2&dept_id=11&page_type=gallery

<https://youtu.be/jEsX1Hza8pw>

<https://docs.google.com/document/d/1aMppWsAWn8mpkQO13fwIc748gXaTLDaT/edit?usp=sharing&oid=113874948534879606338&rtpof=true&sd=true>

https://www.kgmu.org/department_details.php?dept_type=1&dept_id=37&page_type=gallery

<https://drive.google.com/file/d/1VE1-CHoVBi-sv3FQTDkOvF8mrmgPUMKr/view?usp=sharing>

File Description	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

<p>3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year</p> <p>Response: 12.4</p> <p>3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>8</td> <td>12</td> <td>12</td> <td>14</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	16	8	12	12	14
2020-21	2019-20	2018-19	2017-18	2016-17										
16	8	12	12	14										
File Description		Document												
Institutional data in prescribed format		View Document												
Certified Copies of collaboration documents		View Document												
Link with collaborating Institutional website		View Document												
<p>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.</p> <p>Response: 51</p> <p>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.</p> <p>Response: 51</p>														

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
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:

King George's Medical College UP, Lucknow, was established in the year 1905. In 2002 it became King George's Medical University and has acquired national and global eminence for contributions in academics, research, and patient care. It offers medical services to the needs of not only the state of Uttar Pradesh but also that of other states like Bihar, Chhattisgarh, Madhya Pradesh as also our neighbouring country, Nepal and caters to more than 20 crore population. It is the largest Residential Medical University in India with Faculty of Medicine, Faculty of Dental Sciences, Faculty of Nursing and Faculty of Paramedical Sciences.

The university campus is spread over an area of roughly 674,000 sq metres (167 acres). As the institution grew, more and more departments were created in new buildings. There are separate buildings for Medicine, Surgery, Paediatrics, Obstetrics & Gynaecology, Cardiology, Neurology, Psychiatry, Neurosurgery, Plastic Surgery, Rheumatology, Geriatric Mental Health, Surgical Oncology, Pulmonary Medicine, Pathology, Pharmacology, Anaesthesiology, Ophthalmology, Urology, Community Medicine and Cardiothoracic Surgery, Microbiology along with Pathology and Biochemistry along with Physiology. Two new buildings Centenary hospitals (known as Shatabi Phase 1 and 2) have majority of the super specialities in it.

The Faculty of medical sciences consists of 53 departments. Faculty of Dental sciences with 10 departments. The Nursing school has an intake of 100 BSc nursing students and 25 MSc nursing students every year. The Paramedical Institute runs 14 courses in various specialities.

This Prestigious Government University has approximately 5300 undergraduate/Post graduate students, (250 MBBS, 100 BDS seats) getting medical education. This University imparts MD/MS Courses in 24 Specialties & DM/M.Ch. courses in 28 super specialities. M.Phil (4 seats in Clinical Psychology) and Ph.D (in various departments) are also there.

The institution has well equipped laboratories, 78 Lecture halls with audio-visual aids, auditorium, central library with E-library facility (ICT enabled), seminar rooms, clinical demonstration rooms and a state of the art skills centre. All class rooms are wifi enabled with majority having smart boards.

The clinical material is more than adequate. The wards always have 100% occupancy. The operation theatres run over 45 tables simultaneously in elective theatres amounting to over 100 cases, in addition the emergency surgeries are around 40-45 cases/day.

The infrastructure is well developed for meeting all the necessary requirements of the statutory councils and these facilities provide effective transaction of the teaching – learning process, health care and research. Wi-Fi connectivity, networking of various departments with Local Area Network (LAN) is provided for seamless communication and sharing of knowledge.

The skills and simulation laboratories train students for various clinical and surgical procedures with the help of mannequins and simulators. The museums in Anatomy, Pathology, Microbiology, Pharmacology,

FMT, Surgery, Radiology, Gynaecology and Community Medicine are having hundreds of specimens, charts, models and relevant text serving as important educational and learning resources for the students. Accredited and well equipped laboratories established in various departments provide point of care testing facilities and reports.

The following courses focus on the employability, entrepreneurship, skill and value-added courses that offer transferable and life skills that are being successfully run in the institution.

Basic Life Support (BLS): Basic Life Support workshop trains the students to promptly recognize several life-threatening emergencies, such as - giving high-quality chest compressions, delivering appropriate ventilations and providing early use of an Automated External Defibrillator (AED). The workshop includes theory and practical sessions by the trainer in which the demonstration of the procedures is performed on the Manikins and operations, required in the emergency situation, are displayed. Real life emergency scenarios are given to students to observe their ability to respond to life-threatening situations.

Supporting/observing Advanced Trauma Life Support (ATLS): This workshop is being led by the Dean of Paramedical Sciences and coordinated by the faculties to provide safe, reliable methods for immediate management of the injured patient. The workshop is conducted for the paramedical students to attain knowledge about the primary survey of ATLS, that would assure that optimum care is provided during the evaluation and resuscitation of the patient.

Bio Medical Waste Management (BMW): This workshop is conducted in collaboration with University Environment Department, KGMU, which is a central area for the management of all types of waste generated from different areas (departments, offices, research) of the institution. Theoretical and practical aspects of waste management is explained through power point presentation, games and a one-day visit to the University Environment Department to have a closer look at the segregation, recycling and incineration process.

Continuing Para-Medical Education (CPME) - This Self-Directed Learning programme (SDL) has been exclusively initiated and successfully being run since 2017. This specific programme was started in KGMU for paramedics and is the only centre in Uttar Pradesh, where the course is being executed successfully. Presentations on the latest development in the health care sector are showcased under the mentorship of their respective guide to boost student's demonstration skills.

Palliative Skill: Palliative Care workshop is devoted to achieve the best possible quality of life for patients and their families facing terminal illness, through relief of symptoms and aggressive management of other sources of suffering. Modules of Wounds Management, Pain management and End of Life Care are covered in a three-day workshop.

Soft skill: It aims to develop productive personality traits that characterize one's relationships in a social environment. This includes meditation exercises, medical ethics demonstration and relaxation techniques.

In addition, skill labs in many Departments are running to enhance the learning of undergraduates and post graduate students.

File Description	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

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:

University has adequate facilities to support physical and recreational requirements of students and staff. There are various outdoor and indoor games facilities in the campus. For outdoor games, there is a huge playground named SP ground (1572.00 sq. metre) behind SP hostel for the purpose of playing cricket, football, athletics and various other annual sports activities & games. Additionally, many hostels have their own separate Volleyball court, Lawn tennis court and Badminton courts for the playing purposes.

For indoor games, many hostels have facilities of Gymnasium (5 in no.) having many equipment like - Treadmill, Cosco gym equipment, Cycle, Dumbbells, Pulldown machine, etc. Along with this, hostels also have separate facilities of indoor games like - Table tennis, Ludo, Carrom board, Chess etc. Facility of a large Swimming Pool (measuring 18m x 8m) is available in Old CV hostel for the students & faculty members.

For cultural activities we have several auditoriums at various places in the campus. The scientific convention centre known as Atal Bihari Bajpayee Scientific Convention Centre itself has three auditoriums. This centre is a grand structure having a floor area of 200,000 sq. feet. The dome measures 52.5 metres. It has 3 halls or auditoriums of 200, 400 and 1050 seating capacity, 2 banquet halls, 2 exhibition galleries, an open-air theatre, rehearsal rooms, a foyer area below the dome and connecting corridors. All are fully air conditioned.

At 2nd floor of convention centre, we are also having our own first Community Radio Station, 'KGMU Goonj' (FM - 89.6 MHz) launched by any Medical Institution of India, which is dedicated to Education, Health awareness, etc.

There are 2 lifts available in the building. It also has 2 lawns in the premises which are used for various college functions. The centre also has state of the art audio-visual facilities. The auditoria can be used for plays, music, films and all other cultural activities. Besides, there are 2 VIP rooms and there is also adequate space available for kitchen and pantry.

Brown hall or Selby Hall is situated in the administrative block, having seating capacity of about 250 seats and is used for the purpose of various cultural and academic activities.

At Kalam centre (Modern teaching block) we have several rooms having different seating capacities, but for the purpose of various cultural activities, rooms (having capacities ranging from 300 to 600 seats), as

well as main lobby of the building at ground floor are used.

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 civic facilities for students and staff. The ambience of the campus is pleasing.

We have 20 separate Hostels for UG, PG, BSc / MSc Nursing students & Interns (10 for boys and 10 for girls), having adequate capacity of rooms. Number of rooms per hostel varies from 17 to 352 rooms. There are separate UG and PG hostels at various places in the campus which are either single seated or double seated.

We also have a Common Boys and Girls Hostel for the PG students and Senior residents.

Medical facilities for students are available at the Trauma centre which provides various emergency services, amenable round the clock to the patients, students and staff. It also serves as primary reception for all surgical and medical emergencies and provides all diagnostic and treatment facilities under one roof.

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

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 lunch facilities for the students & visitors. We also have State Government Employees Welfare Canteen

There is a government Post Office running in the middle of the campus for various Postal services, 24 hour running Drug shops & Police Outpost.

Two Branches of Indian Bank (1 in main campus of KGMU branch, in basement of Central Library and other KGMU branch in the dental premises) running for various banking & ATM services.

There are wide, clean and motorable Roads throughout the campus which are provided with reflectors on both the sides. Various Signages present throughout the campus to direct the patients & visitors for various purposes.

Campus is covered with large areas of Greenery constituting of about 40 lawns throughout the campus (including lawns with Herbal and medicinal plantations opposite VC office and near Anatomy

department).

Most buildings have solar panels which are used as alternate source of energy/electricity.

For surveillance, there are 300 plus CCTV cameras installed at various places (like- OPDs, various Cash counters, pathways, etc.), which are controlled through centrally controlled data centre. For local surveillance most of the departments in the campus have installed their own CCTV cameras, controlled through their local networks.

Every building of campus is equipped with WIFI System through wireless access points, centrally controlled by the data centre & providing internet speed upto 1 GBPS connectivity.

The campus has Firefighting system – comprising of Fire hydrant system, Fire sprinkler system, Fire Alarm system & Fire extinguishers (along with their AMC & CMC available through firefighting agencies) & managed by deputed firemen persons whenever required.

There is a large underground Parking available for faculties, staff, etc.

To the patients & attendants we provide - cooking facility like gas & stove in a large common kitchen (Sita Rasoi) & also 4 Battery-operated golf cars for in-campus transport.

The topography of the whole campus is also available.

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: 33.91

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)*

2020-21	2019-20	2018-19	2017-18	2016-17
33890.16	8304.54	8487.82	22696.13	15572.33

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
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:

Our University is more than 100-years old with a rich legacy for imparting quality education to the students. The University has acquired national & global eminence for contributions in academics, research, and patient care. The University has been at the forefront in implementing newer methods of education, like the recently implemented competency-based medical education for MBBS students. Presently, there are 4 deaneries: medical, dental, nursing and paramedical. The respective Regulatory Bodies include, National Medical Commission, Dental Council of India, Indian Nursing Council and Uttar Pradesh State Medical Faculty. The recommendations of the Regulatory Bodies are followed as regards the curriculum, the teaching-learning methods, time allotted for various subjects, the methods of assessment and regarding recommendations for infrastructure. Apart from the undergraduate courses, like, MBBS, BDS, BSc (Nursing) the University has a number of post-graduate and super-speciality courses. The University runs a number of super-speciality courses in most subjects that attracts students from all over the country. The University campus is spread over an area of 160 acres with more than 50 buildings. There are approximately 400 plus faculty positions, 600 plus resident doctors and 2000 plus permanent employees. There are regular inspections by the various regulatory bodies from time to time either for continuation of these courses or for starting a new course.

The University promotes research and has its own Institutional Ethics Committee. The students are encouraged to do high-quality research and the University acknowledges high-impact research by giving awards to faculty members and students.

The fact that our University has adequate clinical, equipment and Laboratory resources can also be gauged from the fact that our University has consistently been ranked among the top 10 medical institutes of the country.

There is regular upgradation of equipment on an annual basis to meet the requirements and maintain the standards of teaching, training and providing standard care to the patients (list attached). Special emphasis is given to the recommendations of Regulatory Bodies regarding the purchase of equipments. If any compliance issue is raised by the regulatory body in the regular recognition inspections, then, that particular equipment is purchased accordingly. The departments also send individual demands as per regulatory body norms and compliance reports.

The teaching hospital attached to the university, the Gandhi Memorial & Associated Hospitals of KGMU has over 6000 patients attending the OPD every day. It primarily caters to needs of Lucknow, its surrounding districts (especially patients from other adjoining states, like, Bihar, Chhattisgarh, Madhya Pradesh and neighbouring Nepal and population. The competencies and capabilities are utilized to the fullest in order to serve the droves of patients flooded every day. More than 15 lac patients visit this Tertiary Care Centre, with approximately 1,50,000 indoor admissions. Attending the hospital provides good (and adequate) opportunity to the students to gain clinical experience/expertise.

There are a number of laboratories within the campus, but, primarily concentrated in the pre-clinical and Physiology, Pathology, Microbiology and Pharmacology. There is an Animal Lab for experimental work. Some laboratories

The nursing college gives high-quality education to students pursuing degrees in bachelor and masters courses in the comfortable ambience of Kalam Center. Like other courses, nursing courses are compliant with Regulatory Bodies.

Similarly, there are a number of paramedical courses. Again, they are recognized by their respective Regulatory Body.

The evidence of meeting up with the norms and requirements of Regulatory bodies is visible through the compliance reports sent to the departments after inspections. The latest inspection reports are being attached as an evidence to the same.

King George Medical University was ranked fifth by the National Institutional Ranking Framework (NIRF) among medical colleges in 2018. National Assessment and Accreditation Council (NAAC) has given KGMU 'A' grade certification. This certification remains valid from May 2017 to May 2022. Ministry of Human Resource Development, Government of India has shortlisted KGMU among the probable list of 'Institute of Eminence'.

File Description	Document
Any additional information	View Document
Link for 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

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 is a centrally placed healthcare facility in the city catering to the healthcare needs of within the city, outskirts and also of different places of the state. The hospitals are equipped with state of the art diagnostic and therapeutic services and are giving efficient services to community. This amounts to a huge input of patients both in outpatient and inpatient setting in the departments of the University. Currently, based on the HMIS data available for the OPD, an average of 3000-4000 patients visit the hospitals for seeking care on a daily basis. An average of about 8000-11000 patients seek admissions for hospital based care every month. Students posted in OPD get excellent exposure of patient management. The huge numbers of OPD and IPD patients caters to the clinical teaching needs across various healthcare programs running in the University. In addition to the speciality clinics, the super specialty services in Cardiology, Neurology, Nephrology, Endocrinology, Cardiovascular Thoracic Surgery, Urology, Paediatric Surgery, Neurosurgery, Plastic surgery, Interventional Pain Management provide training to students in higher skills.

There are over 4000 beds for inpatient care more than requirement of Statutory Council. Average inpatient occupancy is 100 %. Clinical bed side teaching takes place in various wards in bed side teaching rooms attached to wards to inculcate clinical skills in students. Active participation of post graduates in management of ward patients round the clock, not only improves their clinical skills but also helps in refining professionalism.

Clinical experience is the core component of nursing and paramedical education. The students are rotated in different inpatient and outpatient departments of the hospital under the supervision of their faculty. The variety in settings helps the students to assess patients, carry out clinical procedures, assist in various Preventive/diagnostic/ therapeutic procedures, educate patients and their families at the outpatient departments.

The department wise details of OPD and IPD patients are also placed on the University's website - <https://www.kgmu.org/patient-statistics.php>. since 2017 when the HIMS was introduced in the University. The HIMS at KGMU is provided by the government – the e-hospital platform, developed by National Informatics Centre, New Delhi. Barring the unprecedented COVID times, there has been sufficient influx of OPD/IPD patients to comply to the teaching learning needs of the students under different programs run in the University.

The adequacy of the sufficient clinical load of OPD and IPD is beyond the requirements laid down by regulatory bodies of different programs. It can also be verified via the no/minor compliance raised in the latest inspection reports by regulatory bodies for departments of the University. The reports for different programs are attached as link for information and verification.

File Description	Document
Any 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
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: D. Any two 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:

Library has been partially automated with 'KOHA' (Integrated Library Management Software) 'version 3.22.12.000' from the year of 2011. It has Full MARC support (MARC21 and UNIMARC) including Z39.50 server client for data interchange and contains all Core Modules (Cataloguing, circulations, acquisitions, serials, patrons, suggestions and reporting) and support Customizable Web-based Interfaces.

Online searching of documents through OPAC (Online Public Access Catalogue) is available on the computers connected to Central Library via URL searching mode <http://172.16.26.35> with the university campus using intranet. All the books, journals and thesis are tagged with radio-frequency identification system (RFID) for their Security. Magnetic Detection Gates have been installed in the Library for ensuring the security of documents. We are in the process of upgrading to full automation

File Description	Document
Any additional information	View Document
Link to Geotagged photos	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 is located besides the Administrative Block and is easily accessible. The primary aim is provide access to medical literature to the students/residents/scholars/faculty, both remotely (via intranet/internet) and physically. The library also conducts seminars/workshops to upgrade the knowledge of faculty & students in doing online literature search. The Book/Journal section of the Library remains open between 10:00 and 22:00, while the reading room remains open between 09:00 and 06:00 (next day).

The Central Library is well-stocked with 44652-**books** which includes 962-ancient books (books published between the years 1886 and 1947) and 952-reference books, 29383 **bound back volumes**, 3633-**Thesis/manuscripts** and 1316-**CD's** (Data as per holding shown on KOHA-Library Management Software). There are also books for general reading and books in Hindi and Sanskrit.

All students perusing post-graduate courses are mandated to submit a hard copy/CD of their thesis.

The Library subscribes to medical **e-journals**, **e-books** and **Medical database** regularly and we are also the member of Electronic Resources in Medicine (**ERMED-India**) Consortium, New Delhi, India through which are university gets 242 high-quality online e-journals from five leading Publishers.

Besides issue-return/renewal of books & journals, various services are provided to users such as, reference

search, content dissemination through e-mailing, WhatsApp and telephone. The library has internet through Wi-Fi and remote access facility is available to access library catalogue and subscribed e-resources. Photocopy, printing and scanning facility is also available. A list providing the details of subscribed e-resources is displayed on the notice board of library, hostel and departments for the awareness. Dedicated computers are available in the library to access for subscribing e-resources.

Library has been automated with 'KOHA' (Integrated Library Management Software). It has acquisition, cataloguing, circulation, serial control modules etc. Online searching of documents through OPAC (Online Public Access Catalogue) is available on the computers connected to Central Library LAN via URL searching mode. All the books, journals and thesis are tagged with radio-frequency identification system (RFID) and for its Security to Magnetic Detection Gates have been installed in the Library for ensuring the security of documents. IP CCTV's installation has been done in all wings of the library.

File Description	Document
Any 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: Any Three 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 e-resources with full-text access	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: 338.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
411	350	308	382	241

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
Link for additional information	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 Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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
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 has a dedicated Information Technology Cell, which takes care of the demands of Faculty, employees and students in terms of all IT assets including desktops and peripherals, LAN and Wifi facilities across the campus under the IT domain. Demands of IT assets including Desktops, Printers, UPS, CCTVs, projectors, and many consumables like UPS batteries, toners etc are managed by IT domain.

The General Financial Rules are followed for all types of purchases. Demands are elicited from departments. Quarterly demands are compiled and purchase is done via GeM portal.

All the teaching learning settings including wards, OPDs, OTs, emergency setups, classrooms, library are equipped with computers and peripherals for ease of access to technology to the students. The entire campus including all hostels are WiFi enabled for providing easy access of Internet facilities to the students. The students and faculty are provided with computer facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs, collaborative, administrative and financial evaluation activities. The computer facility has been provided to each Department/Unit with peripherals and are connected through LAN/Wi-Fi. LAN connectivity is provided at multiple points across the campus including wards and OPDs

Considering the expanding needs of WiFi in the campus by students, KGMU has upgraded its 100mbps NKN line to 1 Gbps In addition to the 1Gbps existing BSNL lease line. The two ISPs are linked to give a maximum of 2Gbps bandwidth across the campus.

KGMU is in process of having an alternate Internet lease line of 2Gbps as a backup of the existing lease line to compensate for their downtimes as it affects and disrupts teaching learning activities and critical patient care services. Recently to secure Internet services, Next generation Firewall was upgraded at Data centre of KGMU.

File Description	Document
Any additional information	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

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 developed a centre in the administrative block that serves as an audio visual centre. Interactive panel with provision of video recording, wireless audio system and multiple screen viewing is established in this centre, designated as Board room, Administrative block, KGMU. Video and Audio Content in an organized form is made available to the media center for e-content development.

All online and hybrid meetings are conducted at this place. All physical deliberations are recorded at this centre with the help of Video recording setup. Dedicated manpower (computer operators) help in and coordinate all proceedings in this centre.

Computer is made available to students for research purposes and to gather information from various sites on the internet, online videos and discussion groups. Specialized class rooms in Kalam centre with projectors have been designed for "brain-storming" sessions for the students.

KGMU proudly has a community radio station which is one of the first of its kind. Radio is an effective medium through which we can outreach to all sectors of society with low cost in short time span. Our programs greatly benefit the society by taking comprehensive care of their physical, mental, social and spiritual wellbeing. Radio studio is equipped with the following equipments: Mixer and Consoler desk, multiple input sources for CD, computer, telephone, and microphones. Playback studio and Recording studioetc

File Description	Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document
Link for additional information	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: 66.09

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)

2020-21	2019-20	2018-19	2017-18	2016-17
42584.34	37510.59	31892.62	30418.18	20340.21

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
Any additional information	View Document
Provide link to ERP	View Document
Link for additional information	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:

The university has established systems and processes for maintaining various physical and academic support facilities like – Laboratory, Library, Sports Facilities, Computers, Classrooms, equipment, etc. For Purchase and Management, a Central purchase committee constituted by the Vice Chancellor procures different items, including maintenance and improvement of University Campus. Committee constitutes of: CMS; MS; Registrar; FO; Technical expert for concerned items; Head of the department/in charge of

indenting department & 2 Professors of clinical & para clinical departments (nominated as in-charges of various domains, e.g., Linen, Furnitures, Stationary, IT, Medical equipment, Medicine & Surgical, Administrative block, COE, Research cell & Maintenance cell)

a) Purchase:

For procurement the concerned domain in-charge asks for demand with justification (for a year/3 months) from all heads, etc.

Requirements along with specifications, are raised from concerned departments like –

- a) Laboratories from Pathology and Microbiology
- b) Library materials Central Librarian & Library Advisory Committee
- c) Sport facilities from Athletic Association for
- d) Computers from IT cell, etc.

Domain in-charge can modify them, to rationalize the process/requirement and compile for purchase (may discuss with demanding department or take external technical advice).

The committee approves specifications, quantity, mode of procurement and budget allocation as per Government financial rules and University Acts & Statutes.

Domain incharge processes and raises the purchase order after approval from competent authorities.

Specifications are checked for their availability on Gem portal and purchased through budget (allocated by the government) or private fund (approved by FO and Vice Chancellor).

As per requirement, Gem bid is performed for values of –

- a) < 25,000 Rs. Direct purchase
- b) 25,000 - 5 lac Rs. Comparative bid
- c) >5 lacs E-bid is done for purchase.

If the requirements are not available on Gem portal, Customized bid is done (after notification in press & on college website). Then technical opening of the bid is followed by technical evaluation. If it qualifies, financial bid is done and the lowest price is estimated, quoted & approved.

b) Maintenance:

For this purpose, we have a “Civil, Electrical, Mechanical- repair and maintenance committee” constituting of 2 Faculties & 2 Executive Engineers who monitor various purchase, repair/maintenance of materials and goods.

For maintenance & work, tender requirement is raised, JE (civil/electrical/mechanical) visits the site and draws an estimate/tender via same process, as in purchase through Gem portal.

After getting concerned tenders, technical and financial bids are approved by the committee. On getting lowest bid, work and order is placed and the work is executed. Then JE prepares Measure book for the payment to the party, which is further verified by Executive Engineer, the Department concerned and finally approved by FO, Registrar & VC.

All Equipments, as per SOP are purchased under Head of Accounts -26 and they are generally bought with 5 years of a comprehensive warranty. After this period, another 5-year comprehensive maintenance contract is generated to keep the equipment uptime >95%. These contracts are generally one with the original equipment manufacturer or their authorized service provider, so that there is no problem of service delivery.

File Description	Document
Any additional information	View Document
Links for minutes of the meetings of the Maintenance Committee.	View Document
Link for additional information	View Document

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: 43.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
1237	1243	1190	1064	999

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
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
Any additional information	View Document
Link to institutional website	View Document
Link for additional information	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:** 57.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
1664	1630	1605	1405	1208

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
Link for additional information	View Document

5.1.4 The institution has an active international student cell

Response:

International Students cell;

King George's medical university has signed various MOU with international university. Under these MOU international students visit the university and acquire knowledge. The activity which is going on from past few years is teaching and training in Infectious diseases of developing countries to the international students of Texas Health sciences, USA conducted by Department of Medicine under the Principal Investigator Prof. Dr. D. Himanshu. Others supporting departments such as Microbiology, Pathology and community medicine are also involved in the training. More than 20 students participate every year in this program.

There are time to time international webinars conducted by various departments of KGMU, in which international students participate.

The University regularly organizes various Short Term Exchange Programs. Students from International & National Universities and colleges visit our campus, and students from our colleges visit the other universities. 14 undergraduate medical students from Technical university of Texas for learning regarding Tropical diseases and 2 interns from our University to Texas (under the aegis of Department of Medicine in 2020)

The department of Conservative Dentistry & Endodontics conducts a week long student exchange programs since 2017, in which post graduate students of the specialty come and take part in various academic, clinical and cultural activities. This year, the program was held from 28th February and 5th March 2022 in which 21 students from 9 colleges across the country. Also, in September 2019 4 residents of Department of Conservative Dentistry & Endodontics visited Saveetha Dental College, Chennai.

11 students from IIT Kanpur visited K.G.M.U. for internship between 7th to 18th May 2019. Students rotated in various clinical departments to identify needs where bio-medical innovations might be beneficial and feasible.

For the first time, two MBBS students from King George's Medical University went to Sydney Medical School on observational fellowship for a month Between August and October 2017.

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: 39.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
64	113	115	124	83

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

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

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: 88.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
522	526	536	480	487

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	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: 16.44

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

Response: 109

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
Any additional information	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: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	1	0	1

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

Other Upload Files

1 [View Document](#)

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

Response:

It has long been recognized that education should contribute to social and economic development while bringing out treasure within the student, and education systems should aim at the development of a holistic

personality of the student by fostering a deeper and more harmonious form of human development to include values like respect for tradition, loyalty to culture and ideals of service.

In light of the above, the office of the Dean Student Welfare (DSW) at KGMU provides ample scope, opportunities, and facilities for the all-around development of personality and leadership qualities among the students. Students participate effectively in the management of hostels, food services, games & sports, cultural and literary activities, and professional societies in each Deanery under the guidance of DSW and Assistant Deans. Besides promoting academic activities on the campus, the office organizes debates, symposia, and quiz competitions on current issues. There are inter-hostel sports and cultural activities every month that are organized and supported by this office.

There is a Dean Student Welfare tab on the KGMU website where the students can find all relevant information, and a DSW Instagram page (dws_kgm) to make things more student-friendly. A Student Counselling Centre is accessible every day to provide psychosocial support, mental health, and well-being of the students. “Meet your DSW” – for students to meet DSW or Assistant Deans for any of their queries is possible every day at the DSW office.

At KGMU, there is a robust, proactive KGMU Students Council, comprising of 30 student members (five each from the deaneries of medicine, dental, nursing, paramedical, and research) under five Asst. Deans and Dean of Student Welfare which functions as a nodal center to promote cooperation and fellowship among students on campus. It is actively involved in coordinating activities for the welfare of students.

The KGMU Students Council actively participates in the decision-making of all the activities in making arrangements for the residence, messing, transport, supervision, and discipline of students residing in the University Hostels. Youth programs are regularly organized with pervasive goodwill and cheer to project the existential urges of our students. There are inter-university sports and cultural activities that are organized around the year. An annual Cultural Festival (Rhapsody) and Annual Sports Week are being organized every year. This office also organizes debates, symposia, and quiz competitions on current issues in which students of all shades participate. These activities aim at shaping students into social assets, making them complete citizens alongside their academic accomplishments. In addition to the above, it performs such other duties and functions as may be assigned to him by the Vice-Chancellor from time to time.

A medical insurance policy for all the students has been approved to be implemented from this academic year itself. Several Scholarship / Award schemes for meritorious, research-oriented, needy, financially weak, specially-abled, and for any extraordinary work on the campus are in pipeline. Provisions for a book and souvenir shop and providing part-time jobs to needy students on campus are being worked out.

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

5.3.3 Average number of sports and cultural activities / competitions organised at the institution

level per year**Response:** 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	5	3	3

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:

Registration No. 2563,

Alumni Association is registered under Act No. 21, 1860.

Association has its own constitution. Executive Body of Association consists of National and International President, Vice President, Hon' Secretary, Executive Secretary, Treasurer, Auditor and Editor. These are several other constitutional posts.

Aims & Objectives:

- To develop brotherhood and friendship amongst the “GEORGIANS” spread all over India and abroad and their relationship with ‘ALMA MATER’.
- To organize conferences and meetings of Georgians Nationally and Internationally.
- To organize CME programmes and seminars for the academic upgradation of Georgians.
- To Co-ordinate, guide and help various chapters of Georgians in India and abroad, and help them in starting Georgians Academy & Georgians Clubs.
- To look after the welfare of the Georgians and their family in their hour of need.
- To welcome new batches of Georgians and Faculty members and give farewell to passing out batches, and Faculty members.
- To associate and help the ‘Alma Mater’ in various developmental, scientific and cultural programmes.
- To publish News-Letter regularly giving information regarding the activities of Georgians and ‘Alma Mater’ in India and abroad.
- To maintain and develop or rebuild the existing Alumni Building for the stay of visiting alumni and their families, and to establish the office of this association in the same building.
- To organize health camps and associated activities for the benefit of the society.
- To maintain the quality of medical teaching. Investigations, treatment and research and to establish Medical Institutions of repute in the country & abroad.

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
Links for quantum of financial contribution	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for additional information	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: C. Any three 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:

Vision

- 1.To be an outstanding University of Medical Excellence in the world in education, research and patient care.
- 2.To become an Institute of National Importance

Mission

- 1.To become one of the world's best providers of high-quality teaching and excellence in education
- 2.Generate outstanding leaders in health sciences
- 3.Promote multidisciplinary scientific biomedical research
- 4.Provide compassionate, patient-centred care of the highest quality

Objectives:

- 1.To effectively implement programs through creativity, innovation in teaching, learning and evaluation.
- 2.Inculcate communication skills and scientific temperament among faculty and students through research-oriented activities.
- 3.Enhance competency through knowledge and skills, reading and learning activities, continuous objective oriented student performance evaluation
- 4.Nurture professionalism and behavioural skills in medical professionals.
- 5.Incorporate medical ethics, moral values, team spirit, responsibilities and sense of integrity in medical faculty and students.
- 6.Ensure academic, career and personal counseling.

7. Collect patient oriented evidence that matters.
8. Adopt transparency and accountability in academic and administrative activities.
9. Develop, design and implement innovative and translational scientific discoveries.
10. Discover, understand and improve the health of populations, communities and societies.

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

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

Response:

The university has a mechanism of providing operational autonomy to various functionaries in order to ensure a decentralized governance system. The VC nominates different committees for planning and implementation of different academic, administration and patient related policies as per rules and regulations of the university. Faculty members are given representation in various committees/cells, in the Governing body, in the IQAC and other committees. The composition of different committees is changed time to time to ensure a uniform participation and professional development of all faculty members.

Following are some examples of various functionaries of our decentralized governance system.

Pro Vice Chancellor, Chief Medical Superintendent, Medical Superintendent, Deputy Medical Superintendent, Hospital administration, Dean Academics, Examination cell, Dean Student Welfare, Dean Research and development, Library committee, Athletic association for games and sports, Canteen committee, Cultural committee, IT Cell, University environment cell, Proctorial Board and Hostel administration teams.

Following is a brief of two decentralization and participative management examples:

Dean Research - The King George's Medical College was upgraded to the Medical University by the Govt. of U.P. on 16th September 2002, and Research Cell was reorganized and updated. Dr. Shally Awasthi, Professor in Pediatrics, was appointed as the first Faculty In-charge of the Research Cell in September 2003. On 12th June 2014, Dr. Ravindra Kumar Garg, Professor & Head, Department of Neurology, was appointed as the Faculty In-charge of Research Cell. On 7th November 2020, Dr. Shally Awasthi, Professor & Head, Department of Pediatrics appointed as Faculty In-charge of Research Cell.

With concerted efforts, day by day the activities of research cell is getting improved. Many advanced steps are taken to provide a better research environment to the faculty and students of the institution. Some of them are research capacity-building activities of the medical/ paramedical students and faculty, guiding PhD scholars to upgrade their work quality, involving them in academic activities, and minimizing their stressors. Keeping in view the importance and significance of research in the Medical University Hon'ble Vice-Chancellor Lt. Gen. (Dr.) Bipin Puri upgraded the Research Cell to Department of Research & Development. The position of Faculty in Charge was upgraded by him to Dean by the order no. KGMU/VC/64/2021 dated 4th June 2021 and Prof. Shally Awasthi became the first Dean, Research & Development, KGMU.

Faculty I/c IT cell - https://kgmu.org/it_infrastructure.php

Purchase Committee Domains - https://kgmu.org/download/Purchase_Domains.pdf

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

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

Teaching & Learning: Teacher quality is another important area receiving high priority attention, as it directly affects the quality of our graduates and post graduates. The Faculty is regularly exposed to Faculty development programs both in campus and also off campus.

Examination and Evaluation: The following examinations of the University and its Affiliated Colleges are conducted by the Controller of Examinations of only those candidates who are declared eligible by the Dean of the Faculty concerned: Faculty of Medicine: MBBS, MD/MS, DM/M.Ch, Post-graduate Medical Diplomas, M.Phil, MD Ph.D, B.Sc. in Radiotherapy Technology and M.Phil Clinical Psychology. Faculty of Dental Sciences: BDS, MDS, Diploma Dental Hygienist & Technician. Faculty of Nursing: B.Sc.

Nursing. These examinations are conducted on the basis of a pre-declared schedule.

Research and Development: Research is a major thrust area for our University. Number of extramural ongoing projects exceeds 250, funding agencies being Bill & Milinda Gates foundation, USA, UNICEF, DBT, ICMR, DST, DHR, UPCST.

Library, ICT, Physical infrastructure/Instrumentation: Good infrastructure, user/student friendly with online access to Science direct, BMJ, around 24,000 books, 1000 e books, 2700 as book bank, 250 journals in print and around 650 online. Apart from this a number of individual strategic platforms including university environment cell, alumni cell, anti-ragging cell, dean student welfare etc are active.

Human Resource management: Human Resource Management by rationalisation of manpower. University has a mixture of permanent and regular teaching and non teaching personnel and also outsourced manpower through service providers. There is a recruitment cell in the university which looks after this work.

Admissions: https://www.kgmu.org/courses_admission.php

Examination: The theory copies are evaluated centrally in the Pariksha Bhawan. All the theory copies are bar coded to avoid biasness. The practical and oral examinations are conducted in respective department by a panel of examiners including internal as well and external examiners preferable from out of state. After examination the marks are sent in three awards sheets. One award sheet is sent to Controller of Examination while other two, to the separate tabulators. The result is prepared through software and then rechecked by tabulator and collator manually. The Results are declared on the various notice boards and on website of the University and other sites. <http://kgmu.org/exam.php>

File Description	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:

KGMU is governed by KGMU Act 2002 and KGMU Statutes 2011 (amended in 2019 and 2021). (attached)

The Chancellor, the Vice-Chancellor, and the members of the executive council, the Court and the Academic Council for the time being holding office as such in the University shall constitute a body corporate by the name of [King George's Medical University, Uttar Pradesh]

Administrative Set up

The Chancellor -The Governor shall be the Chancellor of the university. He shall by virtue of his office be the Head of the university and the President of the Court and shall when present, preside at meetings of the Court, and at any convocation of the university.

The Vice-Chancellor - The Vice-Chancellor shall be a whole-time salaried officer of the University and shall be appointed by the chancellor), from amongst the persons whose names are submitted to him by the Committee constituted in accordance with the provisions of sub-section (2) of KGMU Act 2002.

The Pro-Vice-Chancellor - shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor on this behalf from time to time and shall preside over the meetings of the University in absence of the Vice-Chancellor and shall exercise such powers and perform such duties as may be assigned or delegated to him by the Vice-Chancellor.

The Finance Officer - shall be responsible for presenting the budget (annual estimates) and the statement of account to the executive Council and also for drawing and disbursing funds on behalf of the University.

The Registrar -shall be responsible for the due custody of the records and the common seal of the University. He shall be the ex-officio Secretary of the Executive Council and shall be bound to place before the Executive Council all such information as may be necessary for the transaction of its business. He shall also perform such other duties as may be prescribed or required from time to time, by the Executive Council or the Vice-Chancellor.

The Controller of Examination - shall be responsible for the due custody of the records pertaining to his work. He shall be ex-officio Secretary of the Examination Committee of the University and shall be bound to place before such committee all such information as may be necessary for the transaction of its business. He shall also perform such other duties as may be prescribed by the Regulations or as may be required from time to time by the Executive Council or the Vice-Chancellor.

The following shall be the authorities of the University:

- (a) the Executive Council;
- (b) the Court;
- (c) the Academic Council;
- (a) the Finance Committee;
- (e) the Boards of Faculties;
- (f) the Selection Committees for appointment of teachers of the university;
- (g) the Admissions Committee;
- (h) the Examination Committee; and

(i) such other authorities as may be declared by the Statutes to be authorities of the University.

Appointment and Conditions of Service of Teachers and Officers - Chapter 5 of KGMU Act 2002, attached

File Description	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
Link for organogram of the University	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
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 institution has effective welfare measures for teaching and non-teaching staff

KGMU has effective welfare measures in place for its teaching and non-teaching staff. The various welfare schemes are as follows:

1. Medical Allowance
2. Child Educational Allowance
3. Maternity benefits as per norms
4. Child Care
5. Leave Travel Concession
6. Free on campus medical facilities
7. Learning resource allowance
8. Yoga classes for employees

The following facilities are also provided to employees for efficient functioning :

1. Medical leave
2. Wi-Fi facility.
3. Workspace
4. Computing facility
5. Creche facility
6. Cafeterias
7. Identity cards
8. Sports facilities
9. Virtual classroom

Summary of welfare practices are detailed below:

Statutory benefits: Provident Fund, Gratuity & ESI scheme - Fully complied as per the respective enactments.

Pension Scheme: KGMU has introduced National Pension System (NPS), covering all the teaching and non-teaching staff on the rolls with effect from April 01, 2016. KGMU contributes 10% basic pay of every

employee to the NPS fund.

Medical Coverage: KGMU has covered its teaching and non-teaching staff with a reimbursement policy.

School Fees Reimbursement: Provides reimbursement of children's educational expenses up from nursery to standard XII for two children with a top ceiling of Rs. 36,000/- per child / annum.

Conference Facilities: Faculty members are entitled for financial support to attend conferences/workshops. It can also be used for reimbursement of publication charges/fees for patents.

Learning Research Allowance - Medical Gadgets/Laptops/Subscription to Professional Societies: All the faculty members are eligible for reimbursement of subscription fees to professional societies with a ceiling of 1,50,000/- per annum.

Leave Travel Concession: All teaching and non-teaching members are covered under this scheme.

Institutional accommodation: KGMU provides accommodation to the staff based on availability.

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

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: 58.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
406	421	233	186	105

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

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: 91

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

2020-21	2019-20	2018-19	2017-18	2016-17
102	125	83	81	64

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
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: 95.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
483	404	451	411	439

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
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

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

Response:

Promotional Avenues - Notwithstanding anything to the contrary contained in any other provision of KGMU Act, an Assistant Professor substantively appointed or an Associate Professor or an Additional Professor substantively appointed or promoted under this section in the University, who has put in such length of service and possesses such qualifications as may be prescribed, may be given personal promotion respectively to the post of Associate Professor or Additional Professor or Professor. The promotion under sub-section (1) of KGMU Act 2002 shall be given on the recommendation of the Selection Committee constituted under sub-section (4) of Section 35 of KGMU Act 2002 in such manner and subject to such conditions as may be prescribed.

Annual Confidential Report of the employee shall be maintained: regularly and properly and it shall be the duty of the Registrar and all the Heads of the Departments and Sectional Heads and Sectional Heads to see that the Annual Confidential Reports of the employees working under them in all the departments under their control, are being awarded and maintained properly and regularly, and in case of adverse entry that shall be communicated to the employee concerned within thirty days from the date of its finalization. Any person against whom the Adverse Annual confidential Reports has been finalized may appeal to the next higher authority within a period of thirty days and the decision of such higher authority shall be final.

The Annual Confidential Report of the teachers below the rank of Professor shall be initiated by Heads of their concerned department which shall be reviewed by the Deans. However, the Annual Confidential Report of Professors shall be initiated by the respective Deans of the faculty and accepted by the Annual Confidential Report Committee headed by the Vice Chancellor. The Annual Confidential Report Committee shall consist of Vice Chancellor, the Deans, one Scheduled Castes / Scheduled Tribes and one other backward classes professor. Annual Confidential Report of every teacher shall be approved by the Annual Confidential Report Committee and be kept with Registrar Office.

The services of non-teaching employees of the University shall be governed by respective service rules prepared by the University and approved by the Government of Uttar Pradesh. However, till such rules are

finalized, the service conditions- qualification, experience, pay scales, allowances and other facilities admissible to the non-teaching employees of the University shall be same as admissible to the non-teaching employees of the Sanjay Gandhi Post Graduate Institute of Medical Sciences, Lucknow.

File Description	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 Finance Department of the medical university prepares Annual Budget at the end of financial year for next financial year. All Departmental HODs submit their demands in one head - Non Salary expenditure. Financial Department prepares budget in two heads -Salary and Non Salary Head. The budget is submitted to Department of Medical Education, Govt of UP and subsequent to Department of Expenditure, Govt of UP. The proposed budget is re-evaluated and passed after due modification in the Vidhan Sabha UP and budget is allotted after due modifications to University for salary and non-salary expenditure.

The procedures used for the optimal resource utilisation depends on the Financial rules of the Government of UP and Department of Expenditure Govt of India (for goods and services).

Sources of Revenue

1. Government Budget Funding: KGMU is a state-funded medical university.
2. Hospital and Diagnostic Services – KGMU being a state-funded university offers diagnostics and treatment at very nominal rates. The treatment under various government schemes is heavily subsidized or free at most of the times. These services facilitate the provision of timely, cost-effective, and high-quality diagnostic care in safe and secure environments. It includes the clinical services of Pathology and Laboratory charges, Radiology, Procedure charges, OPD registration etc.
3. Tuition Fees: The tuition fee is largely subsidised and numerous scholarships are given specially to students from weaker sections of society.
4. Research Grants Overheads: A research grant refers to a sum of money given to a researcher for meeting the
5. expenses involved in the research project (a grant that funds research). KGMU encourages its faculty members to submit proposals for research grants to various funding agencies both within the country and outside. It also encourages collaborative research activities. KGMU provides incentives to the researcher faculty as per the research incentive policy of ICMR.
6. Donations – Alumni & Philanthropists: It refers to the voluntary contributions from alumni and

philanthropists to partially fund the augmentation of infrastructure and/or provide scholarships and medals to the students. KGMU approaches the philanthropists and alumni for donations / Institute awards, scholarships, etc. through its Alumni cell.

7. Hostel Fees: KGMU provides its students with the excellent option of boarding and lodging in its on-campus hostels.

8. Interest and Dividend.

9. Miscellaneous sources: Examination fees

File Description	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: 410566

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

2020-21	2019-20	2018-19	2017-18	2016-17
92972	94124	76697	73034	73739

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

6.4.3 Institution conducts internal and external financial audits regularly

Response:

The audit teams of Accountant General, Prayagraj, U.P., perform external audit in King George's Medical University, U.P. Lucknow, from time to time in the financial years. They audit the received income from various sources of the Medical University and the amount allocated by the UP Government (Grant). Dates are fixed with the Finance Officer, Finance Accounts and Communications Department, KGMU, Uttar Pradesh, Lucknow, which ranges from 20 days to one month, in the order of which the Finance Office of the Medical University does the whole arrangement. While fixing the dates, instructions are given to all the departments to present the records related to departmental purchases and income before the audit team for examination of bills and stock register etc. In the prescribed dates for various departments by the audit team, the bills related to the equipment / drugs etc. purchased in the concerned department, records related to the purchase process, stock register etc. are checked. In the same department, the records of income from different sources are also examined by the audit team.

Apart from this, the examination of the tender process, bills etc. of the ongoing works through various projects for the strengthening and expansion of the medical university are also done by the audit team. The examination of the records of the medical university income from various sources is also done by the audit team. After the above tests, the objections related to departments are disposed of by the concerned departments on the prescribed format, in the event of the settlement being satisfactory before the audit team, it is disposed of by the audit team. In case of non-satisfactory answer, the above objections are sent to the Accountant General, Prayagraj and Government level on the basis of the report by the audit team for further necessary action.

File Description	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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Yes

The King George's Medical University has been an autonomous University of the state of Uttar Pradesh since 2002. Quality assurance is the responsibility of each and every stakeholder. Internal Quality Assurance Cell [IQAC], which was established in 2015 is a dedicated unit for quality endeavours of the university and is constantly working in alignment of its vision and mission for continuous improvement of quality and achieving academic excellence. Internal Quality Assurance Cell aims at attaining realistic quality benchmarks in teaching learning, patient care, research and administrative activities of the University, through periodic assessment, promotion of a conducive academic environment and sustenance of its institutional and human values. The Internal Quality Assurance System (IQAS) describes in detail about the functioning and scope of work of IQAC and is available at the university website.

This cell represents members from all stakeholders of the university, society, employer and is revised as and when required. The Vice Chancellor of the university acts as Chairman of the cell and presides over all the meetings of the body. As a member of IQAC, Deanship of Quality Control, Clinical audit and Accreditation, Future planning(Dean QP) is responsible for coordinating all quality related activities of the university. This deanship is assisted by a team of vice deans and assistant deans. To coordinate with various departments, a faculty member has been nominated by the Head of the Department and is designated as "Quality Manager".

To align with 7 quality criteria of NAAC, seven "Criteria Heads" (Deans/Senior faculty) are appointed to coordinate criteria related tasks. Each Criteria head selects a few faculty members as part of his or her team. In addition, departmental heads and faculty in-charge of various committees and cells are responsible for managing the quality related issues in their respective fields.

Functioning: To facilitate quality culture, IQAC conducts biannual interaction with core committee and organizes regular monthly meetings with its members (administrative and academic heads of the institution, HODs, quality managers, cell/units in-charge) to decide about strategic plans to obtain desired objectives in alignment with 7 quality domains. In addition, on the basis of various Feedbacks and Gap analysis of institutional ranking and accreditation benchmarks, areas of focus are sorted and a priority list is framed. The cell actively assesses various domains and plans the procedures to uplift the standards of Academics, Patient care, Research and Innovation, Administration, Extension activities, Best Practices and Environment protection. The concerned authority takes appropriate measures and on a regular basis is audited for the performance in reference to set goals. Success of effort is re-evaluated and new goals are set

for the next cycle.

Activities: To build and sustain the quality culture, the cell organizes various quality related activities. The activities of the cell are monitored by the Hon'ble Chancellor, Smt Anandi Ben herself every month. As a part of 55 prapatra, IQAC, KGMU regularly communicates its audit of work. On 8th September 2021, IQAC presented a 3-hour presentation on its NAAC Rating in the Raj Bhawan, for which Hon'ble Governor appreciated our efforts. As we were approaching towards the termination of second cycle of NAAC accreditation, regular meetings were convened to update our preparation for next cycle.

The members of the cells are encouraged to participate and attend seminars / workshops related to Quality issues. A team of criteria heads and dean Q& P led by our Vice Chancellor attended "NAAC MANTHAN ", a sensitization activity organized by Governor of Uttar Pradesh at AKTU on 4th and 5th April 2022. Team of 2 Members from NAAC, Head Office visited our university on 7th June 2022, for clarifying our doubts for filling the Self Study Report.

Some of the activities of IQAC are summarized as follows

- Regular IQAC Meetings
- Participation in World and National Rankings and Accreditation
- Development, Implementation and Analysis of Feedback
- Best Department Ranking
- Development and trial of FAS (Faculty Appraisal Software)
- Development of Guidelines: Quality Policy
- Conducting Seminar/ Webinars/ workshops / lectures on Quality enhancement
- Career Guidance
- Coding of All academic Programmes and courses of the University
- Strengthening of networking with Georgian fraternity
- Sensitization sessions for NAAC, Sustainable Development Goals (SDG) 2030 and National Education Policy (NEP) 2020
- Conducting workshops on Gender Equity and Women Empowerment
- Organizing Motivational Talks, Cultural Programs
- Interactive sessions with Students and employees

File Description	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 the structure and mechanism for Internal Quality Assurance	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:

The university is committed to excellence while maintaining its values. Since the last accreditation cycle, aligning with its vision, several areas have shown drastic improvements despite the fact that every single stone of the university was grossly engaged in covid pandemic management. Majority of the administrative functioning of the university is dependent upon the faculty members, who serves in various capacities apart from their teaching, research and clinical responsibilities. Every unit of the institution sets its own goal and works accordingly. Quality is a dynamic process, and so the efforts. Success of efforts has both immediate and long-term impacts.

- New short -term courses have been started for skill enhancement and employability
- There is an increase in the number of seats in various PG courses
- Use of Digital Platforms (Google Meet) for conducting online classes is being done in all streams and was the main modality during the pandemic and an Institutional Learning management System has been implemented
- Successful implementation of CBME in MBBS since 2019 and Development of Electives for phase 3.1 students has been implemented and Development of Feedback system for curriculum and teacher's quality
- Faculty Recruitment has been done
- Establishment of Innovation cell
- Efforts to make functional international collaboration cell with ongoing student exchange program
- Increased participation of UG students in short term research projects
- Workshops have been conducted and numerous activities organised for improvement in Quality of Research
- Short term courses for training health professionals conducted
- Building new hostels and faculty residences and allotment accomplished
- Enhancement of Student Support system by reactivating /mentor-mentee forum
- NABH sensitization of staff members
- Training of faculty for management
- Training of faculty and employees for e office, e-Sanjeevini, e-hospital, Manav Sampada portal
- Empowerment of offices and cells by creating additional posts of vice deans, assistant deans and deputy officers
- Formation of cells and committees to ensure smooth functioning of various quality domains and their regular monitoring
- Presentation of Departmental Audits/clinical audits/ Mortality Audits routinely
- Successful execution of state and national health programs
- Development of Procedural SOP's implemented
- Initiation of Biometric Attendance system for permanent employees
- Creation of social media cell for improving peer perception
- Fire safety/CCTV monitoring for safe campus
- Improved transport facility within campus
- Publication of Newsletters or annual reports by various departments
- Quality Enrichment Services for patient care : establishment of Pharmacovigilance committee for quality therapeutics and NABL accreditation of diagnostic services, CSSD
- Enhanced efforts to create state of art /unique facilities: Milk Bank/ Cadaveric Skill Lab/ AMRDC Lab <https://www.amdrckgmu.com/>
- Conscious efforts to improve gender equity among stakeholders
- Efforts to reduce carbon footprint
- Conduct of value enhancement programs for faculty and employees: "Medical Ethics and Manav Sewa"
- Spreading awareness among masses about prevention and early detection of diseases: Celebrate special days, conduct programs and rally, Nukkad Natak, TV shows, press articles
- Implemented KGMU own Radio Station to spread social awareness

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:

Sensitization for Gender quality , woman empowerment and providing a safe environment to women students/employees is one of the core ethos of our University culture

Every year a number of events are organized towards the goal of sensitization for gender equality.

On 20th October 2020 a poster competition and an online module self-defence training was conducted by the Institute of paramedical sciences for its students and general public. A movie show along with display of various banners was also conducted on 21st of October 2020 in continuation of the same program. The entire week of 17-23rd October 2020 was celebrated as a **woman safety week** in the university. The activities in that week included a poetry competition , Rangoli competition, guest lecture by Miss Shweta Srivastava- Assistant Commissioner of Police Lucknow, and impartation of physical self-defence training to students/staff members.

On 25th of November 2020 The **International Day for elimination of Violence Against Women** was observed in the university that constituted of guest lectures, slogan making contest and street plays.

Mission Shakti Programme was launched in a big way in the university on 27th of February 2021. That full month events under gender sensitisation and women empowerment programmes were organised. Breast cancer awareness training and teaching programme was conducted on 1st of March 2021 and a movie show based upon women empowerment was organised on 5th of March 2021. A cultural event based on woman empowerment also formed part of this exercise on 8th of March 2021. A guest lecture by Dr Pooja Thakur was conducted on the awareness on safety tips, services and law in relation to woman on 12th of March 2021.

Menstrual hygiene Day was conducted on 28th of May 2021 with the team of action and investment in mental hygiene and health.

Apart from these activities the university strives to provide a safe and congenial environment for its women students and staff.

Safe and comfortable ladies hostels are provided for all girl students from medical, dental and nursing faculties. These are guarded by 24hour security and are supervised by lady wardens and members of the proctorial board.

Ladies common rooms are provided in relevant departments for the convenience of the girl students.

Lady security guards are stationed at strategic places in the university for providing a sense of security to both the students as well as the public at large that visit the university hospital in great numbers.

The university has zero tolerance policy for gender based harassment and has a robust committee according to the Vishakha Guidelines to address any complain that is received.

File Description	Document
Any additional information	View Document
Link for annual gender sensitization action plan	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

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
Link to additional information	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:

King George's Medical University is spread over a large area including many satellite centers.

The **green cover** of the University has gone up considerably by plantation being done throughout the campus including satellite centers. All the newly planted trees have been geo- tagged.

Bins for dry and wet waste have been kept throughout the campus. Waste collection is being streamlined by setting up **kiosks** for dry waste.

Plastic use is discouraged by appropriate signage and waste has considerably decreased by replacing plastic plates by steel for patient diet distribution.

Wet and dry (blue/green) dustbins are available for the public.

There are dedicated pits developed under guidance of National Botanical Research Institute, NBRI (CSIR), in which **vermicompost** is prepared by utilizing waste horticulture produce of the university.

Biomedical waste management is carried out by a unique in-house partially self supporting system of at source segregation, collection, transportation, treatment and disposal leading to revenue generation. Mercury phasing out, electronic waste disposal, sharps disposal by smelting and also designing of special trolleys/ colour coded bins as per new BMW rules for at source waste segregation has been done. For this UNDP/ GEF has awarded KGMU the first prize for being a “**Role Model amongst South East Asian countries**” for following the best practices of Bio Medical Waste Management.

As we are heading towards ‘**zero waste concept**’, dry/ wet segregation, dry waste collection kiosks are installed all over campus. Also, vermi-composting, kitchen waste composting, and establishing ETPs/ STPs are scattered at various points throughout the campus.

Under the Swachh Bharat Mission , the following activities were undertaken—

1. Distribution of bags made from **recycling old clothes/sarees** at various OPD's/ conferences/ workshops at University and public parks of the city.
2. Donating dustbins and “shramdaan” at various parks/ public places.
3. Making kids aware about the importance of dry/wet household waste segregation from the very beginning by organizing training sessions.
4. Rallies held at the campus to promote cleanliness from time to time.
5. Trained assessors are also participating in the various Quality Assurance programmes of Government of India by actively participating in the “Kayakalp/ NQAS” program for various healthcare facilities, both at the state and national level.

File Description	Document
Any additional information	View Document
Link for Geo-tagged photographs of the facilities	View Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for additional informaton	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: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs / videos of the facilities	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
Geo-tagged photos / videos of the facilities	View Document
Link to additional information	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
Audit reports of the institution related to the metric	View Document
Link for additional information	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: Any Four of the above

File Description	Document
Institutional data in prescribed format	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:

King George's Medical University UP is arguably the largest residential Medical University of India with 4500 beds, a daily OPD averaging 10,000 patients and about 100,000 patients admitted every year. The combined strength of employees, faculty, undergraduates, interns, senior and junior residents accounts for a huge workforce. An institute of this dimension could only run successfully for more than a century, as there have been measures in place to promote an inclusive environment. Being a top rated Medical and Dental institution, while simultaneously running Nursing and Paramedical establishments, means that we

are family to citizens from all over India, belonging to different cultures, tongues, regions, castes, communities, religions and socio-economic strata. This large congregation stays in harmony with the motto of sincerity, service and sacrifice.

At the very heart of medical ethics lies the concept of saving/ improving human lives irrespective of identity. From the outset, the University instils this philosophy of equality overtly, and via hidden curriculum. A one month foundation course organized for students at the time of entry serves not only to introduce them to the infrastructure, ways and traditions of the institute, but also help them interact. Regular regional and cultural events, dancing, singing, participation in debates, extempore, essay writing, elocutions, painting, Rangoli competition, and fashion shows helps to bind the present and future in one fabric.

Important cultural festivals, anniversaries of national figures of eminence and commemorative days are celebrated by all. Immensely successful activities which see the light of day because of combined efforts include the annual Saraswati Pooja, Rhapsody- an Inter Medical & Dental College Extra Curricular feast, Sports and Athletics events, Staff-student cricket matches, Farewells, Freshers welcome, awareness rallies, blood donation camps and picnics. Students learn to work, play, stay, eat and thrive together, developing life long bonds.

The teaching faculty endeavours to provide an inclusive linguistic environment by actively translating medical literature to Hindi. To provide equal learning opportunities without bias, extra classes are arranged for students having trouble following English. Faculty conducts Teaching-Learning sessions in both English and the vernacular. Also, students of repressed and weaker sections are eligible to avail State and National level scholarships to help attain their dreams. The huge KGMU central library provides an excellent resource for economically weaker students.

The institution allows concessions in admission criteria for students from states with limited healthcare facilities, and those belonging to weak economic & social backgrounds. Care is taken to keep fees, food and lodging affordable and that the menu covers food choices from different regions across India.

The Dean Student Welfare, Student Council, different representative Societies, Grievance committees and Cells resolve issues which potentially affect the environment of tolerance and harmony, at different levels. The institution makes sincere efforts to support progress of all students, while inculcating values, leadership and social responsibility skills, ensuring that they become good citizens along with good Healthcare professionals. KGMU UP is quintessentially a Mini India, diverse yet united.

File Description	Document
Link to 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

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

Response:

Sensitization of students and employees of the institution towards the constitutional obligations -values, rights, duties and responsibilities of citizens

According to Salmond, every right has a corresponding duty to be fulfilled and there can be no right without a parallel element of duty. Right to health refers to the most attainable levels of health entitled to every human being. Health has been much regarded as the basic and fundamental human right by the international community under international human rights law. In contrast to all the other human rights, the right to health creates an obligation upon the states to ensure that the right to health is respected, protected and fulfilled, and is duly entitled to all its citizens.

A closer look at the bare text of the Constitution of India will render to the conclusion that the Right to health has not been directly incorporated as a fundamental right. However, the framers and the founding fathers of the constitution had really farfetched vision and thus, had imposed the duty on state in the nature of Directive Principles of State Policy under Part IV of the Constitution wherein it is the responsibility of the state to ensure social and economic justice to its citizens. Though the provisions enshrined under this part have no direct link with the healthcare, however from various judicial interpretations it has been established that the intention of the legislature were there to cover the health as a right of the citizens.

On 26th of November 2021 the Constitution Day was celebrated with fanfare in the university and on this occasion, Honorable Vice Chancellor addressed all the Head of Departments, faculty and officials of the university and the emphasized the importance of our rights, duties and responsibilities as in envisaged in the constitutional principles. Under the guidance and supervision of our Hon'ble Vice Chancellor the vision of our Hon'ble Chief Minister was instigated, and proactive implementation of government policies on ground zero was observed. The primary goal of this policy is to attain the highest possible level of health and well-being for all people in Uttar Pradesh and of all ages. This is sought to be achieved by providing universal coverage of comprehensive care involving preventive, promotive, curative, rehabilitative and palliative care. This policy identifies the pathways for improving the access to quality and affordable care without people bearing the financial hardship associated with pursuit of good health. Concomitant to these improvements the policy advocates for addressing the wider social determinants of health to guarantee health security effectively to the population.

Apart from the special celebration of Constitution Day which was a part of "Aazaadi Ka Amrit Mahotsav" other days of national importance also served as a platform to refresh our pledge towards the nation and its constitution. Republic Day and Independence Day was celebrated in all zest and glory on the campus and various senior office bearers of the university addressed the staff and students about our roles and responsibilities as citizens of a great country.

File Description	Document
Any additional information	View Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document
Link additional information	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
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 events and festivals organized at university are often celebrated with great pomp and gaiety. Our institution celebrates & organizes the birth anniversaries of national heroes and important Days.

We celebrate the various days like

- Republic Day on 26th January
- International Women's Day on 8th March
- World Health Day on 7th April
- World Environment Day on 5th June
- International Yoga Day on 21st June
- Independence Day on 15th August

We also celebrate Birth Anniversaries of

- Mahatma Gandhi on 2nd October
- Dr Sarvapalli Radhakrishnan as Teachers' Day on 5th September
- Sardar Vallabhbhai Patel on 31st October

On these days various discussions, debates, symposiums, and seminars are organised which broaden our understanding of what our ancestors did for our country and how it has shaped our present. It also helps us identify what more changes we need to make in our society.

Festivals and events remind us about our country's cultural heritage and history. They have become instrumental in helping to build today's youth. The university also believes that this is an integral part of their education and will give them the right platform where they will work towards becoming a responsible citizen. As for our festivals, it helps us to create and sustain a vibrant multiculturalism in our institution. The variety adds perspective and keeps us competitive on the world stage.

Broadly we can enumerate 5 reasons why we celebrate and commemorate the various important days:

1. Cultivating a sense of community: One of the most opportune times to bond with our brethren and friends is during special occasions and helps us to cultivate a sense of community.

2. Instilling a sense of meaning and significance to our lives: The unique rituals and practices serve an important purpose. Participating in the customary rites such as lighting of lamp and Saraswati Vandana connects us to the significance of the role that an occasion plays within the grand scheme of our lives. It instils in us a sense of reverence and appreciation for the gift of life and connects us to a more omnipotent force.

3. We will create lasting fond memories: When we commemorate a special occasion, we are essentially placing a mental bookmark on an experience, thereby making it easier to remember it in the future.

4. It adds fun and excitement to our lives: Celebrations can be incredibly fun and provides us with the perfect opportunity to engage in the joys of life such dance, song, food, play and laughter. The little kid within us relishes in the excitement of an upcoming celebration and this is an emotion that we deserve to indulge in as adults as well.

5. We take our place in the circle of life: When we commemorate special occasions, we are essentially connecting with our humanity and the commonality that we share with all those who have been long gone before us.

File Description	Document
Any additional information	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
Link for Geo-tagged photographs of some of the events	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:

Title of Best Practice Number 1 : Covid-19 pandemic response by Department of Microbiology; an unimaginable journey

Objective of the practice:

To enhance the molecular testing for Covid-19 to address the pressing demand

To train and validate new labs in state of Uttar Pradesh

To provide quality control for molecular testing of Covid-19 to all the labs in government and private sector

To ensure good quality reagent supply at affordable price to all the labs in Uttar Pradesh

The context

Covid-19 pandemic was a public health emergency of an unprecedented Scale. Public awareness of this magnitude for any disease was never ever witnessed in past. Stress on every element of public health including diagnostic laboratory systems was enormous. However, there was political commitment to boost diagnostic and healthcare capacity of the country to meet the challenge. Medical fraternity did not shy away and responded with full vigour and intellect. There was immense national need to provide quality assured testing for each suspect, to decide line of treatment and to stop viral transmission.

The virology laboratory started testing for Covid-19 from 3rd Feb 2020. KGMU laboratory was only lab in state of Uttar Pradesh which was authorized for Covid-19 testing in UP. Capacity of laboratory was to test only 72 tests/ day. Immediate expansion of capacity was needed to meet the challenge. Lab facilities to do molecular testing were very limited. Trained manpower to do such tests was also not available. The reagents required were very expensive and not available. Moreover, it was imperative to ensure that reagents are good quality, affordable and available.

The Practice

Lab network expansion started in UP since 23rd March 2020.

To increase the number of labs every lab; new and old medical college labs, private medical college labs, government and private sector diagnostic labs was involved. We provided technical support to each laboratory. To develop infrastructure lab space was redesigned, equipment were procured and manpower was trained. Training were provided for Molecular testing, Biosafety, Biomedical waste management, sample collection, packaging, transport, NABL accreditation procedure etc. Hands on trainings were organized, Video were prepared and shared, online trainings and onsite trainings were done. If required

hand holding and retraining were done from time to time.

KGMU provided data to prove that pooling of samples for RT-PCR is possible to screen the population. It helped not only Uttar Pradesh but whole country to economise testing and save time. This was published as ICMR advisory too.

To ensure quality testing quality control program was run for each lab under ICMR's mandate. Only NABL accredited private labs were permitted. Each lab was supported to increase their capacity. KGMU played pivotal role in MENTORING these labs. KGMU was State Nodal centre for Covid-19 testing and ICMR nominated Reference and Mentor institute.

Supply of quality controlled reagents at an affordable cost was ensured for each lab. KGMU identified as a reagent depot facility for Uttar Pradesh. Certified standard quality reagents were centrally procured, stored under appropriate environmental conditions with appropriate labels and supplied to each lab as per need.

KGMU worked as validation centre for made in India kits as well as for imported kits.

Evidence of success:

The whole journey was unimaginable. KGMU as nodal centre has been part of whole journey. Today Uttar Pradesh has 224 molecular testing labs, 26 in Government med Colleges, 23 in District hospitals, 14 in central government institutions and 161 in private sector. Capacity of Uttar Pradesh today is to perform > 4.0 lac test for Covid-19; >2.0 Lac RT-PCR and > 2.0 lac antigen detection tests. Till date Uttar Pradesh has done >11.5 Crore RT-PCR tests for covid-19.

Today we have more than 100 types of kits available in market and pricing has come down >100 times.

Problems encountered and resources required

There was no time to make new spaces hence existing lab space were redesigned. Equipment and reagent specifications were written and procurement was ensured during lock down. Private medical colleges showed some inertia, but National Medical Council made it mandatory to start BSL-2 molecular testing lab in each Medical college. Ensuring quality was a challenge. KGMU was designated the reference centre for whole state to provide EQAS to all public and private sector labs including medical colleges. Trainings were provided. NABL accreditation made mandatory for all private labs. Make in India mission ensured both availability and affordability of reagent cost. Every testing modality was used. RT-PCR using reagents and kits, automated platforms like Gene-Xpert and Truenat, Ag detection-RDT, Antibody detection- both RDT and ELISA (sero-surveillance) were made available for use.

Note: It was an unprecedented journey. Commitment of Government of India and Uttar Pradesh was commendable. ICMR, New Delhi provided immense technical support from time to time and prepared whole country to face the challenge. Administration of KGMU did every possible thing to beat the pandemic.

Title of Best Practice Number 2: The Multifaceted role of University Environment Department (UED) at KGMU

Objectives of the practice:

To develop a robust mechanism of waste management including biomedical waste.

To enhance the green cover of University.

To harness solar power by installation of solar panels/ parabolas.

To provide hygienic and nutritious meals to patients under the supervision of dieticians.

Teaching / training of University staff as well as State medical officers/ quality managers.

The context:

Ours is a more than a century old hospital with about 77 departments and about 4000 indoor beds. Along with augmented waste management, the UED handles various responsibilities such as training of various cadres for posting in various wards, ICUs, patient and staff kitchen diet services, online/ offline trainings of state medical officers and paramedical staff for biomedical waste management/ infection control. Efforts have focused to increase the clean and green quotient of KGMU.

The Practice:

Biomedical waste management is carried out by a unique in-house partially self-supporting system of at source segregation, collection, transportation, treatment and disposal leading to **revenue generation**. Mercury phasing out, electronic waste disposal, sharps disposal by smelting and also designing of special trolleys/ color coded bins as per new BMW rules has been done. Plastic use is discouraged and steel plates have replaced plastic for patient diet distribution. Dedicated pits were developed under guidance of National Botanical Research Institute, NBRI (CSIR), in which **vermicompost** is prepared by utilizing waste horticulture produce for in house use.

The **green cover** has gone up considerably by geo- tagged plantation.

Golf carts are available for in campus commuting.

Solar power is being harnessed by installation of solar panels/ parabolas atop various buildings. Only LED's (indoor and outdoor) are being used.

Rain water harvesting is incorporated in all newly constructed buildings.

Distribution of bags made from **recycling old clothes/sarees** is regularly done.

Trained assessors are also participating in the various Quality Assurance programs of GOI by actively participating in the "Kayakalp / NQAS" program.

Evidence of success:

KGMU being awarded as “**Role Model amongst South East Asian countries**” for following the best practices for BMWM by UNDP/ GEF (WHO)

Was awarded second prize in “Kayakalp inspection” among tertiary care facilities.

Patient’s diet prepared by harnessing **steam generated by a set of 20 solar parabolas**.

UED is a State level designated “ training center” for BMWM/ Infection Control.

Problems encountered and resources required

Despite having knowledge, the biggest obstacle was the attitude of staff for practicing proper waste management guidelines. It was overcome by repeated training/ motivation.

Notes—Small steps gradually taken by UED has gone a long way to make the campus environmentally friendly and reducing our carbon footprint

File Description	Document
Any additional information	View Document
Link of the best practices in the Institutional web site	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:

Promoting excellence in Teaching and Research in the backdrop of heavy clinical workload in high-volume Medical University –

‘Riding Multiple Horses Simultaneously’

King George’s Medical University is arguably the largest residential medical University of the country. The hospital network associate with the university has a bed strength of more than 4000, a daily outpatient department consultation averaging 10,000 patients and an intake of around hundred thousand admissions per year- making it one of the largest hospital in the Asian region. Most of the 77 departments in the four faculties of Medicine, Dental, Nursing and Paramedical Sciences pride themselves in having clinical workload that is among the highest in the country. In this backdrop it is a reasonable statement that clinical work consumes most of the time and energy of faculty and administration.

Despite this **high volume clinical work**, the university throughout its inception, and specially during last five years has demonstrated the will to promote **excellence in teaching , research and innovations**.

KGMU is a brand that is widely recognized to produce one of the finest doctors in the country. By practises that incorporate advances in teaching methodologies the **Medical Education Department** focuses on undergraduate ,post graduate and super speciality students graduating from the university. The university has an impressive Student-Full Time Faculty ratio of 2:1.

The Early intervention strategy, remedial classes, improvement classes are provided to slow learners and Advanced learners are given opportunities to participate in intramural/ extramural research projects, thereby ensuring optimal opportunities for all students. More than 100 basic clinical skill training models, and structured programmes for training and assessment of students have been conducted using Clinical Skills Laboratory and Simulation Based Learning. Advanced ICT tools are made available to students in central lecture hall and also in different departments.

The quality of medical teachers is also a focus of attention and 100% of faculty members have been trained for development and delivery of e-contents/e-courses. The faculty has an average teaching experience is 18 years and 76.00% faculty are eligible as PhD guides. Our university follows double valuation /multiple valuation with appeal process for retotalling only. Average number of days for results declaration has been 15 days and the average percentage of grievances about evaluation stands at 2.2% . This reflects the robustness and fairness of the processes involved.

The medical education department not only looks after the progress of teaching and evaluation methodology within the university but it is also a centre whose services are sought by government and other medical institutions to help them employ best teaching practises in various institutions of the country.

Going beyond clinical work and promoting excellence in teaching the university has made significant strides in the field of promoting excellence in research and innovation. The 43 years old vibrant Research Cell has been upgraded to **Research and Development Faculty** in 2021.

University has ICMR and GCP compliant IEC, registered with DCGI and Naitik portal. Approximately 211 ongoing and concluded Intramural projects have been approved with funding of around 1.17 crores. More than 80 International and National MoU and Collaborative activities are presently in play. Over last five years 2715 plus publications, H index of institution (Scopus)- 43 , 53 Books and book chapters have been published. During similar timeline the publications from university have had 21544 plus citations of 2715 cited papers (Scopus).

Over last five years more than 1200 research projects, grants amounting to 117.68 crores INR have obtained from funding agencies like ICMR, DBT, DST, DHR, UPCST, WHO, UNICEF, Bill & Melinda Gates Foundation, Jiv Daya Foundation, private pharmaceutical and Clinical Research Organizations and 9 Covid related projects funded by ICMR. More than 300 national/international fellowships have been received by faculty members.

Many specialized centres of excellence were established during last five years. Notably among them are- Centre for Advanced Research (CFAR) established with aim to conduct high-end research in

state-of-the-art laboratories, Advanced Mycology Diagnostics and Research Center established in Department of Microbiology , Genetic Diagnostic Unit-National Inherited Diseases Administration (NIDAN Kendra) established at Pathology Department-DBT, a Government of India -Unique Methods of Management of Inherited Disorders (UMMID) initiative, Human Reproduction Research Centre at Department of Obstetrics and Gynaecology established by ICMR funding.

Recently six faculty from University were among top 2% of scientists across the world as per Stanford University rankings and the prestigious Cochrane India-KGMU Affiliate Center was established in 2022.

Moving in a different direction from core and clinical research and in tune with the global trust on multidisciplinary interactions in innovation and transitional research King George's medical University has embarked on an ambitious journey of **promoting innovation and entrepreneurship in medical technologies and devices**. Deanship of Innovation was established in 2018 in this endeavour.

Joining hands with prestigious engineering universities like IIT Kanpur and funded by Department of Biotechnology Government of India , KGMU is inaugurating SIB-SHInE (School of International Bio design –Synergising Healthcare Innovation and Entrepreneurship). It is a centre that expects to train around 50 medical technology entrepreneurs in next five years and aims to incubate around 30 global standards MedTech start-ups.

Striking the delicate balance between operating a high volume tertiary hospital and promoting teaching / research activities is one of the strongest distinguishing feature of King George's Medical University.

To meet the expectation of the society (of providing state of the art yet affordable healthcare) and also of the academia is challenging. It is however justified to state that the university has performed reasonably well on all these fronts.

File Description	Document
Link of appropriate Web link in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The University has made impactful quality initiatives and implementation in patient care, teaching, governance, teaching/learning and infrastructure expansion.

It has made a very effective use of technology in the last 5 years. There is a shift from traditional to E-governance in the form of E-Hospital (ehospital.gov.in), E Sanjeevini, E office, Stums.kgmu.org for online fees payment. The University uses the Digital Platforms Online classes and assessments.

Environment Friendly Initiatives , To develop alternative energy resources To develop a green and productive environment Solar Power Station Solar Kitchen Best Green Department Award Established a Dant Aushadhi vatika -2020 Assessments Digital Communication ,

The University is inclined towards the execution of healthcare initiatives, run by the state and central government. Various healthcare programs successfully executed are Asadhya Rog yojna, Jan Aushadhi Vitran Yojna (Amrit Pharmacy), Janani Shishu Suraksha Karyakram and National Health Protection mission (Pradhan Mantri Jan Arogya Yojna- Ayushman Bharat) The university has established a human milk Bank opened in March 2019 in collaboration with US based NGO "PATH" which has helped mothers who cannot lactate.

Dedicated COVID Hospital inaugurated by Hon'ble Chief Minister with 980 COVID Care Beds, and 150 Bedded Pediatric COVID ICU. It was declared the ICMR Centre of Excellence for COVID testing and over 35 lacs COVID samples tested.

There was Strengthening of Oxygen Infrastructure – SIX Liquid Medical Oxygen (LMO) Plants with integrated capacity of 110,000 Litres and THREE Oxygen Generation plants with capacity of 1000 LPM each. Trauma Centre KGMU designated as "LEVEL 1" Trauma Centre – by Govt of UP – first in the State.

King George's Medical University is selected after competitive selection process by Cochrane, United Kingdom as Cochrane Affiliate center in India for training of Cochrane systematic review Also, the KGMU is a MCI/NMC recognized Nodal / Regional Centre for faculty development for Medical education Training course Nominated as Mentor Institute 2020. It is selected as Advanced Centers for Clinical Trials (ACCT) in central zone of India by ICMR, New Delhi. for 44 healthcare facilities Runs EQAS for Covid -19 cases Centre of Excellence for RT PCR kit validation -2020.

Concluding Remarks :

King George's Medical University has remained a beacon of excellence in the field of healthcare education and care for more than hundred years and has come a long way in fulfilling its stated objectives of **being an outstanding University of Medical Excellence in the world with high standards in education, research and patient care**

Keeping pace with digitalisation, the institute is making a shift from traditional to e-governance in terms of e-office, e-hospital and digital learning. Infrastructural requirements with addition of new facilities, newer equipment, extensive use of ICT and various learning platforms. All the teaching hospitals offer best patient-care services in all broad and sub-specialties.

During the unprecedented times of COVID-19 pandemic, the University was in the forefront as a L-3 level COVID-19 hospital with 980 COVID Care Beds, and 150 Bedded Pediatric COVID ICU. It was declared the ICMR Centre of Excellence for COVID testing and over 35 lacs COVID samples tested.

The education system aims at the development of a holistic personality of the student by fostering a deeper and more harmonious form of human development to include values like respect for tradition, loyalty to culture and ideals of service. The office of the Dean Student Welfare (DSW) at KGMU provides ample scope, opportunities, and facilities for the all-around development of personality and leadership qualities among the students.

To give thrust to quality research the University has started an Integrated PhD program since 2018. In 2019, PhD program was revised and new guidelines were issued. 7 faculty members of our university are in top world scientist ranking list which is published by Stanford University and Elsevier in 2021

The Self Study Report portrays institution's journey during the last five years. It is a compilation of its accomplishments, new initiatives and challenges. It has also identified the weaker areas, and plan strategies to overcome challenges and make most out of opportunities. The Institution however is aware that it still has a long way to go and aspires to be among the leading Universities in the world.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 10 Answer after DVV Verification: 59</p> <p>Remark : Value changed as per attachments</p>																				
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 35 Answer after DVV Verification: 62</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 179 Answer after DVV Verification: 179</p> <p>Remark : Revised DVV input based o upon supporting documents attached by HEI</p>																				
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 531 Answer after DVV Verification: 514</p> <p>Remark : Actual number of mentors as per requested documents received by HEI and as per information furnished by HEI for 3.1.</p>																				
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.</p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>531</td> <td>455</td> <td>480</td> <td>468</td> <td>477</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	531	455	480	468	477	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
531	455	480	468	477																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

514	433	453	444	452
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Remark : Values have been updated as per availability of total teachers in an AY

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
120	78	94	93	96

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	7	9	11	7

Remark : Revised list of Number of full time teachers who received awards and recognition as per requested documents received from HEI in response to DVV clarifications

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23.01	28.81	18.20	25.63	21.77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
7.6	15.10	20.21	10.22	9.25

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)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	07	07	06	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
52	42	34	27	11

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	57	57	57	57

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
55	54	53	50	49

Remark : Revised values as per requested documents attached by HEI in response to DVV clarification

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

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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
632	942	1195	568	1064

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
544	374	926	405	899

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:

2020-21	2019-20	2018-19	2017-18	2016-17
74	27	23	19	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	22	21	18	7

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

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 of the above

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.

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.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
244	248	202	225	194

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
285	246	208	225	238

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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:

2020-21	2019-20	2018-19	2017-18	2016-17
42584.34	37514.26	31892.62	30418.18	20340.21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
42584.34	37510.59	31892.62	30418.18	20340.21

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
903	878	860	802	772

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1237	1243	1190	1064	999

Remark : The values are being revised as per supporting documents provided by HEI

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: All of the above

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.,)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
250	250	250	250	250

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
542	512	539	448	487

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
522	526	536	480	487

Remark : Revised input as per supporting documents attached by HEI

5.3.1	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 472 1046 604"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>2</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 683 1046 815"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV input as per supporting documents provided by HEI in response to clarification</p>	2020-21	2019-20	2018-19	2017-18	2016-17	4	2	2	3	1	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	1	0	1
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	2	2	3	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	1	0	1																	
5.3.3	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1176 1046 1308"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>2</td> <td>6</td> <td>3</td> <td>1</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1518"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>1</td> <td>5</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	17	2	6	3	1	2020-21	2019-20	2018-19	2017-18	2016-17	5	1	5	3	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	2	6	3	1																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	1	5	3	3																	
5.4.2	<p>Provide the areas of contribution by the Alumni Association / chapters during the last five years</p> <ol style="list-style-type: none"> 1. Financial / kind 2. Donation of books /Journals/ volumes 3. Students placement 4. Student exchanges 5. Institutional endowments <p>Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: C. Any three of the above</p>																				
6.3.2	<p>Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years</p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
407	410	393	372	364

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
406	421	233	186	105

Remark : Revised list of number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies as per supporting documents attached from HEI in response to DVV clarification.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
83	141	145	122	126

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
102	125	83	81	64

Remark : Revised data as per requested supporting documents provided by HEI in response to DVV clarification

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

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Four of the above

Remark : Revised values as per requested relevant information been provided by HEI

2.Extended Profile Deviations

ID	Extended Questions				
1.1	Number of full time teachers year-wise during the last five years				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	531	455	480	468	477
	Answer After DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	514	433	453	444	452