



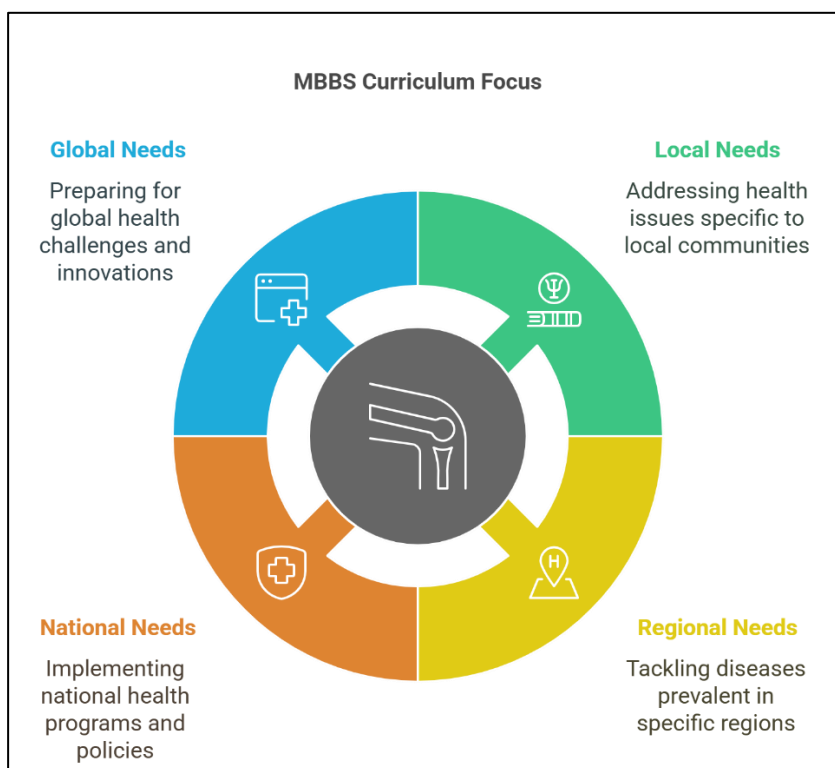
KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

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Vice Dean  
Faculty of Medicine  
K.G. Medical University U.P.  
Lucknow

  
Registrar  
King George Medical University  
Lucknow

**Curricula of the University developed and implemented have relevance to the local, national, regional and global health care needs**



LOCAL NEEDS	REGIONAL NEEDS	NATIONAL NEEDS	GLOBAL HEALTH
<ul style="list-style-type: none"> <li>• Postings at Primary Health centers, Community Health Centres.</li> <li>• Students visit local health facilities to understand local health problems like malnutrition, anemia.</li> <li>• infectious diseases.</li> <li>• Family Adoption Program.</li> </ul>	<p>Regionally prevalent diseases like</p> <ul style="list-style-type: none"> <li>• Filariasis</li> <li>• Japanese Encephalitis</li> <li>• Scrub typhus</li> <li>• Thalassemia</li> <li>• sickle cell anemia</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of RNTCP (Revised National Tuberculosis Control Program)</li> <li>• NVBDCP (National Vector Borne Disease Control Program)</li> <li>• NPCDCS (Non-Communicable Diseases).</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion of Pandemic management module</li> <li>• Digital Health</li> <li>• Artificial Intelligence in Medical Health</li> </ul>

Local ■

Regional ■

National ■

Global ■

*Archana*  
Registrar  
King George Medical University  
Lucknow

*d.jed*  
Vice Dean  
Faculty of Medicine  
K.G. Medical University U.P.  
Lucknow

Need Level	Example Health Need	NMC Competency (Subject & Code)	How Competency Matches the Need
Local	Malnutrition in village children	CM 2.5 (Community Medicine) - <i>Describe the steps and methods in the investigation of an epidemic of communicable disease and the principles of control measures.</i>	Students learn to identify local outbreaks and respond appropriately.
Local	High incidence of waterborne diseases in locality	CM 4.2 - <i>Enumerate and describe the modes of safe disposal of solid waste, liquid waste, excreta and sewage.</i>	Prepares students to manage sanitation-related health issues at the community level.
Regional	Dengue endemic in state	CM 8.6 - <i>Describe the epidemiological and control measures for vector-borne diseases.</i>	Helps students develop skills for preventing and managing regionally important diseases.
Regional	Frequent earthquakes in a region	CM 10.2 - <i>Describe the management of health hazards of disasters including natural calamities.</i>	Competency to handle disaster situations specific to regional needs.
National	High burden of Tuberculosis in India	CM 7.7 - <i>Describe the principles and national program for Tuberculosis control.</i>	Ensures doctors can contribute to national TB elimination efforts.
National	National focus on Non-Communicable Diseases (NCDs)	CM 11.6 - <i>Describe the epidemiology and prevention of cardiovascular diseases, stroke, cancer, diabetes, blindness and accidents.</i>	Trains doctors for managing national priority NCDs.
National	Universal Immunization Program (UIP)	CM 7.5 - <i>Describe the national immunization program and recommend vaccines for routine and special circumstances.</i>	Aligns with national goal of improving immunization coverage.
Global	COVID-19 pandemic	CM 2.6 - <i>Describe the steps and methods in the investigation of an epidemic of communicable disease and the principles of control measures.</i> (same as for local, but in a global context)	Preparedness for handling pandemics of global importance.
Global	Global AMR (Antimicrobial Resistance) threat	MI 8.3 (Microbiology) - <i>mechanisms of antimicrobial resistance and steps to prevent it.</i>	Develops skills to fight a global health problem.
Global	Global burden of mental health issues	PY 10.14 (Psychiatry) - <i>principles of promoting mental health and preventing mental illness.</i>	Addresses the growing global mental health crisis.

### The Local, Regional, National Needs are Reflected in the Course Outcomes

*Aruchana*  
 Registrar  
 King George Medical University  
 Lucknow

*djps*  
 Vice Dean  
 Faculty of Medicine  
 K.G. Medical University U.P.  
 Lucknow



# King George's Medical University

Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

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## MBBS Program Outcomes and Course Outcomes

### Program Outcomes (POs)

- PO1: Patient-Centered Clinical Care – Provide compassionate, evidence-based, and holistic care.
- PO2: Medical and Scientific Knowledge – Apply knowledge in clinical and emergency settings.
- PO3: Professionalism and Ethics – Uphold ethical principles and show empathy and integrity.
- PO4: Communication and Interpersonal Skills – Communicate effectively with patients and teams.
- PO5: Leadership and Teamwork – Collaborate and lead in healthcare systems.
- PO6: Lifelong Learning – Demonstrate self-motivation for continuous education.

### Anatomy - Course Outcomes (COs)

1. CO1: Gross anatomy and clinical relevance
2. CO2: Microscopic structure-function correlation
3. CO3: Embryology and anomalies
4. CO4: Surface anatomy and joint movements
5. CO5: Imaging interpretation
6. CO6: Ethics of body donation
7. CO7: Teamwork and empathy

### Anatomy – PO-CO Linkage

- CO1: Gross anatomy and clinical relevance → PO1, PO2
- CO2: Microscopic structure-function correlation → PO2
- CO3: Embryology and anomalies → PO2
- CO4: Surface anatomy and joint movements → PO1, PO2
- CO5: Imaging interpretation → PO2
- CO6: Ethics of body donation → PO1, PO3
- CO7: Teamwork and empathy → PO3, PO5, PO6

*Amita Jain*  
Dean  
Academics  
King George's Medical University UP



Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
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## Physiology - Course Outcomes (COs)

8. CO1: Organ systems and physiology
9. CO2: Perform and interpret physiological tests
10. CO3: Pathophysiological correlation
11. CO4: Empathy and sensitivity
12. CO5: Communication in practice
13. CO6: Mental well-being and reflection

## Physiology – PO-CO Linkage

- CO1: Organ systems and physiology → PO1, PO2
- CO2: Perform and interpret physiological tests → PO2
- CO3: Pathophysiological correlation → PO2, PO3
- CO4: Empathy and sensitivity → PO1, PO3, PO4
- CO5: Communication in practice → PO4, PO5
- CO6: Mental well-being and reflection → PO3, PO6

## Biochemistry - Course Outcomes (COs)

14. CO1: Understand biomolecules and their metabolism
15. CO2: Explain biochemical basis of diseases and lab relevance
16. CO3: Demonstrate biochemical lab skills
17. CO4: Understand principles of nutrition and health
18. CO5: Ethical handling of biological samples

## Biochemistry – PO-CO Linkage

- CO1: Understand biomolecules and their metabolism → PO2
- CO2: Explain biochemical basis of diseases and lab relevance → PO1, PO2
- CO3: Demonstrate biochemical lab skills → PO2
- CO4: Understand principles of nutrition and health → PO1, PO2
- CO5: Ethical handling of biological samples → PO3, PO4, PO6

## Pathology - Course Outcomes (COs)

19. CO1: Cell injury, inflammation, neoplasia
20. CO2: Clinical-pathological correlation
21. CO3: Interpret biopsy and hematological findings
22. CO4: Hematologic disease mechanisms
23. CO5: Communicate pathology results

*Amita Jain*  
Dean  
Academics  
King George's Medical University U.P.  
Lucknow



# King George's Medical University

## Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

### Pathology – PO-CO Linkage

- CO1: Cell injury, inflammation, neoplasia → PO2
- CO2: Clinical-pathological correlation → PO1, PO2
- CO3: Interpret biopsy and hematological findings → PO1, PO2
- CO4: Hematologic disease mechanisms → PO1, PO2, PO6
- CO5: Communicate pathology results → PO1, PO3, PO4, PO5

### Microbiology - Course Outcomes (COs)

24. CO1: Pathogen identification and infection mechanism
25. CO2: Diagnostic tests and interpretation
26. CO3: Infection control principles
27. CO4: Communication and confidentiality
28. CO5: Antimicrobial stewardship principles

### Microbiology – PO-CO Linkage

- CO1: Pathogen identification and infection mechanism → PO1, PO2, PO6
- CO2: Diagnostic tests and interpretation → PO1, PO2, PO3, PO6
- CO3: Infection control principles → PO1, PO2, PO3, PO5, PO6
- CO4: Communication and confidentiality → PO3, PO4, PO5
- CO5: Antimicrobial stewardship principles → PO1, PO2, PO3, PO4, PO5

### Pharmacology - Course Outcomes (COs)

29. CO1: Rational drug prescribing
30. CO2: Drug interactions and side effects
31. CO3: Prescribing in special populations
32. CO4: Drug development and ethics
33. CO5: Counseling on drug use

### Pharmacology – PO-CO Linkage

- CO1: Rational drug prescribing → PO1, PO2, PO3
- CO2: Drug interactions and side effects → PO2, PO3
- CO3: Prescribing in special populations → PO1, PO2, PO6
- CO4: Drug development and ethics → PO1, PO2, PO3, PO5, PO6
- CO5: Counseling on drug use → PO1, PO3, PO4, PO5, PO6

*Amita Jain*  
Dean  
Academics



# King George's Medical University

Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
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## Forensic Medicine - Course Outcomes (COs)

34. CO1: Medico-legal responsibilities
35. CO2: Certification and post-mortem
36. CO3: Legal and ethical aspects
37. CO4: Professional specimen handling

## Forensic Medicine – PO-CO Linkage

- CO1: Medico-legal responsibilities → PO1, PO2, PO3, PO4
- CO2: Certification and post-mortem → PO1, PO2, PO3
- CO3: Legal and ethical aspects → PO1, PO3, PO5
- CO4: Professional specimen handling → PO2, PO3, PO4, PO5, PO6

## Medicine - Course Outcomes (COs)

38. CO1: History-taking and physical examination
39. CO2: Management of medical conditions
40. CO3: Diagnostic test interpretation
41. CO4: Therapeutic decision making
42. CO5: Ethics and patient interaction

## Medicine – PO-CO Linkage

- CO1: History-taking and physical examination → PO1, PO2, PO3, PO4
- CO2: Management of medical conditions → PO1, PO2
- CO3: Diagnostic test interpretation → PO1, PO2
- CO4: Therapeutic decision making → PO1, PO2, PO3, PO5
- CO5: Ethics and patient interaction → PO1, PO3, PO4, PO6

## Surgery - Course Outcomes (COs)

43. CO1: Surgical history and examination
44. CO2: Surgical condition management
45. CO3: Perform surgical procedures
46. CO4: Perioperative care and asepsis
47. CO5: Team communication

  
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Academics  
K.G. Medical University U.P.



# King George's Medical University

## Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
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### **Surgery – PO-CO Linkage**

- CO1: Surgical history and examination → PO1, PO2, PO3, PO4
- CO2: Surgical condition management → PO1, PO2
- CO3: Perform surgical procedures → PO1, PO3, PO5
- CO4: Perioperative care and asepsis → PO1, PO2, PO3, PO5
- CO5: Team communication → PO1, PO3, PO4, PO5

### **Obstetrics & Gynaecology - Course Outcomes (COs)**

48. CO1: OB-GYN history and exams
49. CO2: High-risk pregnancy management
50. CO3: Assist in delivery and procedures
51. CO4: Common gynecological condition care
52. CO5: Reproductive health counseling

### **Obstetrics & Gynaecology – PO-CO Linkage**

- CO1: OB-GYN history and exams → PO1, PO2, PO3, PO4
- CO2: High-risk pregnancy management → PO1, PO2
- CO3: Assist in delivery and procedures → PO1, PO3, PO5
- CO4: Common gynecological condition care → PO1, PO2
- CO5: Reproductive health counseling → PO1, PO2, PO3, PO4, PO5

### **Pediatrics - Course Outcomes (COs)**

53. CO1: Pediatric clinical assessment
54. CO2: Pediatric illness management
55. CO3: Immunization and growth tracking
56. CO4: Caregiver health education

### **Pediatrics – PO-CO Linkage**

- CO1: Pediatric clinical assessment → PO1, PO2
- CO2: Pediatric illness management → PO1, PO2
- CO3: Immunization and growth tracking → PO1, PO2, PO3
- CO4: Caregiver health education → PO1, PO3, PO4, PO5

*Amita Jain*  
Dean  
Academics



# King George's Medical University

Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
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## Community Medicine - Course Outcomes (COs)

57. CO1: Epidemiology and public health
58. CO2: Health promotion and prevention
59. CO3: Health data analysis
60. CO4: Community field work

## Community Medicine – PO-CO Linkage


- CO1: Epidemiology and public health → PO1, PO2, PO3, PO5, PO6
- CO2: Health promotion and prevention → PO1, PO2, PO5, PO6
- CO3: Health data analysis → PO2, PO6
- CO4: Community field work → PO1, PO3, PO4, PO5, PO6

## AETCOM - Course Outcomes (COs)

61. CO1: Professional respect and empathy
62. CO2: Effective communication
63. CO3: Medical ethics
64. CO4: Self-reflection and assessment
65. CO5: Shared decision-making

## AETCOM – PO-CO Linkage

- CO1: Professional respect and empathy → PO1, PO3, PO4, PO6
- CO2: Effective communication → PO1, PO3, PO4
- CO3: Medical ethics → PO2, PO3
- CO4: Self-reflection and assessment → PO3, PO6
- CO5: Shared decision-making → PO1, PO2, PO3, PO4, PO5, PO6

  
Dean  
Academics  
K.G. Medical University U.P.  
Lucknow



# King George's Medical University

## Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

**Matrix Depicting Indicators, Data Source, and Data Collection Methods** for each subject in the MBBS curriculum. It follows a uniform structure across **preclinical, paraclinical, clinical departments, and AETCOM**. You can adapt or expand each table with specific targets, acceptable thresholds, and precise assessment details according to departmental needs.

### 1. Anatomy

Matrix Depicting Indicators, Data Source, and Data Collection

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Gross Anatomy (Upper Limb, Lower Limb, Thorax, Abdomen, etc.)</b>	CO1: Gross anatomical structures CO4: Surface anatomy CO7: Teamwork & empathy	- At least 70% students should score $\geq 55\%$ in formative & summative - Consistent participation in dissections	- Written tests (MCQs/SAQs/LAQs) - Dissection viva - OSPE/Spot exams - Dissection logbooks	- DOAP (Demonstrate, Observe, Assist, Perform) - Viva voce - Dissection records and logs - Faculty observation
<b>Histology &amp; Microscopy</b>	CO2: Microscopic structure-function correlation	- Practical exam performance on identifying slides - Minimum 75% attendance in lab	- Formative & summative (practical) - Spot tests - Histology journals	- Practical observation - Histology slides assessment - Feedback from lab instructors
<b>Embryology &amp; Genetics</b>	CO3: Embryology and anomalies	- At least 70% students demonstrate competence in explaining embryological development & anomalies	- MCQs/SAQs - Oral viva - Group presentations on congenital malformations	- Reflection logs - Student feedback - Peer evaluation
<b>Surface Anatomy &amp; Radiology</b>	CO4: Joint movements CO5: Imaging interpretation	- Consistent pass in OSPE/OSCE stations - At least 70% correctness in radiology interpretation	- Practical exam (surface marking) - Radiology interpretation test - OSPE stations	- Observer checklists - Radiological images - Performance rubrics
<b>Ethics &amp; Cadaver Respect</b>	CO6: Ethics of body donation	- Qualitative feedback from faculty on professional handling - Zero incidents of misconduct	- Mentor feedback - Professional behavior assessment - Reflection assignments	- Observational checklists - Student reflection logs - Dissection hall records

*Amita Jain*  
Dean  
Academics



# King George's Medical University


Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

## 2. Physiology

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>General Physiology &amp; Homeostasis</b>	CO1: Organ systems and physiology	- 75% students score $\geq$ 55% in theory exams - Participation in tutorials	- Formative assessment (MCQs, SAQs) - Summative exam - Quiz sessions	- Attendance records - Feedback from small group discussions
<b>Hematology</b>	CO2: Perform & interpret tests	- At least 70% correctness in practical hematology interpretation - Logbook completeness	- Practical record books - DOAP sessions - Viva voce	- Observation checklists - Practical exam results
<b>Cardiovascular &amp; Respiratory</b>	CO3: Pathophysiological correlation	- Students must integrate normal vs. abnormal findings in scenario-based questions	- MCQs/SAQs on case scenarios - OSPE/OSCE stations	- Direct faculty observation - Student reflective notes
<b>Nervous System &amp; Special Senses</b>	CO4: Empathy & sensitivity	- Peer and faculty feedback on communication during practicals - Minimum 75% attendance	- Simulation-based learning - Peer feedback forms	- Observational rubrics - Communication skill rating
<b>Experimental Physiology &amp; Viva</b>	CO5: Communication in practice CO6: Reflection	- Group presentations evaluated by rubric - Self-assessment forms on mental well-being	- Seminars - Tutor feedback - Reflective essays	- Reflection logs - Summative presentation scores

  
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Academics  
K.G. Medical University U.P.  
Lucknow



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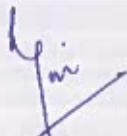
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Dean-Academics

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## 3. Biochemistry

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Biomolecules &amp; Enzymes</b>	CO1: Biomolecules and metabolism	- 70% or higher marks in enzyme kinetics practical - Active tutorial participation	- Written exams (MCQs/SAQs) - Lab practical tests	- Observation in lab - Feedback from demonstrations
<b>Clinical Biochemistry</b>	CO2: Disease basis & lab relevance CO3: Lab skills	- 75% correctness in lab test interpretations - Students maintain complete lab records	- Internal formative tests - Spot identification tests - Viva	- Practical logbooks - Faculty assessment checklists
<b>Nutrition &amp; Health</b>	CO4: Nutrition principles	- Group presentations or assignments graded at $\geq 60\%$	- Group assignment rubrics - Diet recall case studies	- Observational reports - Peer evaluation
<b>Ethical Sample Handling</b>	CO5: Ethical conduct	- Zero reported lapses in sample handling - Peer feedback	- Faculty observation - Ethics compliance check	- Observational checklists - Student reflection logs

  
Dean  
Academics  
K.G. Medical University U.P  
Lucknow



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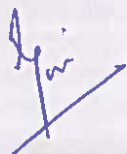
## Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

### 4. Pathology

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>General Pathology (Cell Injury, etc.)</b>	CO1: Cell injury, inflammation, neoplasia	- Students score $\geq$ 55% on theory - Satisfactory answers in viva on pathogenesis	- MCQs/SAQs/LAQs - Formative viva	- Peer feedback - Tutor observation
<b>Clinical Pathology &amp; Hematology</b>	CO2: Clinical correlation CO3: Interpret biopsy	- 70% correct in lab interpretations - Full completion of lab manual	- Practical exam - Lab record books - OSPE	- Practical observation - Hematology logbooks
<b>Systemic Pathology</b>	CO2: Clinical correlation	- Scenario-based MCQs with $\geq$ 65% correctness - Summative internal assessment	- SAQs/Case discussion - Slide-based OSPE	- Tutor feedback - Reflection logs
<b>Advanced Diagnostics</b>	CO4: Hematologic disease mechanisms	- 70% correctness in advanced tests correlation - Participation in seminars	- Seminars - Hematology viva	- Seminar rubrics - Attendance records
<b>Reporting &amp; Communication</b>	CO5: Communicate pathology results	- Faculty evaluation of clarity & accuracy - Peer feedback on group projects	- Presentation rubrics - Peer evaluation forms	- Observational checklists - Self-reflection on communication

  
**Dean**  
**Academics**  
 K.G. Medical University U.P.  
 Lucknow



# King George's Medical University

Uttar Pradesh, Lucknow - 226003, India

Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

## 5. Microbiology

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>General Bacteriology</b>	CO1: Pathogen ID CO2: Diagnostic tests	- 70% correctness in spot tests - Satisfactory performance in lab journals	- Spot tests - Internal exam - Lab practical assessment	- Practical logbooks - Peer evaluation
<b>Immunology &amp; Virology</b>	CO3: Infection control	- Demonstrate correct aseptic technique in labs - 75% or more students meet performance threshold	- OSPE/OSCE - Simulation-based training	- Observation checklists - Mentor feedback
<b>Parasitology &amp; Mycology</b>	CO2: Diagnostic tests	- Spot identification accuracy $\geq 70\%$ - Participation in departmental group tasks	- Spot exams - Practical lab records	- Peer feedback - Reflection logs
<b>Hospital Infection Control</b>	CO3: Infection control CO4: Communication	- Zero reported infection control lapses - Positive feedback on collaboration	- Infection control audit - Group presentations	- Audit reports - Peer evaluation
<b>AMR &amp; Stewardship</b>	CO5: Stewardship principles	- Correct antibiotic choices in case vignettes - <10% antibiotic misuse in OSCE	- Case-based OSCE - Summative test	- OSCE station checklists - Self-evaluation

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K.G. Medical University U.P.  
Lucknow



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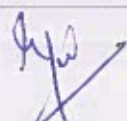
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Prof. Amita Jain  
Dean-Academics

# Dean-Academics/KGMU/2025/  
Dated:-

## 6. Pharmacology

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>General Pharmacology</b>	CO1: Rational prescribing	- 70% correctness in prescription writing OSCE - 75% of class to pass theory exam	- OSCE stations - MCQs/SAQs - Prescription audit	- Faculty observation - Peer feedback
<b>Systemic Pharmacology</b>	CO2: Drug interactions & side effects	- Minimum 65% correctness in scenario-based questions - Active tutorial engagement	- Scenario-based MCQs - Group discussions	- Student reflection logs - Attendance records
<b>Clinical Pharmacology</b>	CO3: Special population prescribing	- Students present case-based discussions with 70% correctness in management	- Formative seminars - Patient-simulation sessions	- Rubrics for seminar - Mentor feedback
<b>Drug Development &amp; Ethics</b>	CO4: Development, ethics	- 100% compliance with ethical guidelines in projects - 70% score in short answer questions about clinical trials	- Project work - Ethics committee submissions	- Project rubrics - Ethics compliance logs
<b>Patient Counseling</b>	CO5: Counseling, compliance	- OSCE station with standardized patient: min 70% pass - Positive patient feedback (simulated)	- OSCE with SP - Communication skill evaluation	- Observational checklists - Patient feedback forms

  
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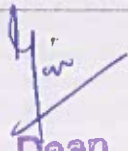
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Prof. Amita Jain  
Dean-Academics

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Dated:-

## 7. Forensic Medicine

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Medico-Legal Procedures</b>	CO1: Responsibilities CO3: Legal & ethical aspects	- 70% correctness on scenario-based MCQs - Zero lapses in legal documentation practice	- Written tests - Mock medico-legal scenario OSCE	- Mentor observation - Peer feedback
<b>Post-Mortem &amp; Autopsy</b>	CO2: Certification & post-mortem	- Complete and accurate post-mortem reports in simulation - Minimum 65% in autopsy viva	- Autopsy demonstration - OSPE	- Observation logs - Faculty assessment
<b>Specimen Handling &amp; Ethics</b>	CO4: Specimen handling	- No incidents of mishandling or unethical behavior - Positive team feedback	- Tutor observation - Reflection assignments	- Observational checklists - Peer feedback

  
 Dean  
 Academics  
 K.G. Medical University U.P  
 Lucknow



# King George's Medical University

Uttar Pradesh, Lucknow – 226003, India

Prof. Amita Jain  
Dean-Academics

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## 8. Medicine

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>History-Taking &amp; Physical Examination</b>	CO1: Examination & records	- 80% students performing standard physical exam steps - Min 70% pass in OSCE stations	- OSCE/OSPE - Logbooks	- Faculty observation - Student logs
<b>Common Medical Conditions</b>	CO2: Management CO3: Diagnostics	- Scenario-based MCQs/SAQs $\geq$ 65% correctness - Timely completion of case logs	- MCQs/SAQs - Case-based discussions	- Portfolio or logbook reviews
<b>Therapeutic Planning</b>	CO4: Decision making	- Positive feedback from faculty on treatment plans - 70% correctness in drug regimens	- Viva voce - Panel discussions	- Rubrics for decision-making - Feedback forms
<b>Ethics &amp; Patient Interaction</b>	CO5: Ethics and interaction	- Qualitative assessment of bedside manner - Zero recorded complaints	- Bedside observation - 360° feedback	- Observational checklists - Peer reviews

  
Dean  
Academics  
K.G. Medical University U.P.  
Lucknow



# King George's Medical University

## Uttar Pradesh, Lucknow – 226003, India

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Dated:-

### 9. Surgery

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>History, Clinical Exam</b>	CO1: Surgical history & exam	- 75% of students pass clinical exam OSCE - Completeness of case records	- OSCE stations - Logbook checks	- Faculty observation - Peer feedback
<b>Common Surgical Conditions</b>	CO2: Management	- MCQs/SAQs scenario-based ~ 70% correctness - Satisfactory tutorial performance	- Formative & summative tests - Tutorials	- Reflection logs - Interactive sessions
<b>Basic Surgical Procedures</b>	CO3: Assist & perform	- Checklist compliance in the skills lab - Zero major aseptic technique errors	- Skills lab OSCE - Simulation-based exercises	- Observational rubrics - Mentor feedback
<b>Perioperative Care &amp; Asepsis</b>	CO4: Perioperative care & asepsis	- 75% correct in perioperative management OSCE - Positive feedback from staff	- OSCE - Operating theatre mentorship	- Theater records - Staff evaluations
<b>Team Communication</b>	CO5: Communication	- Positive 360° feedback from surgical team - Satisfactory performance in handover skills	- Team-based scenario simulations - Peer reviews	- Observational checklists - Self-reflection

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# King George's Medical University

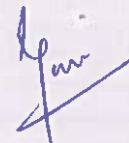
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## 10. Obstetrics & Gynaecology

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Obstetric History &amp; Examination</b>	CO1: OB-GYN history & exams	- Min 75% pass in OSCE - Full completion of obstetric case logs	- OSCE - Logbook checks	- Faculty observation - Peer feedback
<b>High-Risk Pregnancy Management</b>	CO2: High-risk pregnancy	- 70% correctness in case-based scenario MCQs - Positive feedback from mentors	- Formative/summative exams - Tutorials	- Reflection logs - Mentor observation
<b>Labor, Delivery &amp; Procedures</b>	CO3: Assist in delivery	- Skills lab checklist compliance - Zero major errors in simulation	- Skills lab OSCE - Delivery suite observation	- Observational rubrics - Staff evaluations
<b>Gynecological Conditions</b>	CO4: Common gynec problems	- 70% correctness in scenario-based SAQs - Peer feedback on presentations	- SAQs/LAQs - Group discussions	- Student logs - Seminar rubrics
<b>Reproductive Health &amp; Counseling</b>	CO5: Reproductive health counseling	- Positive 360° feedback on counseling skills - Min 70% pass in communication station	- Communication OSCE - Role plays	- Observational checklists - Patient feedback

  
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## 11. Pediatrics

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Neonatal Assessment</b>	CO1: Pediatric assessment	- 75% pass rate in OSCE - Completed neonatal exam log in time	- OSCE - Logbooks	- Faculty observation - Peer feedback
<b>Common Pediatric Illness</b>	CO2: Management	- 70% correctness in scenario-based MCQs - Timely case log submission	- MCQs/SAQs - Case-based discussions	- Logbook reviews - Mentor evaluation
<b>Immunization &amp; Growth</b>	CO3: Immunization & growth tracking	- 80% attendance in immunization clinics - Growth chart interpretation ~70% correctness	- Practical sessions - Spot OSCE	- Observation checklists - Peer feedback
<b>Parent/Caregiver Education</b>	CO4: Health education	- Positive caregiver feedback (simulated) - Satisfactory score in communication OSCE	- OSCE with standardized patients - Peer evaluation forms	- Observational checklists - Reflection logs

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## 12. Community Medicine

Syllabus Topic	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Epidemiology Basics</b>	CO1: Epidemiology & public health	- 75% correctness in MCQs - Active participation in field surveys	- MCQs/SAQs - Field visit logs	- Observational checklists - Peer feedback
<b>National Health Programs</b>	CO2: Health promotion & prevention	- 70% or more pass in scenario-based questions - Participation in group projects	- Group presentations - Summative exams	- Presentation rubrics - Mentor observation
<b>Data Analysis &amp; Biostatistics</b>	CO3: Health data analysis	- 65% correctness in data interpretation tasks - Submission of project on time	- Practical assignments - Viva	- Project rubrics - Reflection logs
<b>Community Outreach</b>	CO4: Field work	- Positive feedback from local health workers - 100% attendance in field postings	- Field visit reports - Group reflections	- Observational checklists - Faculty evaluation

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## 13. AETCOM

AETCOM Module	Relevant CO(s)	Indicators/Minimum Targets	Data Sources/Assessment Tools	Data Collection Methods
<b>Professional Respect</b>	CO1: Respect & empathy	- Zero reported unprofessional incidents - Positive peer & faculty feedback	- Mentor feedback - Peer observation	- Reflective journaling - 360° feedback
<b>Effective Communication</b>	CO2: Communication	- OSCE station with standardized patient: at least 70% pass - High rating on clarity	- OSCE with SP - Communication skill rubrics	- Observational checklists - Self-evaluation
<b>Ethics &amp; Decision-Making</b>	CO3: Medical ethics	- Successful completion of ethical dilemma case studies - Zero major ethical lapses	- Case-based discussions - Reflection essays	- Ethics committee logs - Faculty observation
<b>Self-Reflection</b>	CO4: Self-reflection	- Completion of reflection logs with detail - Peer feedback on introspection	- Self-assessment forms - Mentor one-on-one	- Reflection logs - Qualitative feedback
<b>Patient-Centered Care</b>	CO5: Shared decision-making	- Positive patient satisfaction (simulated or real) - 75% correct in scenario-based OSCE	- OSCE - Standardized patient feedback	- Observational checklists - Patient feedback forms

### Notes on Using These Matrices

- Indicators/Minimum Targets** are suggested values; departments can customize them (e.g., raise or lower pass criteria) based on curriculum goals and university/institutional policy.

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2. **Data Sources/Assessment Tools** typically include:
- Written exams (MCQs, SAQs, LAQs)
  - Practical examinations (OSPE/OSCE)
  - Logbooks, records of demonstration, and clinical or laboratory practice
  - Group discussions, seminars, presentations, projects
  - Peer, faculty, and 360° feedback forms
3. **Data Collection Methods** emphasize:
- Observation checklists
  - Rubrics for evaluating competencies
  - Reflective logs and self-assessments
  - Peer and patient feedback (real or standardized)

### Attainment Levels Benchmarks

High:	76%-100%
Mid	50%-75%
Low	<50%

  
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## Program Outcomes & Course Outcomes Analysis

CO-PO mapping framework for the Faculty of Dental Sciences, King George's Medical University (KGMU) aligned with Bloom's Taxonomy.

PO Code	Program Outcome Description
PO1	Apply clinical knowledge and skills to diagnose and manage dental conditions.
PO2	Communicate effectively with patients, peers, and other professionals.
PO3	Diagnose and manage oral health problems integrating systemic health knowledge.
PO4	Demonstrate critical thinking and evidence-based decision-making.
PO5	Perform clinical procedures skillfully and safely.
PO6	Exhibit professionalism, ethics, empathy, and patient-centered care.
PO7	Promote oral health and prevent disease in individuals and communities.
PO8	Work effectively as a leader or member in healthcare teams.
PO9	Utilize digital tools and technology in practice and learning.
PO10	Understand and apply ethical, legal, and regulatory aspects in dental practice.

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## BDS Curriculum CO-PO Mapping Table

### First Year

Subject	Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
Anatomy	Understand human anatomy and apply it to dental practice.	S	S	S	S	M	S	M	M	S	S
Physiology	Explain physiological mechanisms and relate to oral health.	S	S	S	S	M	S	M	M	S	M
Biochemistry	Understand biomolecules and metabolic pathways in oral health.	S	S	S	M	M	M	M		M	M
Dental Anatomy	Identify and classify teeth morphologically	S	M	M	S	M	M	M	M	M	M

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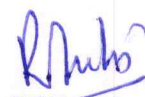
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## Second Year

Subject	Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
Pathology	Describe disease mechanisms relevant to oral pathology.	S	M	S	S	M	S	M	M	M	M
Pharmacology	Use pharmacological principles in dental therapeutics.	S	S	M	S	M	M	M	M	M	S
Microbiology	Interpret microbial infections affecting the oral cavity.	M	S	M	M	S	S	M	M	S	M
Preclinical Prosthodontics	Demonstrate denture fabrication and preclinical skills.	S	M	M	S	S	S	M	S	M	M

  
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## Third Year

Subject	Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
General Medicine	Recognize systemic conditions impacting dental care.	S	S	S	S	M	M	M	M	M	S
General Surgery	Manage surgical conditions and apply emergency care.	S	M	S	S	S	S	M	M	M	S
Oral Pathology	Explain pathogenesis of oral lesions and perform lab diagnosis.	S	M	S	S	M	S	S	M	M	S
Public Health Dent.	Plan and evaluate community dental programs.	S	M	M	S	S	S	S	M	S	M

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# KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

## Final Year

Subject	Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
OMR	Diagnose orofacial conditions and radiological interpretation.	S	S	S	M	M	S	M	M	S	S
Oral Surgery	Perform minor oral surgery and assist in major cases.	S	M	S	S	S	S	M	M	S	S
Prosthodontics	Rehabilitate edentulous and partially edentulous patients.	S	S	M	S	S	S	M	M	S	S
Endodontics	Perform restorative and root canal treatment.	S	S	M	S	S	M	M	S	M	S
Orthodontics	Treat malocclusions using orthodontic appliances.	S	M	S	S	S	S	M	S	S	S
Pedodontics	Manage pediatric patients with behavior and treatment protocols.	S	S	M	S	S	S	M	S	S	S

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**PO1 - PO10** refer to the **Program Outcomes**, which are competencies that the BDS program aims to develop in students.

The **COs** listed for each subject correspond to what the students are expected to achieve in that subject.

**S** indicates that the **Program Outcome** is strongly covered by the **Course Outcome**; **M** indicates moderate coverage.

## Assessment Procedures

CO	Bloom's Level	Domain
CO1	Understand, Apply	Cognitive
CO2	Apply	Cognitive
CO3	Analyze	Cognitive
CO4	Apply, Analyze	Cognitive
CO5	Apply, Value	Affective
CO6	Apply, Analyze	Cognitive
CO7	Apply, Evaluate	Psychomotor
CO8	Apply	Affective
CO9	Analyze, Evaluate	Cognitive

Bloom's level	Weightage	Allotted %	Mapped CO	Question type
Remember	10	10%	CO1	MCQs, Definitions
Understand	20	20%	CO1, CO3	SAQs, Short Notes
Apply	30	30%	CO2, CO4	Long Answer, Case-Based
Analyze	20	20%	CO3, CO4	Case Analysis, Interpretation
Evaluate	10	10%	CO4	Clinical Scenario-Based Qs
Affective	10	10%	CO5	Viva, Communication OSCE

## Attainment Levels Benchmarks

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# KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

Attainment Levels

BDS BATCH 2023

Total students in the batch=37

Name of Course	High (More than 75%)	Mid (50-75%)	Low (<50%)
General Anatomy	27	7	3
Dental Anatomy	1	35	1
Physiology & Biochemistry	1	33	3

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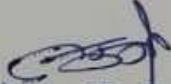
KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

Attainment Levels

MBBS BATCH 2023

Total students in the batch=239

Name of Course	High (More than 75%)	Mid (50-75%)	Low (<50%)
General Anatomy	—	235	4
Physiology	1	234	4
Biochemistry	1	238	—

  
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# KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

## Attainment Levels

BSc. Nursing BATCH 2023

Total students in the batch=100

Name of Course	High (More than 75%)	Mid (50-75%)	Low (<50%)
Applied Anatomy & Applied Physiology	1	72	17
Applied Sociology & Applied Psychology	1	79	10
Communicative English	58	42	0

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## Program Outcomes & Course Outcomes Analysis

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## BDS Curriculum CO-PO Mapping Table

### First Year

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Dental Anatomy	Identify and classify teeth morphologically	S	M	M	S	M	M	M	M	M	M

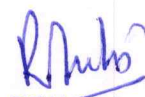
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## Second Year

Subject	Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10
Pathology	Describe disease mechanisms relevant to oral pathology.	S	M	S	S	M	S	M	M	M	M
Pharmacology	Use pharmacological principles in dental therapeutics.	S	S	M	S	M	M	M	M	M	S
Microbiology	Interpret microbial infections affecting the oral cavity.	M	S	M	M	S	S	M	M	S	M
Preclinical Prosthodontics	Demonstrate denture fabrication and preclinical skills.	S	M	M	S	S	S	M	S	M	M

  
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## Third Year

Subject	Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
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General Surgery	Manage surgical conditions and apply emergency care.	S	M	S	S	S	S	M	M	M	S
Oral Pathology	Explain pathogenesis of oral lesions and perform lab diagnosis.	S	M	S	S	M	S	S	M	M	S
Public Health Dent.	Plan and evaluate community dental programs.	S	M	M	S	S	S	S	M	S	M

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# KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW

## Final Year

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Endodontics	Perform restorative and root canal treatment.	S	S	M	S	S	M	M	S	M	S
Orthodontics	Treat malocclusions using orthodontic appliances.	S	M	S	S	S	S	M	S	S	S
Pedodontics	Manage pediatric patients with behavior and treatment protocols.	S	S	M	S	S	S	M	S	S	S

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Bloom's level	Weightage	Allotted %	Mapped CO	Question type
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Attainment Levels

BDS BATCH 2023

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Name of Course	High (More than 75%)	Mid (50-75%)	Low (<50%)
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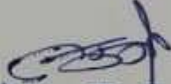
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MBBS BATCH 2023

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Biochemistry	1	238	—

  
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**KING GEORGE'S MEDICAL UNIVERSITY U.P., LUCKNOW**

**Attainment Levels**

**BSc. Nursing BATCH 2023**

**Total students in the batch=100**

<b>Name of Course</b>	<b>High (More than 75%)</b>	<b>Mid (50-75%)</b>	<b>Low (&lt;50%)</b>
<b>Applied Anatomy &amp; Applied Physiology</b>	1	72	17
<b>Applied Sociology &amp; Applied Psychology</b>	1	79	10
<b>Communicative English</b>	58	42	0

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