



KING GEORGE'S MEDICAL UNIVERSITY

LUCKNOW UTTAR PRADESH INDIA

ESTD 1905

INTERNAL QUALITY ASSURANCE CELL



The Transformative Journey of a Medical University Post-NAAC Accreditation

The second cycle of NAAC accreditation presented numerous challenges, but the outcome of the journey proved to be a profound learning experience. The process not only tested our systems but also guided us toward greater clarity and purpose. It enabled us to streamline our operations, redefine priorities, and lay a strong foundation for future progress. This transformative journey has been thoughtfully documented in a comprehensive book.

Following the accreditation, our institution embarked on a phase of exceptional transformation—marked by innovation, structured growth, and an unwavering commitment to excellence. This period witnessed a holistic reimagining of institutional processes, infrastructure, and outcomes, ensuring alignment with international standards and addressing the dynamic needs of the healthcare ecosystem.

*Our emphasis on **competency-based education** has enhanced the development of practical skills, critical thinking, and problem-solving abilities in our students. The curriculum now fosters **interdisciplinary learning**, integrating elements of medical science with technology, ethics, and healthcare management.*

*We continuously **update our curriculum** to reflect the latest advancements in medicine and healthcare. This evolution is supported by **enhanced funding and resources**, facilitating groundbreaking research, leading to patents and significant scientific contributions.*

*Global collaborations with premier research institutions have opened avenues for intellectual exchange, innovation, and shared expertise. Our **robust quality assurance frameworks** ensure ongoing evaluation and continuous improvement, driving academic and administrative excellence.*

*In addition, we have adopted **transparent and accountable governance practices**, promoting operational efficiency and institutional integrity.*

This journey has not only strengthened our academic and research capacities but also reinforced our mission to serve society through education, innovation, and healthcare excellence.

Vice Dean
Quality Control, Clinical Audit,
Accreditation & Future Planning



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विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
ASSESSMENT AND ACCREDITATION COUNCIL
Autonomous Institution of the University Grants Commission

ate of Accreditation.

The Executive Committee of the
Assessment and Accreditation Council
is pleased to declare
King George's Medical University, Lucknow
Accredited
with a CGPA of 3.36 on four
at A* grade
valid up to February

From Hurdles to Transformations : An Inspirational Journey of NAAC Re-Accreditation

“बाधाओं से परिवर्तन तक: NAAC पुनः मान्यता की
एक प्रेरणादायक यात्रा”

“विघ्नात् रूपान्तरेण: NAAC पुनः मान्यतायाः
प्रेरणादायिनी यात्रा”



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Dr Richa Khanna, Dr Akshay Anand, Dr Nitin Dutt Bharadwaj**

Expression of Gratitude...

*It is with immense pride and heartfelt gratitude that we acknowledge the unparalleled guidance and support of the Hon'ble Chancellor and Governor of Uttar Pradesh, **Smt. Anandiben Patel Ji**, in steering the NAAC accreditation process from its very inception. Her unwavering commitment, dynamic mentorship, and insightful leadership have been the cornerstone of our success. She not only provided visionary guidance but also actively participated in resolving challenges, motivating the team, and ensuring we stayed on course. Her involvement at every step has been both inspiring and transformative.*

*We extend special thanks to **Dr. Pankaj Jani**, OSD to the Governor, whose steadfast support and keen insights have been invaluable in navigating this rigorous journey. His contributions reflect his deep dedication to excellence and institutional growth.*

*Our heartfelt thanks also go to **Lt. Gen.(Dr) Bipin Puri**, Former Vice-Chancellor of King George's Medical University, for his steadfast leadership, motivation, and constant encouragement in achieving this milestone. His vision and relentless support have been instrumental in overcoming challenges and ensuring the university's commitment to excellence remains unwavering during his tenure.*

*We further extend our deep gratitude to **Prof. Soniya Nityanand**, Hon'ble Vice-Chancellor of King George's Medical University, for seamlessly taking over the reins and providing exceptional guidance in the later stages of the NAAC accreditation process. Her leadership, thoughtful direction, and unwavering support have been critical in maintaining momentum and steering the team to success.*

*This achievement would not have been possible without the collective efforts of the **Faculty, Staff, Residents, Students, and Employees of KGMU**, who poured their hearts into this mission. Your tireless efforts, unity, and dedication have turned a vision into reality, setting a benchmark for excellence. A heartfelt appreciation to **the IQAC 11 team** for their perseverance and commitment, overseeing this extensive journey with diligence and focus. Your ability to steer through complexities and maintain the momentum deserves the highest praise.*

*We also extend a special thanks to the **staff of the Vice-Chancellor's Office and the IQAC Office**, whose relentless hard work, behind-the-scenes efforts, and meticulous planning ensured the seamless execution of this process.*

This milestone is not just a reflection of our collective efforts but also a testament to what can be achieved when a community comes together with shared purpose and determination. As we celebrate this significant achievement, let us remain committed to sustaining and surpassing these standards of excellence in the years to come.

With gratitude and pride,

Team IQAC, KGMU



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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
is pleased to declare*

*King George's Medical University, Lucknow
Shah Mina Road, Chowk, Lucknow, Uttar Pradesh as
Accredited*

*with CGPA of 3.36 on four point scale
at A* grade
valid up to February 06, 2028*

Date : February 07, 2023



*S. C. Chatterjee
Director*

EQSC/14/2nd Cycle/UPUNGN1143

Message From Hon'ble Vice Chancellor's Desk

It is with immense pride and a deep sense of fulfilment that I share this message for a publication that captures the transformative journey of King George's Medical University (KGMU) following the prestigious NAAC accreditation. This milestone is not just a reflection of our institution's excellence but also a testament to our unwavering commitment to advancing medical education, research, and healthcare delivery.



The transformative journey of a medical university post-NAAC accreditation represents a period of remarkable growth, innovation, and commitment to excellence. This phase is characterized by a comprehensive reimagining of institutional processes, infrastructure, and outcomes, ensuring alignment with global standards and addressing the evolving needs of the healthcare sector. Our competency-based education emphasizes on practical skills, critical thinking, and problem-solving. There is an integration of interdisciplinary learning, bridging medical education with technology, ethics, and management. We conduct Regular updates to curricula, incorporating the latest advancements in medicine and healthcare. We now have Enhanced funding and resources for ground breaking studies, leading to patents and impactful discoveries. We ensure Collaboration with global research institutions, fostering an exchange of ideas and expertise. We have robust quality assurance frameworks for continuous evaluation and improvement. We strive to have Transparent and accountable administrative practices, ensuring efficiency and effectiveness.

There is a shift towards adoption of environmentally sustainable practices in operations and infrastructure. We are committed to inclusivity and diversity, ensuring equitable opportunities for all and actively contribute to national and global health agendas. This book is a celebration of our collective achievements and a record of the dedication, vision, and resilience that have fuelled our journey. It is a testament to the collaborative efforts of our faculty, staff, students, and alumni, whose contributions have been instrumental in shaping KGMU into a centre of excellence and innovation.

As we continue to build on these accomplishments, I invite the KGMU community to remain steadfast in our pursuit of greatness. Together, we will not only sustain but also exceed the standards of excellence that define our legacy.

December 2024

Prof. Soniya Nityanand
Vice Chancellor

PREFACE

Championing Excellence: The Visionary Role of the Hon'ble Governor of Uttar Pradesh

The pivotal role of the Hon'ble Governor of Uttar Pradesh, Smt. Anandiben Patel Ji, in shaping and advancing higher education in the state is truly remarkable. Her meticulous planning and unwavering commitment have been instrumental in driving significant improvements across universities in Uttar Pradesh.

Madam Governor's vision of fostering healthy competition has set a new benchmark for excellence, ensuring that every university in the state aspires to achieve accreditation and uphold the highest standards of education. As a seasoned educator herself, she possesses an intrinsic understanding of academic processes and the importance of nurturing quality benchmarks that ultimately shape outstanding students.



In collaboration with her deputy, Dr. Pankaj Jani Ji, Governor Madam has continuously monitored and reviewed the progress of all universities concerning NAAC, NIRF, and other ranking systems. Her tireless efforts reflect her dedication to enhancing the academic landscape of Uttar Pradesh.

Her personal connection with King George's Medical University (KGMU) stands as a testament to her affection and support for institutions striving for excellence. Her extraordinary contributions to KGMU's journey toward NAAC accreditation have been unprecedented. She took several proactive steps, including:

- Convening regular review meetings to assess progress.
- Offering invaluable suggestions for data correction and refinement.
- Appointing expert advisors to assist the university throughout the process.
- Providing constant guidance and support at every stage of the journey.

Her involvement extended beyond administrative measures. She ensured continuous feedback and maintained a hands-on approach, demonstrating her care for everyone involved in the process. Her personal touch was evident as she ensured that the teams were supported and motivated, creating an environment of encouragement and collaboration.



When the accreditation process concluded, and KGMU achieved an impressive A+ grade, Governor Madam's acknowledgment of this success was heartfelt. She celebrated the achievement by hosting a lunch for all the nodal officers, engaging with them personally and expressing her appreciation for their hard work.



Smt. Anandiben Patel Ji embodies the qualities of a true leader and a nurturing figure. Her motherly care for the university and its stakeholders, coupled with her problem-solving abilities, has made an indelible impact on the academic and administrative framework of Uttar Pradesh. Her contributions will continue to inspire and guide us in our pursuit of academic excellence and institutional growth.



INTRODUCTION

(The Journey of King George's Medical University)

Erstwhile King George's Medical College

In 1870 the Maharaja of Vijnagaram first floated the idea of starting a Medical College in Lucknow. But the idea was watered down due to paucity of funds. In 1905 the visit of King-Emperor, George V, then Prince of Wales, inspired the idea of establishing a college to commemorate the occasion. The originator of this fine ideal to commemorate the occasion was late Raja Sir Tassadnq Rasul Khan of Jehangirabad to whom Sir Harcourt Butler wrote on 1st December 1905. "It must ever be a source of pride to you to think that the first suggestion of such a movement came from you absolutely spontaneously."



Col. W Selby



Lt. Col CA Sprawson

On 22nd March 1906, the Secretary to Govt. U.P. wrote to the Registrar, Allahabad University "It is the desire of subscribers to the Foundation of King George's Medical College that this College should be the best in the East and it will be aim of Government that the College shall give to its students the best education possible." The project was warmly taken up by all and the Taluqdars and Zamindars of Agra and Oudh gave princely donations. Sir Harcourt Butler himself was largely responsible for rapid maturation of the scheme by the energy in collecting subscriptions and by his talents in organisation.

The College was completed and the work of the first medical session was started in October 1911, though the ceremonial opening of the college building by His Honour Sir John Prescott Hewett did not occur until January 27, 1912.



A picture of the Prince & Princess of Wales with eminent citizens of Oudh at the Foundation Ceremony of the college. The success of this great project of medical education and relief was already assured when the foundation stone was laid by His Royal Highness the Prince of Wales in 1906, and during his second visit for the Coronation Durbar as King Emperor, His Majesty was pleased to give his consent and to designate the College by his name.



The extension to and revision of the museum of Pathology after a period of 15 years' work was completed in October 1937. The building for a separate T.B. Hospital was completed and handed over to the King George's Hospital on March 15, 1935, which finally got converted into the Tuberculosis Department in 1946. In the immediate post-Independence phase the Departments of Orthopaedic Surgery and (ENT) Oto-Rhino Laryngology were established in 1951 and the first M.D. degree in Forensic Medicine in India was awarded. A separate building of Medical Ward with the bed strength of 144 was started in 1952.

In 1955 Pathology got a new building. A separate building of the Children Hospital was completed in 1956, the independent Department of Paediatrics started in 1960 and MD Paediatrics in 1962. In 1961, Social and Preventive Medicine Department was born. Departments of Psychiatry, Neurology and Cardiology are the gifts of the seventies. A unit of Plastic Surgery was created in 1962 and by 1966 the Department of Plastic Surgery had started its residency program - one of the first in India to do so. Micro-biology, Biochemistry, Physical Medicine and Rehabilitation and Hospital Administration are the gifts of the 80's and Neuro-Surgery and the Institute of Clinical Epidemiology are the gifts of 90's. Several budding specialities like Neonatology unit, Paediatric intensive care unit, Oncology, Endocrinology, Nephrology, Urology, Thoracic Surgery, provided highly specialised care to patients in Hospital.

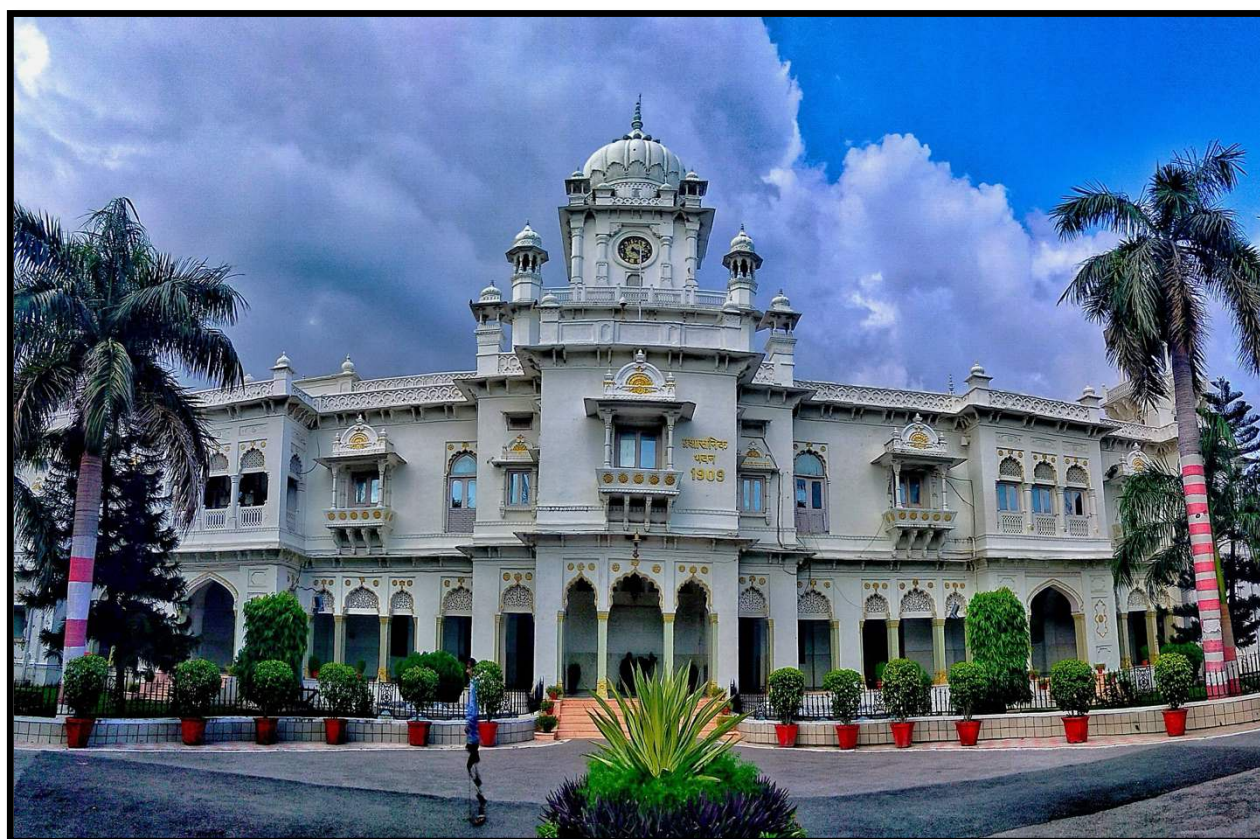
Finally following departments were carved out of the Department of Surgery at the far end on nineteenth century.

1. Department of General Surgery
2. Department of Paediatric Surgery
3. Department of Thoracic Surgery
4. Department of Urology

The Dental Faculty of the college was born as a separate section of the Department of Surgery in 1949 with 10 admissions to the B.D.S. course. It was converted into a separate Department in 1950, had a new building in 1952, started post-graduate training courses in 1964, had another new building and attained the status of a separate Faculty in 1980. At present it consists of 7 departments viz Oral Pathology, Prosthodontics, Operative Dentistry, Orthodontics, Periodontics, Pedodontics and Oral Surgery. A post of Dean of Dental Faculty was created which rotates amongst the Professors at an interval of three years.

K.G. Medical College has contributed immensely in the education and training of thousands of graduate and post-graduates who have brought glory and laurels to their Alma mater by the academic and professional excellence.

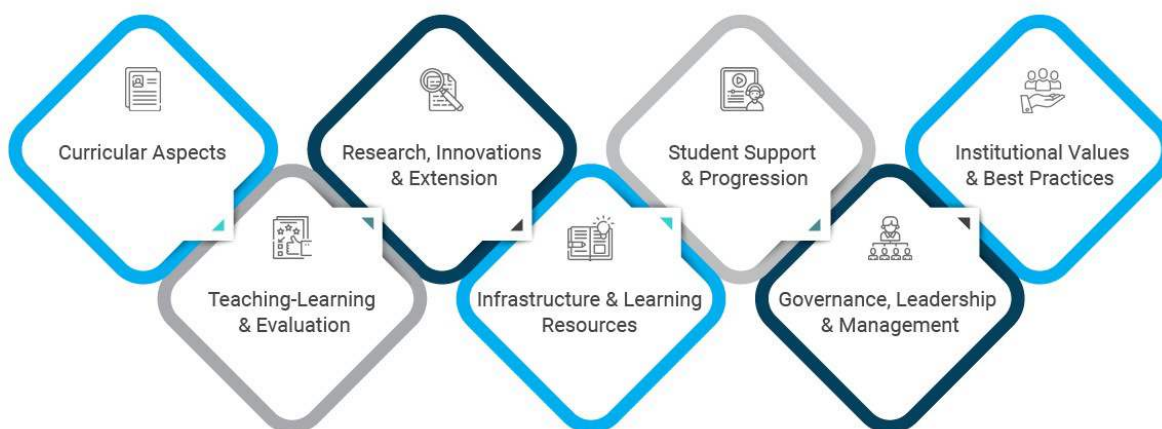
On 16th September 2002 an Act was passed by the Government of Uttar Pradesh resulting in a major milestone in change in the history of the institution in converting and upgrading it as Chhatrapati Shahuji Maharaj Medical University. On the demand of the general public and more than 40,000 Georgians the world over, teachers and students of the University, the Government of Uttar Pradesh in the last week of October 2003 decided to revert the name of the medical university from C.S.M. Medical University to K.G. Medical University.



CHAPTER 1

NAAC Accreditation: A Catalyst for Institutional Growth

NAAC accreditation is vital in fostering institutional growth by providing a structured framework for continuous improvement. Accreditation is not merely a certification of quality but a transformative process that encourages higher education institutions to align with global standards, embrace innovation, and meet stakeholders' expectations.



1. Key Criteria for Assessment:

The National Assessment and Accreditation Council (NAAC) evaluates higher education institutions (HEIs) in India based on several key criteria to assess their quality. These criteria are designed to measure the institution's performance in areas critical to academic excellence, governance, and overall institutional effectiveness. Below are the seven key criteria for NAAC assessment:

i. Curricular Aspects:

a. Curriculum Design and Development:

Alignment with Goals: How well the curriculum aligns with the institution's vision, mission, and objectives.

Stakeholder Input: Inclusion of feedback from stakeholders (students, faculty, alumni, employers) in designing the curriculum.

Innovative Practices: Adoption of multidisciplinary, interdisciplinary, or industry-relevant courses.

Internationalization: Enrolment of international students, promoting global cultural exchange.

Significance:

Promotes inclusivity and equitable access to education.

Enriches the learning environment by exposing students to diverse perspectives.

Demonstrates the institution's commitment to social responsibility and global engagement.

b. Teaching Methodologies and Innovation:

The methods and strategies employed to deliver curriculum content effectively, including innovations to enhance the learning experience.

Traditional Methods: Lectures, tutorials, and seminars.

Innovative Approaches: Use of ICT (Information and Communication Technology) tools.

Flipped classrooms, blended learning, and e-learning platforms.

Active learning techniques such as problem-based learning, case studies, and simulations.

Industry-integrated teaching, internships, and project-based learning.

Significance: Improves student engagement and understanding.

Bridges the gap between theoretical knowledge and practical application.

Encourages critical thinking, creativity, and lifelong learning skills.

c. Faculty Quality and Development Programs:

The qualifications, skills, and ongoing professional development of faculty members.

Qualifications: Academic credentials, research publications, and experience.

Training Programs: Faculty Development Programs (FDPs) for skill enhancement.

Pedagogical training, ICT skills workshops, and industry internships.

Research and Collaboration: Faculty participation in research, consultancy, and collaborations with academia and industry.

Significance: Ensures high-quality teaching and curriculum delivery.

Keeps faculty updated with the latest trends and technologies.

Enhances the institution's academic and research output.

d. Evaluation Processes, Results, and Feedback Systems:

Mechanisms used to assess student performance and gather feedback for improvement.

e. Evaluation Processes:

Continuous Internal Evaluation (CIE) and Semester-End Examinations (SEE).

Transparent and standardized grading systems.

f. Result Analysis:

Trends in pass percentages, dropout rates, and academic performance.

Strategies to address performance gaps.

g. Feedback Systems:

Collecting feedback from students, faculty, alumni, and employers.

Action taken based on feedback to improve academic and administrative processes.

Significance:

Ensures fair and comprehensive assessment of student abilities.

Provides insights for curriculum and process improvements.

Builds trust in institutional practices.

h. Student Satisfaction Survey (Direct Assessment)

A systematic process to gauge students' perceptions of various aspects of the institution, including academics, facilities, and overall experience.

Survey Areas: Teaching-learning process, infrastructure, support services, and campus life.

Data Collection: Anonymous feedback through structured questionnaires.

Analysis and Action: Using survey results to address concerns and improve quality.

Significance:

Key Elements:

Collaborative Research:

- National and international research collaborations.
- Joint projects, publications, and exchange programs.

Consultancy:

- Paid or pro bono advisory services offered by faculty to industries or organizations.
- Solutions for real-world problems provided through expertise.

Significance:

Promotes interdisciplinary and applied research.

Builds networks for knowledge sharing and innovation.

Generates additional revenue for the institution.

Assessment Indicators (NAAC):

Number and value of consultancy projects.

Outcomes of collaborative research (e.g., publications, patents).

c. Patents, Intellectual Property, and Innovation

The creation and protection of intellectual property (IP) through patents, trademarks, copyrights, and innovative practices.

Key Elements:

Patents:

- Number of patents filed, granted, or commercialized.

Intellectual Property:

- Development of unique teaching tools, software, or products.

Innovation:

Participation in start-ups, incubation centers, and innovation hubs.

Significance:

Encourages creativity and entrepreneurship among faculty and students.

Adds to the institution's prestige and financial sustainability.

Strengthens links with industry and investors.

Assessment Indicators (NAAC):

Number and status of patents and IP filings.

Commercialization and societal impact of innovations.

d. Participation in Extension Activities and Outreach Programs

Community engagement initiatives that address societal issues and promote sustainable development.

Key Elements:

Extension Activities:

- Activities addressing health, education, environment, and social welfare.
- Participation in government campaigns like Swachh Bharat or literacy drives.

Outreach Programs:

- Skill development workshops, awareness campaigns, and rural development programs.
- Engagement with non-governmental organizations (NGOs) and community groups.

Significance:

- Fulfills the institution's social responsibility.
- Enhances the holistic development of students through experiential learning.
- Strengthens community relationships and institutional visibility.

Assessment Indicators (NAAC):

- Number and impact of extension and outreach activities.
- Involvement of faculty and students in these programs.

e. Linkages with Industry and Academic Bodies

Formal connections with industries and academic organizations for collaborative growth and mutual benefits.

Key Elements:**Industry Linkages:**

- Internships, placements, and industrial training programs.
- Industry-funded research projects and endowments.

Academic Linkages:

- MoU with universities and research institutes.
- Faculty exchange and joint academic programs.

Significance:

- Facilitates practical exposure for students and faculty.
- Encourages curriculum relevance to industry needs.
- Promotes resource sharing and knowledge transfer.

Assessment Indicators (NAAC):

- Number and quality of MoUs and linkages.
- Outcomes such as internships, placements, and research outputs.

f. Infrastructure and Learning Resources**a) Physical Infrastructure (Classrooms, Labs, Libraries, etc.)**

A well-structured physical infrastructure is the foundation of any educational institution. It includes:

- Classrooms: Adequate, spacious, and well-ventilated rooms equipped with ergonomic seating and whiteboards or smartboards to ensure a conducive learning environment.
- Laboratories: Specialized labs for subjects like physics, chemistry, biology, and computer science equipped with modern tools and technology to support hands-on experiments and research.
- Libraries: A central resource hub housing physical books, journals, magazines, and newspapers. It should include quiet study areas, collaborative zones, and access to multimedia resources.
- Auditoriums and Seminar Halls: Spaces for hosting lectures, seminars, cultural programs, and other extracurricular activities, with proper acoustics and audio-visual systems.
- Sports Facilities: Outdoor and indoor sports complexes, playgrounds, and fitness centers for overall student development.
- Accessibility: Features like ramps, elevators, and accessible washrooms to ensure inclusivity for differently-abled individuals.

- **Security Systems:** Surveillance cameras, security personnel, and access controls for a safe campus environment.
- **Feedback Mechanism:** A system for students and staff to report issues and request repairs or upgrades for infrastructure.

Each of these elements contributes to creating an efficient, sustainable, and student-friendly environment that supports holistic learning and development.

g. Student Support and Progression

a) Physical Infrastructure (Classrooms, Labs, Libraries, etc.)

A well-structured physical infrastructure is the foundation of any educational institution. It includes:

- 1) **Classrooms:** Adequate, spacious, and well-ventilated rooms equipped with ergonomic seating and whiteboards or smartboards to ensure a conducive learning environment.
- 2) **Laboratories:** Specialized labs for subjects like physics, chemistry, biology, and computer science equipped with modern tools and technology to support hands-on experiments and research.
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- 4) **Auditoriums and Seminar Halls:** Spaces for hosting lectures, seminars, cultural programs, and other extracurricular activities, with proper acoustics and audio-visual systems.
- 5) **Sports Facilities:** Outdoor and indoor sports complexes, playgrounds, and fitness centers for overall student development.
- 6) **Accessibility:** Features like ramps, elevators, and accessible washrooms to ensure inclusivity for differently-abled individuals.

b) ICT-Enabled Infrastructure and Learning Resources

- 1) **Smart Classrooms:** Equipped with interactive whiteboards, projectors, and internet connectivity to facilitate digital teaching and multimedia learning.
- 2) **Computer Labs:** Updated systems with high-speed internet, software licenses, and cybersecurity measures to ensure smooth operations.
- 3) **Virtual Learning Platforms:** Learning Management Systems (LMS) like Moodle, Blackboard, or Google Classroom for online content delivery and assessment.
- 4) **Wi-Fi Connectivity:** Campus-wide high-speed internet access to support e-learning and research.

- 5) **Audio-Visual Rooms:** Spaces designed for presentations, webinars, and interactive teaching methods using advanced ICT tools.
- 6) **Digital Assessment Tools:** Online platforms for exams, quizzes, and feedback to streamline academic evaluations.

c) Library Resources and E-Learning Facilities

- 1) **Physical Collection:** Comprehensive range of textbooks, reference books, journals, periodicals, and encyclopedias for various disciplines.
- 2) **Digital Resources:** Access to e-books, e-journals, databases like JSTOR, IEEE, and ProQuest, and other digital repositories.
- 3) **E-Libraries:** Virtual libraries accessible remotely to ensure continuous learning outside campus hours.
- 4) **Multimedia Resources:** Audio and video lectures, documentaries, and other digital formats to support diverse learning styles.
- 5) **Reading Spaces:** Comfortable seating arrangements for silent reading and collaborative group discussions.
- 6) **Library Automation:** Use of software like Koha or Libsys for cataloging, issuing, and returning books to streamline operations.

d) Maintenance of Campus Infrastructure

- 1) **Regular Inspections:** Routine audits of classrooms, labs, and facilities to ensure safety and functionality.
- 2) **Dedicated Maintenance Teams:** Skilled staff for electrical, plumbing, and carpentry tasks to handle repairs promptly.
- 3) **Upkeep of ICT Infrastructure:** Ensuring regular updates, backups, and troubleshooting for systems, networks, and software.
- 4) **Hygiene and Cleanliness:** Professional housekeeping services to maintain cleanliness in classrooms, washrooms, and common areas.
- 5) **Green Initiatives:** Maintenance of gardens, rainwater harvesting systems, and solar panels to promote sustainability.
- 6) **Security Systems:** Surveillance cameras, security personnel, and access controls for a safe campus environment.
- 7) **Feedback Mechanism:** A system for students and staff to report issues and request repairs or upgrades for infrastructure.

Each of these elements contributes to creating an efficient, sustainable, and student-friendly environment that supports holistic learning and development.

e) Financial Assistance and Scholarships:

- 1) **Merit-Based Scholarships:** Awards for students excelling in academics, sports, or other specific talents to motivate and reward high performance.
- 2) **Need-Based Assistance:** Financial aid programs for economically disadvantaged students to ensure access to education without financial barriers.
- 3) **Government Schemes:** Leveraging state and central government initiatives like scholarships for minorities, SC/ST students, or girl students.
- 4) **Institutional Support:** Scholarships funded by the institution or donors to support deserving students across disciplines.
- 5) **Loan Facilities:** Collaboration with banks to offer education loans at subsidized interest rates or deferred payment options.
- 6) **Emergency Funds:** Provision of contingency funds for students facing unexpected financial crises.

f) Career Guidance, Counselling, and Placement Support

- 1) **Career Counselling:** Regular sessions to help students identify strengths, interests, and career goals through psychometric tests and expert advice.
- 2) **Skill Development Workshops:** Training programs for soft skills, resume writing, and interview techniques to enhance employability.
- 3) **Placement Drives:** Organizing campus recruitment events and internships in collaboration with industry leaders to connect students with job opportunities.
- 4) **Mentorship Programs:** Pairing students with faculty or industry mentors for personalized career guidance.
- 5) **Entrepreneurship Support:** Incubation centers and workshops to support students aspiring to start their own ventures.
- 6) **Counselling Services:** Professional counselors for personal, academic, or career-related challenges to ensure students' well-being.

g) Alumni Engagement and Contributions

- 1) **Alumni Networks:** Establishing strong alumni associations to foster lifelong connections between the institution and its former students.
- 2) **Mentorship Roles:** Encouraging alumni to guide current students through talks, workshops, and networking events.
- 3) **Scholarships and Donations:** Alumni-funded scholarships and infrastructure contributions to enhance institutional facilities.
- 4) **Placement Support:** Alumni acting as recruiters or industry connectors for campus placements.

h. Governance, Leadership, and Management

a) Vision, Mission, and Institutional Values

1) Vision:

The vision represents the long-term aspirations of the institution, serving as a guiding light for its growth and impact. For example, it may focus on global excellence in education, research, and community service.

2) Mission:

The mission defines the institution's purpose and key objectives. It typically outlines commitments to quality education, innovation, inclusivity, and societal development.

3) Institutional Values:

- a. **Integrity:** Upholding honesty, ethics, and accountability in all operations.
- b. **Inclusivity:** Promoting diversity, equity, and access to education for all.
- c. **Excellence:** Striving for the highest standards in teaching, research, and service.
- d. **Sustainability:** Commitment to environmental and societal well-being.
- e. **Innovation:** Encouraging creativity, research, and the use of technology to address challenges.

b) Strategic Planning and Implementation

- 1) **Vision Alignment:** Ensuring all plans are aligned with the institution's vision and mission.
- 2) **Stakeholder Involvement:** Incorporating inputs from students, faculty, alumni, industry, and policymakers during the planning phase.
- 3) **Goal Setting:** Establishing short-term and long-term goals with measurable outcomes in academics, research, infrastructure, and community outreach.
- 4) **Resource Allocation:** Prioritizing budget and resources for high-impact initiatives.
- 5) **Monitoring and Evaluation:** Setting key performance indicators (KPIs) and conducting regular reviews to track progress and ensure accountability.
- 6) **Adaptability:** Revising strategies based on feedback and evolving external factors like technological advancements or policy changes.

c) Leadership Effectiveness and Governance

1) Leadership Roles:

- a. Visionary leaders who inspire and steer the institution toward its goals.

- b. Administrative leaders ensuring operational efficiency and effective resource use.

2) Participative Governance:

- a. Involving faculty, students, and staff in decision-making processes.
- b. Establishing committees for academics, finance, research, and extracurricular activities.

3) Transparency:

- a. Clear communication channels for policies, decisions, and resource allocation.
- b. Use of technology like ERP systems for efficient governance.

4) Conflict Resolution: Effective mechanisms to address grievances and disputes among stakeholders.

5) Continuous Development: Regular leadership training programs to ensure dynamic and adaptive governance.

d) Faculty Empowerment Strategies

1) Professional Development:

- a. Opportunities for faculty to attend workshops, conferences, and certification programs.
- b. Support for higher studies and research projects.

2) Recognition and Rewards:

- a. Performance-based incentives and awards for excellence in teaching and research.
- b. Acknowledging contributions to institutional goals.

3) Mentorship Programs: Pairing junior faculty with experienced mentors for professional guidance.

4) Work-Life Balance: Flexible work arrangements and wellness programs to ensure faculty satisfaction.

5) Inclusive Participation: Involving faculty in curriculum design, policy-making, and strategic planning.

e) Financial Resource Management

1) Revenue Generation:

- a. Tuition fees, government grants, and alumni donations as primary income sources.
- b. Partnerships with industries for funding research and innovation.
- c. Organizing fundraising events and leveraging corporate social responsibility (CSR) contributions.

- 2) **Budgeting:** Developing an annual budget aligned with strategic priorities and monitoring expenditure to ensure financial discipline.
- 3) **Cost Optimization:** Efficient resource use and adopting sustainable practices to reduce operational costs.
- 4) **Audit and Transparency:**
 - a. Regular internal and external audits to ensure compliance with financial regulations.
 - b. Publishing financial reports for stakeholder accountability.

f) Internal Quality Assurance Systems (IQAS)

- 1) **Quality Frameworks:** Establishing systems for maintaining standards in academics, research, and administration.
- 2) **Regular Audits:** Periodic reviews of processes, teaching methodologies, and infrastructure to identify areas of improvement.
- 3) **Feedback Mechanisms:**
 - a. Gathering inputs from students, parents, alumni, and employers to refine programs and services.
 - b. Anonymous feedback for faculty performance evaluation.
- 4) **Benchmarking:** Comparing institutional practices with national and global standards to ensure competitiveness.
- 5) **Accreditation and Rankings:** Pursuing accreditation from recognized bodies like NAAC, NBA, or ABET and striving for higher rankings to reflect quality.
- 6) **Use of Technology:** Implementing digital tools to streamline quality assurance processes, like LMS for academic monitoring and ERP for administrative efficiency.

i. Institutional Values and Best Practices

a) Promotion of Values like Gender Equity, Inclusiveness, and Sustainability

1) Gender Equity:

- a. **Policies and Committees:** Establishing gender-sensitization committees to address issues of inequality and discrimination.
- b. **Infrastructure Support:** Facilities like separate restrooms, creches, and safe transportation for women.
- c. **Awareness Programs:** Workshops on gender equality, prevention of harassment, and women's empowerment.
- d. **Equal Opportunities:** Ensuring balanced representation in leadership, academics, and extracurricular activities.

2) Awareness Campaigns:

- a. Conducting workshops on health, hygiene, and skill development for local communities.
- b. Engaging students in campaigns like Swachh Bharat Abhiyan and energy conservation drives.

3) Social Entrepreneurship:

- a. Supporting students in launching ventures that address societal challenges, like low-cost education tools or eco-friendly products.

4) Inclusivity in Engagement:

- a. Ensuring that programs benefit marginalized communities and foster long-term impact.

d) Institutional Distinctiveness and Best Practices in Operations**1) Distinctiveness:**

- a. Identifying unique strengths, such as specialized programs, innovative pedagogy, or impactful research contributions.
- b. Leveraging collaborations with industries, academia, and international institutions to set benchmarks.

2) Best Practices:

- a. **Academic Excellence:** Periodic curriculum revisions based on industry needs and global standards.
- b. **Student-Centric Approaches:** Personalized mentoring and flexible learning models like flipped classrooms.
- c. **Technology Integration:** Use of AI-based tools for personalized learning and administrative efficiency.

e) Weightage and Grading**1) NAAC (National Assessment and Accreditation Council) Weightage:****a. Key Indicators:**

- i. **Curricular Aspects:** 150-200 points.
- ii. **Teaching-Learning & Evaluation:** 200-250 points.
- iii. **Research, Innovation & Extension:** 250-300 points.
- iv. **Infrastructure & Learning Resources:** 100-150 points.
- v. **Governance, Leadership & Management:** 100-150 points.
- vi. **Institutional Values & Best Practices:** 100 points.

2) Grading:

- a. Institutions are graded based on their cumulative weighted scores:
 - i. A++ (3.51 - 4.00), A+ (3.26 - 3.50), A (3.01 - 3.25), and so on.

- b.** The grading reflects the institution's overall quality, governance, and adherence to standards.

3) Self-Assessment Reports (SAR):

Institutions are required to submit detailed SARs covering all areas of performance, which are then evaluated by peer review teams. Each criterion is assigned a specific weight depending on the type of institution (e.g., university, autonomous college, affiliated college). The cumulative performance across these criteria leads to a final grade, such as A++, A+, B, or C, which reflects the institution's quality level.

2. Accreditation as a Benchmark Quality in Higher Education:

Accreditation serves as a crucial benchmark for quality in higher education by ensuring that institutions meet defined standards of excellence. It provides a structured mechanism to evaluate the performance and effectiveness of academic programs, governance, and infrastructure. Here's how accreditation establishes itself as a benchmark for quality:

i. Establishing Standards of Excellence

Framework of Criteria: Accreditation bodies like NAAC in India or others worldwide establish clear, measurable criteria to evaluate institutions, such as curriculum quality, faculty competence, and research output.

Baseline of Quality: Accreditation ensures that institutions meet minimum academic and operational standards necessary for delivering quality education.

ii. Promoting Transparency and Accountability

Public Assurance: Accredited institutions signal reliability to students, parents, and employers by adhering to recognized quality benchmarks.

Periodic Assessment: Institutions are required to periodically undergo evaluations, ensuring sustained accountability and transparency in their operations.

iii. Facilitating Continuous Improvement

Self-Assessment: Accreditation encourages institutions to engage in introspection, identifying strengths and areas for improvement through tools like the Self-Study Report (SSR).

Quality Culture: The process fosters a culture of continuous improvement in academics, governance, and student services.

iv. Enhancing Student Outcomes

Improved Learning Experiences: Accreditation emphasizes learner-centric approaches, updated curricula, and teaching innovations, leading to better student engagement.

Graduate Employability: Institutions focus on skill development, internships, and industry collaborations, ensuring graduates are workforce-ready.

v. Enabling Comparability

Standardized Metrics: Accreditation provides a standardized framework to compare institutions nationally and internationally, guiding students and stakeholders in making informed decisions.

Recognition in Mobility: Accredited institutions are more likely to have their degrees recognized globally, enabling student and faculty mobility.

vi. Driving Research and Innovation

Focus on Research Excellence: Accreditation evaluates the institution's research output, collaborations, and funding, encouraging a strong research ecosystem.

Innovation Promotion: Institutions are driven to engage in innovative practices to distinguish themselves and meet accreditation requirements.

vii. Facilitating Resource Allocation

Access to Funding: Accredited institutions are often eligible for grants, scholarships, and other funding from government and private agencies.

Infrastructure Development: Accreditation encourages the optimal use of resources and investment in state-of-the-art facilities.

viii. Supporting Institutional Reputation and Credibility

Trust Building: Accreditation acts as a stamp of quality, helping institutions build trust among stakeholders.

Competitive Edge: Accredited institutions enjoy a competitive advantage in attracting students, faculty, and partnerships.

ix. Encouraging Stakeholder Engagement

Inclusive Feedback Mechanisms: Accreditation ensures that institutions engage with stakeholders, including students, alumni, employers, and society, to improve their services.

Community Responsibility: Institutions are assessed on their contributions to societal development and sustainability efforts.

x. Aligning with Global Standards

International Recognition: Accreditation frameworks often align with global benchmarks, ensuring that institutions maintain a standard comparable to their global counterparts.

Cross-Border Opportunities: Accredited institutions are more likely to form international collaborations and attract global talent.

Conclusion

NAAC accreditation is a transformative journey that motivates institutions to evolve as centers of excellence. By fostering a culture of quality, innovation, and inclusiveness, accreditation enables institutions to achieve sustainable growth, attract the best talent, and contribute meaningfully to national and global development.

Accreditation serves as both a diagnostic tool and a quality seal, motivating institutions to aspire for excellence and maintain global standards. It provides a reliable yardstick for evaluating higher education institutions, ensuring they remain accountable, innovative, and aligned with the evolving needs of society and industry.



CHAPTER 2

Journey through '1st' Cycle of accreditation: *'Sensitization towards quality assurance'*

1. The vision and the '*beginning*':

King George's medical University, Lucknow, with all the virtues and glorious past to its credit, made a strong commitment to continue to immerse itself in process of 'Quality assurance', in the year 2015. The University under the leadership of Honorable Vice Chancellor, Prof Ravi Kant, sensitized the faculty that 'quality assurance' is just not a goal by itself. It is a composite of numerous variables and process, which when falling in coherence, result in 'quality' across various levels.

2. Formation of core team:

Fortunately, the leadership and University administration could foresee that 'accreditation', was the most valuable as a tool within the framework of quality assurance. Considering this foresight, the 'Deanship' for "*Quality, control, clinical audit, accreditation and future planning*" was established by order of Honorable Vice Chancellor, dated 30th December 2014. The objective was to initiate and supervise the accreditation process in the University, with Prof. SK Das as the Dean, Prof. R.N. Srivastava as Vice Dean and Prof. Divya Mehrotra as Assistant Dean. Prof. Anita Rani was added as Assistant Dean, by order dated 27th January 2015. The deanship was vested with the responsibilities of 12B UGC certification, NAAC accreditation, NABL accreditation, JCI accreditation, and also to prepare reports on quality control, future planning and clinical audits.

3. Achieving '*milestones*' in the process

In continuation of the vision of Honorable Vice Chancellor, KGMU, the deanship-initiated application for 12b Certification from UGC. An inspection visit from UGC was scheduled for August 27-28, 2015. This was the first time that university was involved in extensive documentation for UGC inspection. With all the ups and downs in the process, and all corrective measure taken promptly, KGMU received its 12b certification by UGC letter dated 9th January 2016 after observations submitted by UGC inspection committee.

University established its first 'Internal Quality Assurance Cell on 21st April 2015.

The next task in hand, as suggested by UGC in their letter of 12b certification was the suggestion for the University to move into the NAAC accreditation cycle. The Deanship of quality control, accreditation, clinical audit and future planning started the process. A letter of intent was sent to the NAAC authorities. Parallel to this activity, the Deanship geared up for preparing documents for NAAC accreditation. This involved preparing of 'Self-study report' (SSR). SSR was an extensive and exhaustive document requiring documentation and evidence under seven major criteria proposed by NAAC. These criteria included:

What required change?

The NAAC inspectors suggested major improvements especially in terms of student support, student accommodation, alumni engagement and proper documentation of all processes adopted in the University. They acknowledged the efforts of the University in the direction of 'quality assurance' and NAAC accreditation within a short time frame from 2015 but recommended actions in curricular, student support aspects.

What next?

The first cycle was a learning process. The leadership, the deanship, the faculty and staff, everyone could realize that NAAC accreditation is not a cherry that can be picked up so easily. It required orchestrated planning, involving of all stakeholders and creating a culture of 'quality assurance' initiatives. Hence, it was planned to expand the teams and take actions on the recommendations.

Interaction with NAAC team during the FIRST cycle assessment





Cultural evening



Exit meeting

CHAPTER-3

Taking the Baton Forward: Preparations for 2nd Cycle

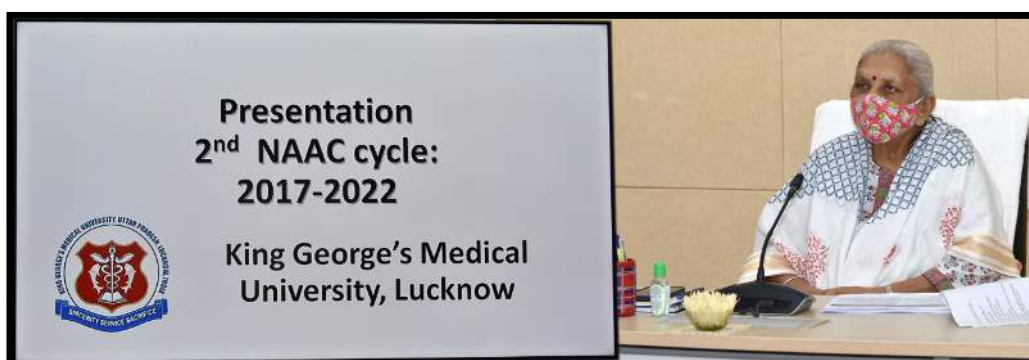
1. Gap Analysis and Action Taken

The first cycle of NAAC accreditation primarily focused on a qualitative assessment by the NAAC Peer Team. Compilation of major activities was organized within NAAC-designated domains, relying on departmental submissions. During the first cycle, preliminary efforts were initiated to gather feedback from students about hostels and faculty, as well as parents' perceptions.

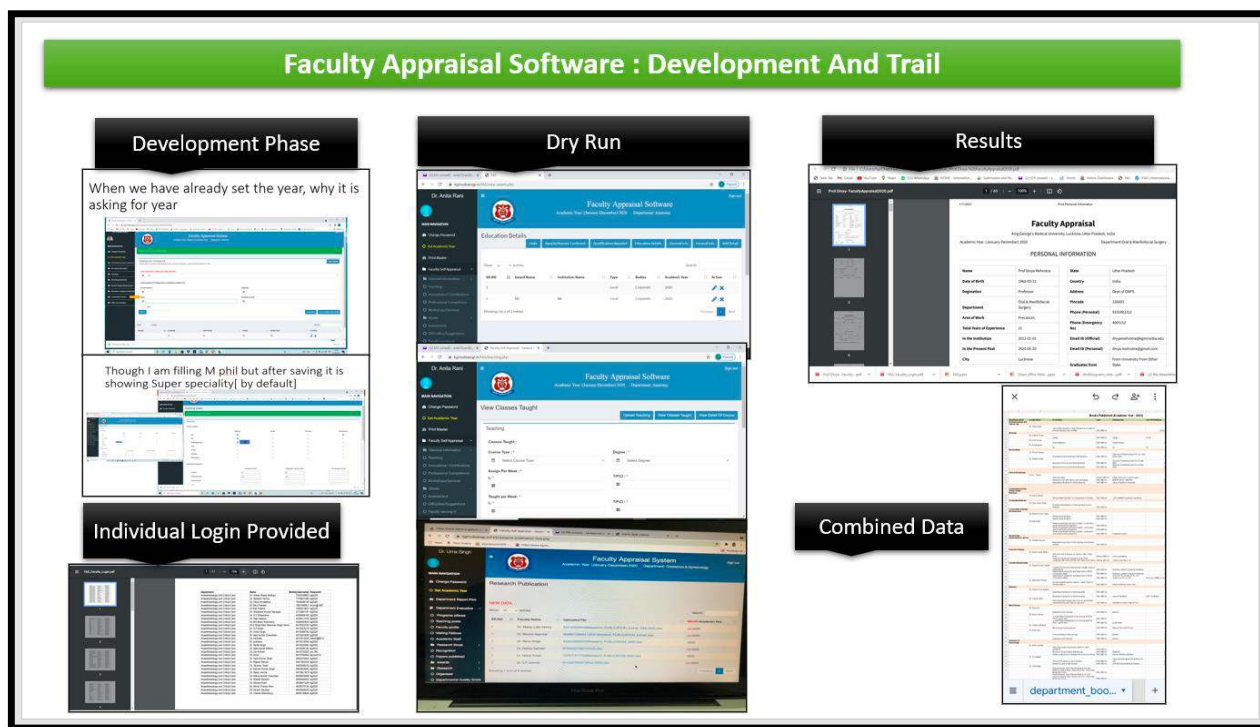
A pivotal moment came in 2017 when then-Vice Chancellor, **Professor Ravi Kant**, introduced significant reforms in the postgraduate assessment pattern. One of the four exam papers was revised to include 100 multiple-choice questions covering the entire syllabus, marking a shift toward comprehensive evaluation.

After receiving grades in May 2017, the university began preparations for the next cycle. However, administrative changes and the retirement of **Dr. S.K. Das**, Dean of Quality & Planning, led to a slowdown. The first AQAR for the next cycle was submitted in January 2020 and accepted in October 2020. However, the onset of the COVID-19 pandemic further delayed preparations.

A turning point came in September 2021, when **Hon'ble Governor of Uttar Pradesh, Mrs. Anandiben Patel**, convened a meeting at Raj Bhawan. This meeting catalyzed renewed efforts toward NAAC preparations. A team, led by Vice Chancellor **Dr. Bipin Puri**, and comprising **Dr. Uma Singh** (Dean Academics), **Dr. Divya Malhotra** (Dean Quality & Planning), and **Dr. Anita Rani** (Vice Dean Quality & Planning), presented a comprehensive NAAC report. **Dr. Uma Singh** delivered the presentation, earning accolades and assurances of support from the Hon'ble Chancellor.

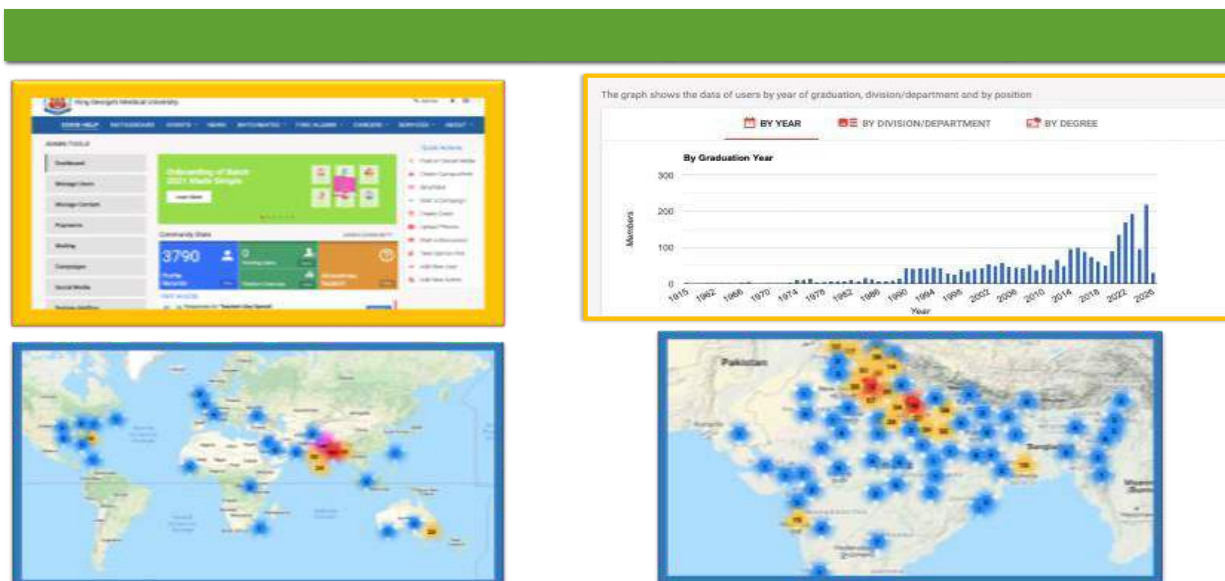






Strengthening Alumni Engagement

Feedback from the Peer Team highlighted the need to strengthen the Alumni Association. Consequently, the university procured the **Alma Shine** platform, connecting over 4,000 alumni globally. Several online engagement activities were organized. Later, the KGMU Alumni Association opted to develop a customized portal for better data autonomy.

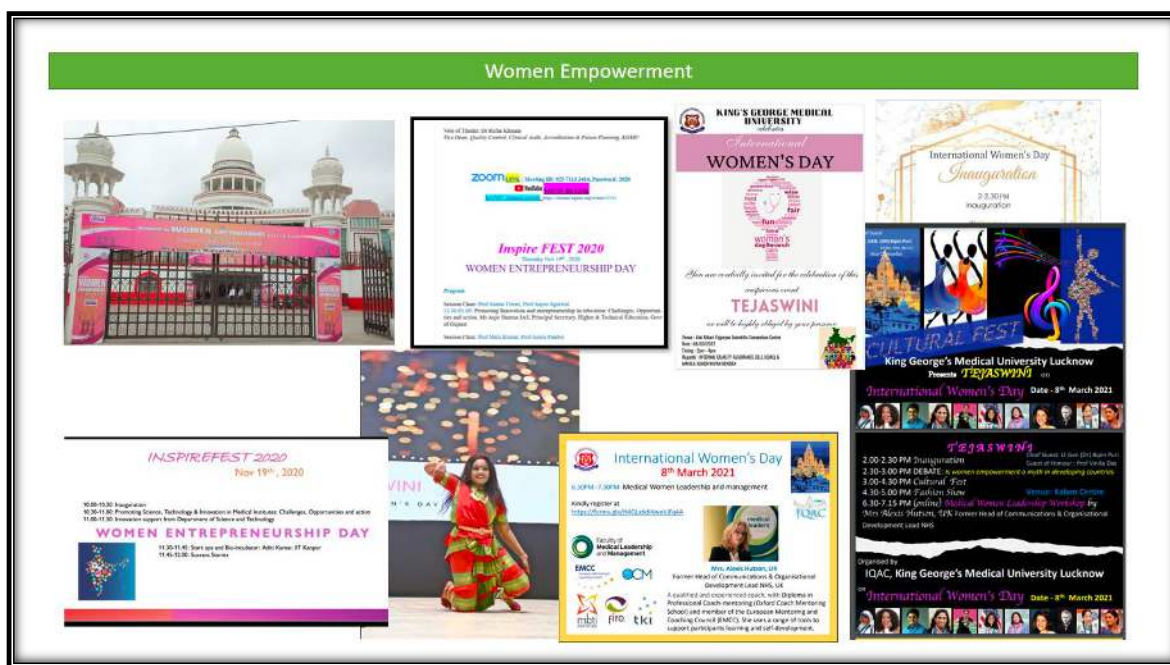


The launch of the **Innovation Cell** further exemplified the university's forward-thinking approach. This cell was created to inspire and nurture creativity, translating novel ideas into practical solutions with real-world applications. By promoting a culture of innovation, the cell has been instrumental in fostering entrepreneurship, incubating start-ups, and encouraging patents and publications.

Recognizing the importance of strategic partnerships, the university also established a **Memorandum of Understanding (MoU) Cell** to formalize collaborations with national and international institutions. This cell ensures effective coordination and monitoring of MoUs, enabling fruitful exchanges in research, education, and training, and enhancing the university's global footprint.

To address career readiness and employability, a dedicated **Placement Cell** was initiated. This cell actively connects students with industry opportunities, organizes job fairs, and facilitates internships, empowering students with the skills and resources necessary to excel in their professional journeys.

In alignment with the university's commitment to inclusivity and empowerment, a **Women Empowerment Cell** was established. This cell plays a pivotal role in advocating for gender equity, addressing issues of workplace safety, and organizing programs to uplift and inspire women within the university community.



To strengthen the university's public outreach and enhance communication, a **Media Cell** was created. This cell serves as a bridge between the university and its stakeholders, ensuring timely dissemination of information, promoting institutional achievements, and fostering a positive image in the public domain.

Furthermore, the **revival of the Dean of Student Welfare** office underscored the university's dedication to addressing student needs holistically. This office actively supports student well-being, organizes extracurricular activities, and serves as a crucial platform for addressing grievances and fostering a sense of community among the student body.

The journey toward completing the second cycle of NAAC assessment was marked by perseverance and meticulous planning. As the five-year accreditation cycle approached its conclusion in May 2022, the university faced the daunting task of fulfilling all the necessary formalities within a limited timeframe.

The submission of the Annual Quality Assurance Reports (AQARs) required strategic prioritization. The AQAR for the year 2018-2019 was submitted in January 2020 and subsequently accepted in October 2020. The AQAR for 2019-2020 followed in December 2021, and the AQAR for 2020-2021 was submitted in March 2022. These submissions laid the groundwork for advancing to the next stage of the process.

In April 2022, the Institutional Information for Quality Assessment (IIQA) was submitted along with the requisite fee. Upon its acceptance, the university gained access to the Self-Study Report (SSR) portal, where comprehensive data and evidence spanning five years, including the academic year 2021-2022, were meticulously compiled. The SSR was successfully submitted within the stipulated timeframe in July 2022.

The subsequent stage, **Data Verification and Validation (DVV)**, presented **38 queries on September 25, 2022**. The university diligently addressed each query, ensuring accurate and timely responses by August 9, 2022. With the DVV process completed, the next milestone involved coordinating the Peer Team Visit to finalize the second cycle assessment.

In December 2022, the university received confirmation of the visit dates, scheduled for the first week of February 2023. This announcement marked the culmination of an arduous yet rewarding journey.

4. Inception of IQAS:

The **Internal Quality Assurance System (IQAS)** at King George's Medical University (KGMU) was conceptualized and established to meet the growing demands for quality assurance in academic, administrative, and patient care domains. As a premier medical institution, KGMU recognized the need for a structured and robust system to sustain

excellence and drive continuous improvement in alignment with national and international quality benchmarks.

The inception of IQAS stemmed from the realization that achieving and maintaining accreditation from bodies like NAAC, as well as performing well in rankings such as NIRF and QS, required more than sporadic efforts. A comprehensive and systematic framework was necessary to integrate quality practices into the fabric of the university's operations. This system was envisioned to address the unique challenges faced by a medical university, where faculty and staff juggle multifaceted responsibilities of patient care, teaching, and research, while adhering to regulatory standards set by bodies like NMC, DCI, and INC.

The establishment of IQAS also aimed to foster a culture of accountability and inclusivity among stakeholders. By engaging faculty, staff, students, and administrators in the quality assurance process, IQAS sought to decentralize efforts and ensure active participation at all levels. It was designed to serve as a dynamic mechanism to monitor, evaluate, and enhance the university's performance in academic programs, infrastructure, research output, and service delivery.

Moreover, the creation of IQAS addressed the need for better documentation, data management, and transparency in processes, which are critical for accreditation and ranking evaluations. The system ensured that quality improvement was not just a periodic exercise but a continuous process embedded in the institution's day-to-day functioning.

The document, along with the vision statement aligned with the nation's imperative for producing quality healthcare professionals, is available on the KGMU website. Stakeholders are regularly informed, engaged, and sensitized to this vision to ensure collective alignment and active participation in achieving the institution's goals.

The **Internal Quality Assurance System (IQAS)** at King George's Medical University (KGMU) was not only conceptualized to meet the immediate demands of accreditation and rankings but also to align the institution with long-term national and global educational objectives. The advent of the **National Education Policy (NEP) 2020** has brought a paradigm shift in higher education, emphasizing multidisciplinary learning, research, and skill development. For a premier medical institution like KGMU, the alignment with NEP 2020 necessitates adopting holistic approaches to curriculum design, integrating technology in pedagogy, and fostering interdisciplinary research. IQAS serves as a critical mechanism to operationalize these goals, ensuring that the university remains at the forefront of educational reforms in India.

Furthermore, the **United Nations Sustainable Development Goals (SDGs) 2030**, particularly those focused on health (SDG 3), quality education (SDG 4), and partnerships for

5. Revamping the NAAC Team: Spoke and Hub Model at KGMU

The journey toward embracing and sustaining a quality culture at King George's Medical University (KGMU) involved a significant transformation in its approach, culminating in the adoption of a Spoke and Hub Model for its NAAC team. This model aimed to ensure widespread participation and accountability across the institution, addressing key challenges and misconceptions that arose during the accreditation process.

a. Challenges in the Initial Phases

During the first NAAC cycle, the process primarily involved a limited group of faculty members. The grades received were largely based on existing documentation and prevailing trends, with minimal understanding and awareness of the broader quality framework among the majority of stakeholders.

In the early stages of the second cycle, the only active hub was the Deanship of Quality and Planning, which comprised four members. However, interest from the central leadership and broader faculty participation was notably low. This lack of engagement was fueled by several factors:

A prevailing notion that NAAC accreditation was irrelevant to medical universities. Resistance among faculty, who perceived that the frameworks of quality assessment set by UGC were misaligned with health sciences institutions governed by bodies such as NMC, DCI, and INC.

The unique structure of medical universities, where faculty must balance tri-fold responsibilities of patient care, teaching, and research, unlike traditional universities that focus primarily on teaching and research.

b. Strategic Shift to a Spoke and Hub Model:

Recognizing the need for a more inclusive and coordinated effort, the university adopted a Spoke and Hub Model to systematically involve every stakeholder and department in the quality assurance process.

c. Creation of the Internal Quality Assurance Cell (IQAC):

In 2019, two years after receiving the first cycle grade, the IQAC was restructured to provide clear direction for quality enhancement and sustenance.

The cell was created in accordance with NAAC directives and was chaired by the Vice Chancellor, with the Dean of Quality and Planning serving as the coordinating member.

d. Designation of Quality Managers:

To facilitate departmental-level participation, one faculty member from each department was designated as a Quality Manager.

These individuals acted as the spokes, ensuring that departmental data, initiatives, and progress were aligned with the central quality assurance goals.

e. Introduction of Criteria Heads:

Under directives from Raj Bhawan, Criteria Heads were appointed to oversee and coordinate activities related to specific NAAC criteria.

These leaders played a pivotal role in streamlining data collection, fostering compliance, and addressing criterion-specific challenges.

f. Formation of Ranking-Specific Teams:

In addition to the NAAC team, dedicated groups were created for NIRF and QS Rankings to address ranking-specific data requirements and ensure alignment with global standards.

Impact of the Spoke and Hub Model

This model significantly enhanced the university's approach to quality assurance and accreditation:

- **Decentralized Accountability:**

The involvement of Quality Managers and Criteria Heads decentralized responsibilities, ensuring every department actively contributed to the process.

- **Improved Data Coordination:**

Departmental spokes facilitated seamless data collection and validation, reducing the burden on the central hub.

- **Cultural Transformation:**

By involving faculty at every step, the model fostered a sense of ownership and collective responsibility, gradually shifting perceptions about the relevance of NAAC accreditation to medical universities.

- **Integration of Quality Frameworks:**

The hub at IQAC acted as a central repository of expertise, helping align health sciences-specific operations with broader UGC directives and NAAC requirements.

The adoption of the Spoke and Hub Model transformed KGMU's NAAC preparation journey. By systematically engaging faculty, streamlining processes, and creating a culture of accountability, the university established a robust framework for continuous quality improvement, setting a benchmark for medical universities navigating similar challenges in accreditation and assessment.



6. Pre-NAAC Preparation

Year 2022 marked the completion of 5 years since the NAAC A certification achieved in 1st cycle. During the period of 2017-2022, the University had undergone a significant revamp and upgradation in terms of curriculum, teaching/learning, research, infrastructure and student support

The first formal step in applying for the 2nd cycle of NAAC accreditation involved filing the Institutional Information for Quality Assessment (IIQA). This action demonstrated the university's readiness to undergo the rigorous assessment process, backed by significant improvements made since the 1st cycle. With systematic planning and execution, the university positioned itself for a higher grade in the 2nd cycle of NAAC accreditation. The efforts made during the five years (2017–2022) not only reflected infrastructural and

**b. Training of Staff**

Training office staff in a Higher Education Institution (HEI) for NAAC (National Assessment and Accreditation Council) preparation is crucial for efficient documentation, data management, and overall coordination.

Objectives of these trainings were to familiarize office staff with NAAC requirements and processes, to enable accurate and efficient data management and documentation, and to build capacity for supporting faculty, administration, and the IQAC (Internal Quality Assurance Cell).

The staff of various administrative units such as Registrar office, office of Dean Academics, Library and Finance office was sensitized about the following aspects:

Records Maintenance:

- Student and faculty records
- Admission and placement data
- Financial and administrative records

Standardization of Documents:

- Formats, templates, and policies as per NAAC guidelines.

Data Validation and Verification (DVV):

- Ensuring accuracy and authenticity of uploaded data.
- Familiarization with supporting documents required for SSR.

Protocols for supporting faculty and IQAC activities:

- Arranging meetings, workshops, and audits.
- Coordination with various departments for data collection.
- Preparing for Peer Team Visits (PTV).







“Alone we can do so little; together we can do so much” - Helen Keller

d. TEAM EXPANSION:

The IQAC began by identifying its core members, who would oversee coordination and compilation efforts. Expanding the team became essential during this critical phase of the accreditation journey to effectively meet the increasing demands of the process.

Accreditation required meticulous compilation of extensive documentation, compliance audits, continuous quality improvement, and alignment with established standards. Following guidance from the Governor's office, the Vice Chancellor nominated seven criteria heads along with their respective teams. These criteria heads, being senior faculty members, brought specialized expertise to address accreditation requirements, streamline workflows, and manage deadlines effectively. They started by thoroughly studying the requirements for their respective criteria and defining roles and responsibilities for team members.

Orientation and training sessions for the criteria teams were conducted by the IQAC core members, equipping them with the necessary knowledge and skills. This expanded, well-prepared team fostered collaboration and accountability, ensuring that every aspect of the

accreditation process was managed efficiently. Their collective effort paved the way for a successful accreditation outcome and established a foundation for sustained excellence.

Getting good players is easy. Getting them to play together is the hard part
- Casey Stengel

e. DEPARTMENTAL QUALITY PROCESSES

Once the SSR was compiled while the DVV process was being addressed the strengthening of the Departmental Quality process was ongoing. Quality Managers were appointed in each department, and their training was conducted simultaneously. The core team members and criteria heads identified the departmental documents needed to meet the relevant criteria.

These documents were then distributed, and the Quality Managers informed the departmental faculty about their required contributions. This initiated the process of data collection and compilation at the micro level, ensuring a systematic and collaborative approach to meeting accreditation requirements.

f. DEPARTMENTAL ACADEMIC AUDITS

The team needed a third expansion as the Honourable Vice Chancellor with his meticulous hands on style of working, visited every department at sharp 9:00 am began the departmental rounds and audit. To conduct departmental academic audits, energetic and dynamic individuals were added to the team, forming the IQAC 11. This group included both the core members and the newly inducted faculty members, ensuring a robust and well-rounded team to manage the audits effectively.

The annual academic audits were presented by the Heads of Departments, with the relevant data presented in both hard and soft copies for record-keeping. Individual departments were painstakingly preparing for the onsite peer team visit. These departmental visits provided valuable insights into the richness and depth of the University while also helping the departments plan incremental steps for the final day. Gradually, momentum was building toward the final inspection.



g. Enhancement of The Green Cover and Ambience of The University:

The university has numerous lush green lawns in the main campus, T.G hostel campus and RALC campuses. Approximately fifteen different buildings in the main campus have two to three surrounding lawns. There are two gardens where seasonal flowers and plants are grown in 500 pots and over two thousand trees providing lush green foliage and cool ambience of the university. Approximately 100 trees were planted in 2021-2022. This beautiful campus is maintained by the Horticulture department and environment day is celebrated with great fervour adding to the vibrant atmosphere.



"The success of the final day is built in the quiet dedication of rehearsals."

i. MOCK TEAM VISIT: 23rd and 24th January 2023

Our preparations were ongoing and to better the process we had a mock inspection. This was conducted by Dr. Thyajrajan, Dr. A.N.Rai and Dr. Rama Podapalli. The inspection began with the Vice Chancellor's presentation followed by the IQAC presentation and the other deaneries. The University has over 60 departments and numerous functioning units. A systematic plan was drawn up and the visit planned for each department. Hostels were also visited and interaction with faculty and students was held. After the extensive and elaborate visit a debriefing session was made in the Vice chancellor's office. Suggestions regarding the presentation venue were not well received by the faculty, who felt that personal biases had taken precedence. The first-time inexperienced IQAC team that had submitted the SSR data faced criticism for not presenting it effectively and the quantitative metrics should have been reflected in a more detailed and comprehensive manner. The improvement strategies given by all three.





CHAPTER 4

THE PEER TEAM VISIT

The micro planning for the final visit began six months in advance, starting with the allocation of responsibilities to the core team of the IQAC (Internal Quality Assurance Cell). Each core team member was assigned the task of coordinating with the relevant team members to ensure smooth progress. Follow-up meetings were conducted with the heads of various criteria to monitor and adjust the preparations, and the presentations for institutional distinctiveness were fine-tuned.

By the first week of November 2022, drafts of the presentations for the Quality Metrics (QLMs) and Quality Narratives (QNMs) were completed. During this period, the Heads of Department and unit in-charges were sensitized about the various parameters included in the Self-Study Report (SSR) that had been submitted. This marked the beginning of a concerted effort to align all stakeholders on a common platform, fostering a shared understanding of the institutional goals and quality assurance processes.

At the time of the team's formation for submitting the SSR, they were in the early stages of understanding the nuances of accreditation and the significant impact that even small details could have on the final CGPA scores. The urgency to submit the SSR on the final day was partly driven by the need to prevent the accreditation from lapsing.

Over time, however, the team began to appreciate the importance of improving the final CGPA score. This shift in perspective became evident during the early stages of the DVV (Data Verification and Validation) process, when a comparative chart was created to assess the scores for various Quality Narrative Metrics (QNMs). This chart allowed the team to better understand where improvements could be made.

To further refine their approach, the team invited the Vice Chancellor of Lucknow University to share his experience and provide guidance on the accreditation process. This exchange proved invaluable, offering insights into best practices and strategic adjustments.

By the last week of October, the team had sharpened its focus on improving the scores. Every effort was now directed toward enhancing the institution's performance in the key areas that would impact the final CGPA, marking a decisive turning point in the preparation process.

By the last week of October 2022, the formation of teams and their respective roles was finalized, with approvals obtained and training officially underway. With the plan in place, the journey to enhance the departments began in earnest. The IQAC provided guidance to

each department, helping them identify their specific needs and offering the necessary templates and training since August 2022.

A key step in this process was the visit by the Vice Chancellor, accompanied by the core committee and IQAC members, to each department. During these visits, the Heads of Departments gave their final presentations, showcasing their progress. The IQAC team meticulously reviewed the supporting documents, identifying areas that required improvement and highlighting any deficiencies. Following this, a report was generated outlining the necessary improvements and suggestions for addressing the gaps.

The responsibility for implementing the IQAC team's recommendations fell to the departmental quality managers, who ensured that the suggested changes were carried out effectively. This collaborative effort ensured that all departments were aligned with the quality standards required for the accreditation process, fostering a culture of continuous improvement across the institution.

Simultaneously the Deans of the four faculties prepared their presentations and presented it the quality team under the leadership of the Vice chancellor. The KGMU website was updated according to the requirements.

Along with the departments the various offices and units were also visited and preparedness evaluated and recommendations for further improvement suggested. Implementation of the IQAC team suggestions were ensured by the core committee members.

A mock visit was organized in the third week of November 2022 was organized. The IQAC 11 members were designated for each of the three teams formed. The departments were allotted in such a manner so that each area is covered given the horizontal spread of the campus across both sides of the main road. The plan was formulated so that all departments were covered in the two days of inspection. The teams were instructed to highlight all facilities which were on the way.

Teams for transportation, Liaising officers, welcome and hospitality teams were made. Team leads for interaction with alumni, students, faculty and employees were also designated. The cultural committee was formed with preparations under guidance of Dean Student welfare and his team.

Preparations for the final day of the accreditation visit were in full swing as 2nd February 2023 approached.



The department visits took place before and after lunch, with a focus on understanding the various academic and administrative aspects of the institution. In the evening, the peer team interacted with a range of stakeholders, including students, alumni, faculty, and employees, to gather diverse perspectives on the university's functioning.

A highlight of the evening was the cultural presentation by the students. It was a crisp, vivid, and comprehensive showcase of the university's cultural diversity and talent, which was greatly appreciated by the chairman for its precision and impact.

The following day on 3rd February 2023, the visit continued along the same lines, with the peer team exploring more of the university's extensive facilities, which serve not only the students but also the broader community, including patients. This comprehensive and well-

organized approach ensured that the peer team could assess the full scope of the university's resources and contributions, providing them with the necessary information for their final evaluation.

On the morning of the 4th, the peer team gathered in the Vice Chancellor's office for a final discussion. This meeting provided an opportunity for the team to share their observations, seek any clarifications, and discuss their overall impressions of the university's preparations and facilities. The discussion was productive, with the peer team members reflecting on the thoroughness and organization of the visit.



Following this, the exit meeting was held in Brown Hall, where the peer team addressed all the faculty members present. During the exit meeting, the team expressed their satisfaction with the university's efforts and preparations for the accreditation process. They praised the comprehensive approach and the transparency demonstrated throughout their visit. The peer team also acknowledged the hard work put in by the departments and the IQAC in ensuring that everything was in place for a successful review.

Dr Sandhu and Dr. Pajanival, a member of the peer team, took the opportunity to discuss the significance of the accreditation process, highlighting the value of the experience both for the institution and for the team. The peer team expressed their appreciation for the institution's commitment to quality and their overall positive experience with the process.

The final morning concluded with a sense of accomplishment and mutual respect, as the peer team left with a strong impression of the university's dedication to excellence and continuous improvement.



CHAPTER 5

Post NAAC Academic Innovations and Curriculum Revamp

1. Incorporating NAAC feedback in to curriculum design

In response to the NAAC Peer Team's recommendations, King George's Medical University (KGMU) has undertaken significant curriculum enhancements to improve flexibility, interdisciplinarity, and alignment with global educational and healthcare priorities. These changes reflect KGMU's commitment to maintaining academic excellence, fostering holistic education, and addressing the evolving needs of healthcare professionals.

One of the key recommendations by NAAC was the need to integrate a **Choice-Based Credit System (CBCS)** in non-statutory courses to provide greater flexibility and interdisciplinary learning opportunities. In response, KGMU introduced elective courses for postgraduate students in subject-specific disciplines, aligning its curriculum with UGC norms. This step has expanded academic choices for students and enhanced their learning experience.

NAAC also highlighted the need to incorporate **human values** into the curriculum beyond statutory MBBS programs. To address this, KGMU introduced foundation courses on human values for postgraduate (PG) and PhD programs. These courses aim to instill ethical principles and social awareness, ensuring students develop into compassionate and responsible healthcare professionals.

The **gender sensitization framework**, while implemented as per VISHKHA guidelines, required formal integration into the curriculum. To strengthen this, KGMU's Women Empowerment Cell now conducts regular sensitization programs, involving all students. These initiatives promote gender equity and awareness across the university community, fostering an inclusive environment.

Another critical recommendation was to enhance the integration of **environmental education and sustainability principles** in non-statutory programs. KGMU addressed this by introducing mandatory training in **Biomedical Waste Management** for all enrolled students. This training equips students with practical skills in waste segregation, disposal, and sustainable healthcare practices, aligning the university's efforts with **Sustainable Development Goals (SDG) 2030**.

Recognizing the need for skill development in emerging areas, KGMU introduced **new value-added courses** such as **Procedural Skill Training** and **Palliative Care** for all students. These courses focus on hands-on expertise, holistic wellness, and compassionate end-of-life care, respectively. Additionally, an **AI module** was integrated into the DM Neurology curriculum, emphasizing advanced concepts such as machine learning, neuro-informatics, and clinical applications, preparing students to utilize technology in diagnosis and treatment.

d. Use of Technology

- **Learning Management Systems (LMS):** Platforms like Moodle or Blackboard to support personalized learning.
- **AI-Powered Tools:** Tailored learning paths using analytics to identify student strengths and weaknesses.
- **Virtual Labs and Simulations:** Providing virtual environments for practical experiments when physical access is limited.

3. Outcome-Based Education (OBE) Enhancements

OBE emphasizes achieving specific learning outcomes that are measurable and aligned with institutional goals. Post-NAAC, institute made systematic changes to implement OBE effectively:

a. Defining Program Outcomes (POs) and Course Outcomes (COs)

- **Specific and Measurable Outcomes:** Clearly articulated POs, COs, and Program Educational Objectives (PEOs) focusing on knowledge, skills, and attitudes.
- **Alignment with Bloom's Taxonomy:** Ensuring outcomes address cognitive (knowledge), affective (attitude), and psychomotor (skills) domains.

b. Curriculum Mapping

- **CO-PO Mapping:** Efforts initiated towards establishing links between course outcomes and program outcomes to ensure alignment.
- **Graduate Attributes:** Incorporating attributes like critical thinking, ethical responsibility, and communication skills.

c. Enhanced Teaching and Learning Practices

- **Outcome-Oriented Syllabi:** Courses designed to achieve defined outcomes through structured modules.
- **Integrated Projects:** Encouraging interdisciplinary and capstone projects that demonstrate learning application.

d. Assessment for Outcomes

- **Rubric-Based Evaluation:** Using predefined rubrics to measure student performance against learning outcomes.
- **Direct and Indirect Methods:**
 - **Direct:** Exams, projects, and assignments.
 - **Indirect:** Student feedback, alumni surveys, and employer inputs.

e. Data-Driven Improvements

- **Outcome Measurement:** Tracking attainment levels using tools like Excel sheets or software systems.
- **Continuous Quality Improvement (CQI):** Using attainment data to identify gaps and implement corrective measures.

4. Interdisciplinary and skill-based program

Introduction

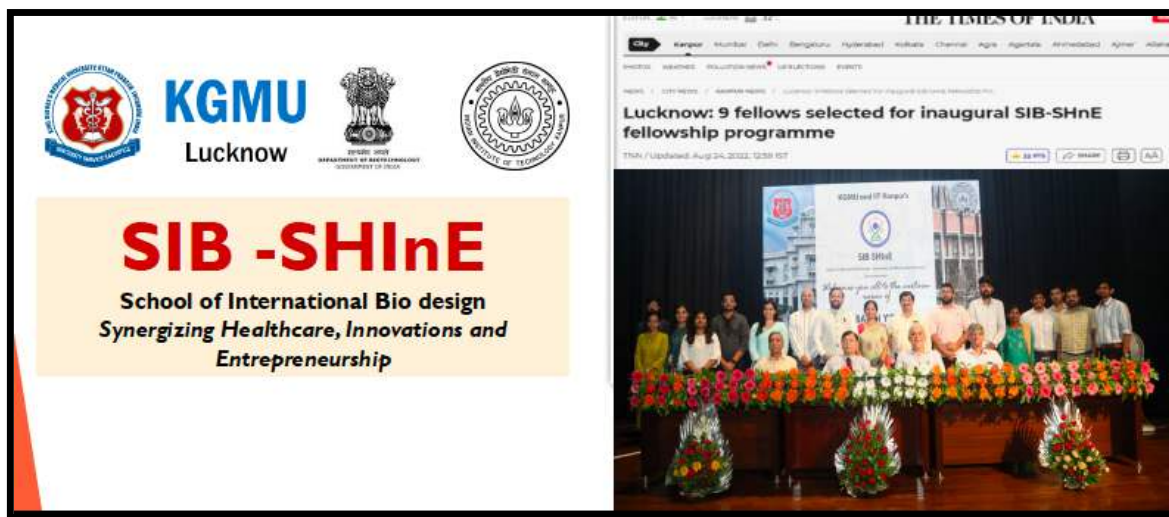
After a NAAC inspection, our institute has been focused on enhancing its curriculum by introducing **interdisciplinary and skill-based programs**. These changes address emerging healthcare challenges, integrate technological advancements, and improve student outcomes in line with accreditation requirements.

a. Interdisciplinary Programs

Interdisciplinary programs in medical education integrate medicine with fields such as engineering, data science, public health, and management. These programs aim to develop professionals capable of addressing complex healthcare problems through a multifaceted approach.

Interdisciplinary Measures

- 1) **Biomedical Engineering:** Integrates medicine with engineering to design medical devices, diagnostics, and treatment technologies. In this direction, the SIB-SHINE, KGMU in collaboration with IIT Kanpur, continued to create opportunities for innovations and patents.



- 2) **Healthcare Data Analytics:** Combines medicine with data science to analyse patient data and improve decision-making. The University has a robust Hospital Information System to cater to large patient data.
- 3) **Medical Ethics and Law:** Blends healthcare practices with legal and ethical standards to address medico-legal issues.
- 4) **Telemedicine and eHealth:** Focuses on remote healthcare delivery through technology and communication systems.

Changes post-NAAC

a. **Simulation-Based Learning:**

- Advanced simulation labs for practicing surgical techniques, critical care, and patient handling.
- Virtual reality (VR) and augmented reality (AR) tools for anatomy studies and clinical scenarios.

b. **Skill Certification Programs:**

- Short-term certifications in fields like laparoscopic surgery, endoscopy, or cosmetic dermatology.
- Collaborations with bodies like WHO, AIIMS, or international medical boards for credentialing.

c. **Hands-On Workshops:**

- Regular workshops on suturing, ultrasound techniques, phlebotomy, and other critical medical skills.

d. **Technology Integration:**

- Programs in health informatics, such as using electronic health records (EHR) and AI-powered diagnostics.

5. Use of Technology and Virtual Platforms for teaching and learning processes

Our institution proudly achieved an **A+ grade in the NAAC (National Assessment and Accreditation Council) assessment**, a testament to our unwavering commitment to excellence in education. This recognition highlights our innovative use of modern technology and virtual platforms to enhance teaching and learning practices. We have created a dynamic, student-centric environment that fosters academic and practical excellence by integrating advanced tools and techniques into our curriculum. Our focus on experiential learning is further strengthened by establishing state-of-the-art skill labs, ensuring students gain hands-on expertise and theoretical knowledge. This achievement underscores our dedication to preparing students for the challenges of a rapidly evolving world through the power of technology-driven education.

6. Integrating Recent Technology and Virtual Platforms in Modern Education

In today's fast-evolving world, education must align with technological advancements to effectively prepare students for future challenges. Our institution has embraced cutting-edge technology and virtual platforms to create a dynamic and engaging learning environment. We aim to provide our students with an immersive and interactive educational experience beyond traditional approaches by integrating these tools into our teaching methodologies. Our approach includes skill labs, further enriching the learning journey by bridging theory with practical application.

7. Leveraging Technology for Innovative Teaching

Technology has transformed education, enabling teachers to deliver more interactive, personalized, and efficient content. Virtual platforms provide students with access to many resources, including interactive lessons, multimedia content, and online assessments. These platforms support adaptive learning systems that cater to each student's needs, allowing them to learn at their own pace.

Integrating digital tools and incorporating data-driven insights are helping improve our teaching methodologies. We conducted workshops for faculty on Artificial Intelligence concepts and their use for education and research. Furthermore, we plan to use learning analytics; we can help educators track students' progress, identify areas for improvement, and implement targeted interventions. This proactive approach ensures that every student receives the guidance and support they need to excel academically.

8. The Role of Virtual Platforms in Skill Development

Virtual platforms are particularly effective in promoting active learning and skill acquisition. Our students benefit from simulations, gamified content, and interactive modules that provide hands-on experiences in a virtual setting. These tools allow them to practice real-world scenarios, develop critical thinking, and apply theoretical knowledge to practical problems.

Such platforms are invaluable for us as healthcare workers, where experiential learning is crucial. Their flexibility also ensures that students can access them anytime and anywhere, making learning more accessible and inclusive.

Enhancing Learning Through Skill Labs

We offer state-of-the-art skill labs designed to foster experiential learning. These labs bridge theoretical concepts and real-world applications, enabling students to gain practical experience in a controlled environment. Skill labs are equipped with advanced tools and resources, allowing students to explore their fields of interest profoundly and confidently. Our healthcare skill labs simulate clinical settings where students can practice medical procedures, patient interactions, and diagnostic techniques.



Conclusion

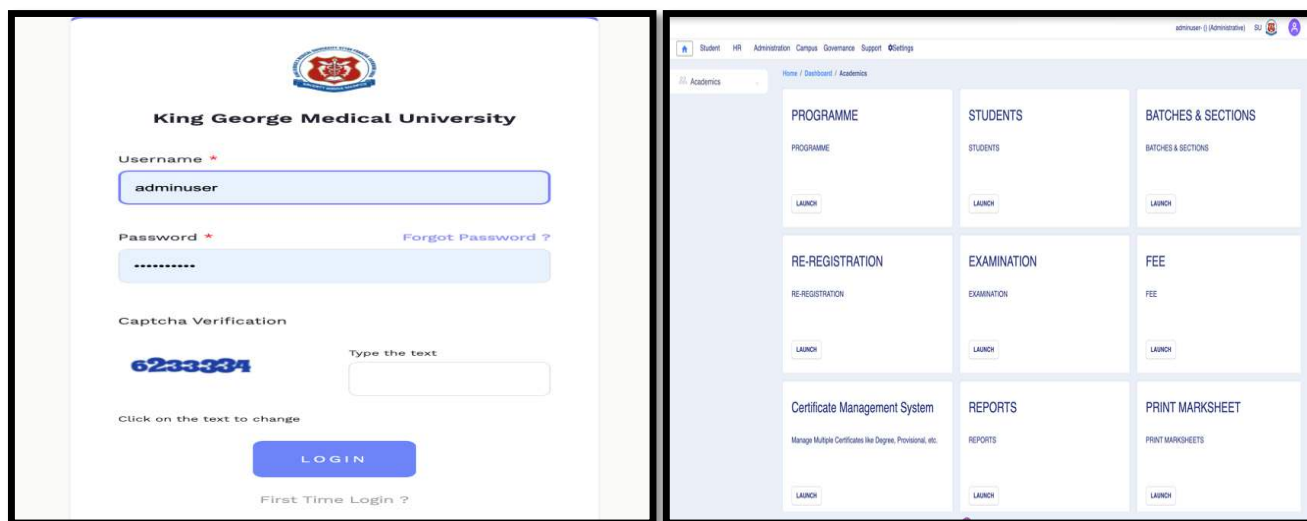
We strive to create a holistic learning ecosystem that nurtures innovation, adaptability, and expertise by combining recent technology, virtual platforms, and skill labs. This approach empowers our students to become lifelong learners with the skills and knowledge required to thrive in a technology-driven world. Our commitment to integrating modern tools into education ensures that we remain at the forefront of academic excellence and prepare our students for a successful future.

CHAPTER 6

Post NAAC: Enhancement of Infrastructure & Governance

- 1. Automation of student lifecycle:** Automating the student lifecycle involves streamlining and digitizing the various stages a student goes through during their educational journey, from admission to alumni engagement. To initiate automation of student lifecycle, KGMU administration adopted 'Samarth-e-suite' under the able guidance of office of Honorable Governor, Uttar Pradesh. **"Samarth"**, an initiative by the Ministry of Education started in 2019, under the National Mission on Education through Information and Communication Technology NMEICT-II (now NMEICT-III), empowered KGMU with a digital framework for planning, management, delivery, and monitoring of services for students, staff, and other stakeholders. It is a fully managed, cloud based, comprehensive ERP (Enterprise resource portal). 'Samarth' offers more than 40 software modules for the management of a variety of workflows across 5 critical functional domains of university operations and administration: academics and student lifecycle; human resource management and employee lifecycle; finance, accounts and supply chain ; governance and decision support; other facilities and services. In the initial adoption phase, KGMU has initiated implementation of the domain- academics and student lifecycle. The students can access the portal at: **kgmu.samarth.ac.in**

Samarth- E-Suite Interface of KGMU



and academic events. Such activities enhance their critical thinking, problem-solving, and technical skills, preparing them for future academic or professional pursuits.

Intramural grants also encourage students to take ownership of their learning journey by exploring areas of personal interest and contributing to knowledge creation. Additionally, working on funded projects fosters mentorship relationships between faculty and students, nurturing a collaborative and supportive academic community.

6. Fostering Institutional Growth

Beyond individual benefits, intramural grants contribute to the overall development of the institution. They promote a vibrant research culture, attract talented faculty and students, and enhance the institution's academic standing. The outcomes of intramural-funded projects often serve as a foundation for securing external grants and collaborations, further expanding the institution's resources and influence.

7. Increased Intramural Grant by Our Institute for the Promotion of Research

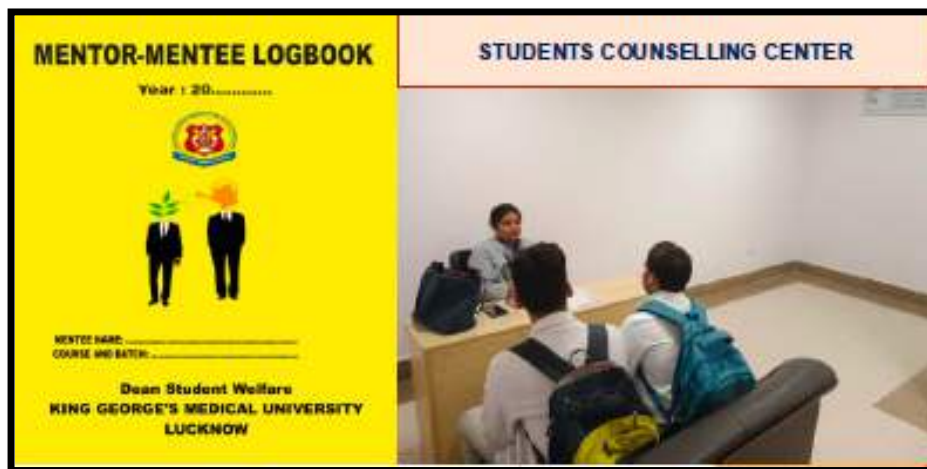
Our institution has taken a significant step towards fostering a robust research culture by substantially increasing the allocation of intramural grants. This strategic initiative reflects our unwavering commitment to promoting innovative research, enhancing academic excellence, and encouraging faculty and students to engage in impactful scholarly activities. By expanding financial support for internal research projects, we aim to create an ecosystem that nurtures curiosity, collaboration, and the pursuit of cutting-edge solutions to real-world challenges.

The increased intramural funding empowers faculty to explore novel research ideas, develop interdisciplinary projects, and contribute to advancements in their respective fields. This initiative also supports students in gaining hands-on research experience, participating in meaningful projects, and building a strong foundation for their future academic and professional endeavours. By prioritizing research through increased funding, our institution elevates the quality of its educational offerings and strengthens its position as a leader in innovation and intellectual growth.

The university has updated the rules and regulations for the Intramural Research Grant this year only. Under this scheme, the funding amount has been increased to a maximum of ₹500,000 for regular faculty (including nursing tutors), up to ₹150,000 for postgraduate students—JR1/2, SR-1/2 (MD/MS/MDS, DM/MCh), and up to ₹50,000 for undergraduate students (MBBS, BDS, Nursing, Paramedical). The Research Promotion Policy has also been revised to foster research in our institute.

8. Student support- Strengthening of Mentor-Mentee Program

The **mentor-mentee program** is a crucial aspect of student support systems that NAAC evaluates under its **Teaching-Learning and Evaluation** and **Student Support and Progression** criteria. Post-NAAC inspection, our institute has revamped their mentor-mentee frameworks to enhance student development and align with accreditation requirements.



Key Post-NAAC Changes in Mentor-Mentee Programs

1. Structured Framework

- **Formalizing the Program:**
 - Objectives, guidelines, and roles for mentors and mentees has been clearly defined .
 - Designating faculty mentors for a fixed group of students (e.g., a 1:10 ratio).
- **Tiered Mentorship:**
 - Peer mentors (senior students) has been selected that complement faculty mentors to provide holistic guidance.
 - Alumni mentors has been selected for career and industry-specific advice.

2. Mentor Selection and Training

- **Criteria for Mentors:**
 - Selecting faculty members based on experience, communication skills, and student rapport.
- **Capacity Building:**
 - Regular training sessions for mentors on counselling skills, conflict resolution, and emotional intelligence.

- Mechanisms for mentors to provide constructive feedback on the program and mentee participation.

7. Recognition and Incentives

- **For Mentors:**
 - Acknowledging and rewarding effective mentors through awards or professional development opportunities.
- **For Mentees:**
 - Certificates or letters of appreciation for active participation in the program.

Impact of Post-NAAC Changes

1. Improved Student Support:

- Personalized guidance ensures better academic performance, emotional well-being, and career readiness.

2. Enhanced Institutional Credibility:

- A robust mentor-mentee program reflects the institution's commitment to student welfare, positively impacting NAAC ratings.

3. Stronger Alumni and Peer Networks:

- Involving alumni and senior students creates a collaborative and supportive learning environment.

4. Data-Driven Improvements:

- Using feedback and tracking systems, institutions can continuously refine the program to meet evolving student needs.

By strengthening the mentor-mentee program, institutions create a nurturing environment that fosters student growth, aligns with NAAC quality parameters, and enhances the overall educational experience.

Hostels at King George Medical University, UP, Lucknow “Enriching Lives Beyond Academics”

King George Medical University (KGMU), Uttar Pradesh, Lucknow, is a premier institution in medical education, healthcare, and research, with a century-old legacy of excellence. The university not only offers world-class academic and clinical training but also provides state-of-the-art residential facilities to its students, interns, and faculty.

A Comprehensive Network of Hostels

KGMU accommodates its diverse student body and faculty members through 18 hostels spread across the campus. These hostels are tailored to meet the specific needs of undergraduate, postgraduate, nursing students, and interns, fostering an inclusive and conducive environment for academic and personal growth.

Overview of Hostels

- **Total Number of Hostels:** 18
- **Accommodation Capacity:** Over 2,400 rooms
- **Categories:** UG Boys and Girls, PG Students, Senior Residents, and Nursing Students.

Hostel Facilities and Features

KGMU prioritizes the holistic development of its residents by providing a range of modern facilities and services:

1. Clean and Green Environment

The hostels are set within a lush green campus, promoting sustainability and a healthy living atmosphere. Efforts are made to maintain cleanliness and a pollution-free environment.

2. Quality Food and Dining

Each hostel is equipped with a mess and canteen facility that offers hygienic, nutritious, and affordable meals.

3. Academic and Social Spaces

- **Reading Rooms:** For uninterrupted study sessions.
- **Guest Rooms:** For visiting family members and guests.

4. Recreational and Sports Amenities

- **Gym Facilities:** Equipped with modern equipment to promote physical well-being.
- **Sports Grounds:** Supporting outdoor activities for relaxation and fitness.

5. Technology-Enabled Living

- **24-Hour Wi-Fi Connectivity:** Facilitates academic pursuits and seamless communication.

Conclusion

KGMU hostels embody the university's commitment to creating an environment where students can focus on their education and growth while enjoying a safe and comfortable living space. These facilities are integral to KGMU's mission to nurture future leaders in healthcare and research, contributing to the nation's progress.



‘Kalam Centre’ at King George’s Medical University (KGMU)

“Advancing Learning Through Modern Infrastructure”

The Kalam Centre at King George’s Medical University (KGMU), Lucknow, stands as a symbol of academic excellence and innovation. Named in honour of Dr. APJ Abdul Kalam, the centre houses advanced facilities for teaching, research, and practical learning across various disciplines, catering to the growing needs of undergraduate and postgraduate medical students.



1. Comprehensive Infrastructure

The centre spans multiple floors, offering state-of-the-art classrooms, laboratories, and demonstration halls for diverse subjects.

Floor	Key Rooms and Features
1st Floor	Nursing Labs, Faculty Lounge, and Offices for Paramedical and Nursing Faculty.
2nd Floor	Two Lecture Theatres (300 seats each), Biochemistry and Microbiology Demonstration Halls.
3rd Floor	Biochemistry, Microbiology Labs, and Forensic Medicine Demonstration Museum Halls.
4th Floor	Four Lecture Theatres (300 seats each), and Physiology and Microbiology Demonstration Halls.
5th Floor	Pathology and Microbiology Demonstration Halls with seating for 60–120 students.

CHAPTER 7

Feedback from Stakeholders

King George's Medical University (KGMU) offers a diverse range of 115 academic programs, catering to over 3,000 students at any given time of the year. With an impressive footfall of approximately 1 lakh patients daily, the university plays a pivotal role in improving the health profile of the state and the surrounding regions of the nation. Keeping pace with recent advancements in teaching, learning, and patient care forms the cornerstone of KGMU's vision.

To ensure continuous improvement and maintain quality, stakeholder feedback has been recognized as a critical component of the university's quality assurance framework. At KGMU, we firmly believe that the satisfaction of all stakeholders—students, patients, faculty, and alumni—is integral to fulfilling our institutional mission.

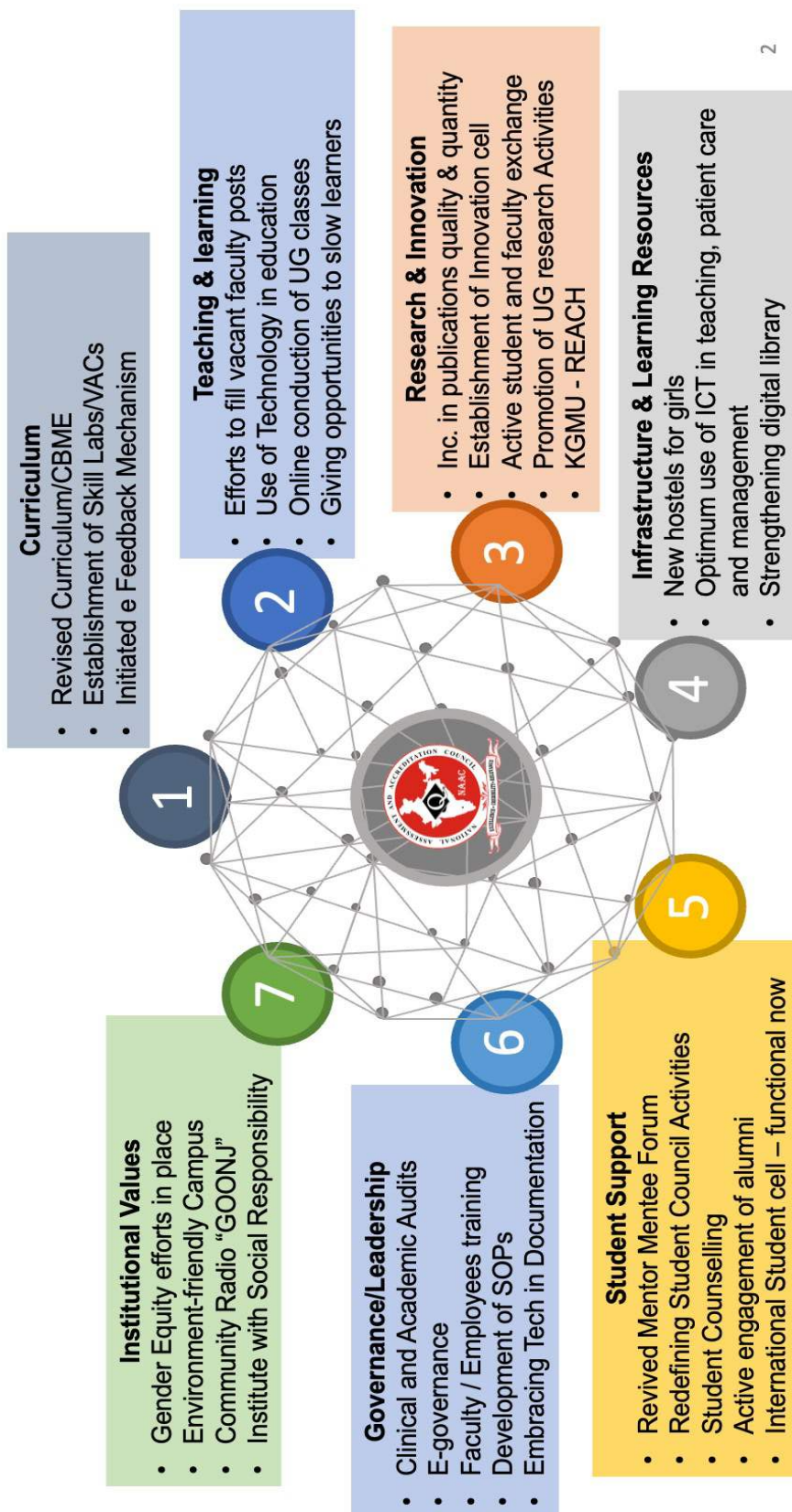
The journey of integrating feedback into quality improvement began in 2015 with the manual collection of feedback on the quality of teaching and curriculum delivery. This process involved all faculty members across 15 medical and 9 dental departments. Students were assured of confidentiality in their responses, which were analyzed both qualitatively and quantitatively. Based on the feedback, department heads were encouraged to implement improvements to address students' concerns.

However, the extensive nature of the task highlighted the need for a digital solution. In 2018, KGMU introduced a feedback portal linked through the university website. Students were provided with unique email IDs to access the portal. During this phase, feedback was collected from 365 students across various professional years in MBBS and BDS programs. Although this system marked a significant advancement, expanding feedback collection to all academic programs posed additional challenges, particularly for hostels, where manual data collection and analysis proved cumbersome.

The advent of Google Suite during the COVID-19 pandemic offered a more efficient solution. Feedback processes were transitioned to Google Forms, which were designed, validated, and disseminated through the institutional Dean Q&P Google ID. These forms collect input from a broad range of stakeholders, including students, faculty, professionals, employers, and alumni, regarding curriculum and teaching quality. Google Form links are made accessible on the KGMU website under the Feedback tab, and QR codes for teacher feedback are prominently displayed across the Kalam Centre. Feedback links are also circulated annually within hostels to ensure maximum participation.

Notices are issued through the respective deaneries to encourage students to provide their feedback. The Dean of Quality and Planning oversees the analysis of feedback responses and forwards the findings to relevant authorities for actionable insights. Action Taken Reports

Summarizing Gains so far...



Chapter 8

Looking Ahead

Achieving an A+ grade from the National Assessment and Accreditation Council (NAAC) is a significant milestone that reflects our institution's commitment to quality education. To build upon this success, we strive for continuous improvement and consider implementing the following strategies:

Establish a Robust Internal Quality Assurance Cell (IQAC): We plan to strengthen our dedicated IQAC to oversee and enhance quality assurance activities within the institution. The IQAC will focus on monitoring academic and administrative processes, ensuring adherence to quality standards, and fostering a culture of continuous improvement.

Promote Faculty Development and Empowerment: Our primary focus would be the professional growth of our faculty. We would encourage participation in workshops, research initiatives, and skill development programs. Empowered faculty will contribute to improved teaching methodologies and increased research output, which are critical for higher accreditation levels.

Adopt a Student-Centric Approach: We will prioritize student success by creating an environment that supports holistic development, including academic excellence, extracurricular activities, and comprehensive support services. Promoting feedback mechanisms will provide valuable insights for institutional improvement.

Enhance Research and Innovation: The institute is inclined to cultivate a culture encouraging research and innovation among faculty and students. It will help facilitate collaborative projects, support publications, and promote innovative thinking to elevate our institution's academic standing.

Upgrade Infrastructure and Learning Resources: We will continue to upgrade and ensure that our institution's infrastructure, including laboratories, libraries, and digital resources, meets the evolving needs of students and faculty.

Implement Data-Driven Decision-Making: The Institute's IQAC and the stakeholders will utilize data analytics to monitor key performance indicators, assess student outcomes, and evaluate institutional effectiveness, best practices, and distinctiveness.

4. Promote Internationalization

- **Global Partnerships:** Our Institute will focus on collaborating with international universities for faculty exchange, joint degree programs, and research collaborations.
- **Student Mobility:** We will promote and offer opportunities for students to participate in exchange programs, internships, or global competitions.
- **Diversity:** We aim to improve the institute's infrastructure and academic quality to attract international students and faculty and enhance cultural and intellectual diversity.

5. Strengthen Faculty Development

- **Faculty Development Program (FDP):** We aim to train our faculty to meet the benchmark of global standard institutions. To this end, we plan to organize advanced training programs, certifications, and sabbatical opportunities for faculty.
- **Performance Metrics:** We are introducing transparent performance appraisal systems linked to teaching, research, and service quality.
- **Leadership Development:** We will prepare our faculty for leadership roles.

6. Improve Student Outcomes

- **Skill Development Programs:** To enhance employability, we will offer certifications in emerging fields such as AI, data analytics, and sustainability.
- **Start-up Incubation Centres:** We aim to encourage entrepreneurship by providing infrastructure, mentorship, and funding support.
- **Personalized Mentorship:** We offer a structured mentorship program for academic and career guidance and plan to enhance its scope.

7. Upgrade Infrastructure

- **Smart Campuses:** We aim to invest in smart classrooms, virtual labs, and digital libraries.
- **Green Initiatives:** Our focus is to make the campus environmentally sustainable through renewable energy, waste management, and eco-friendly practices.
- **Accessible Facilities:** We will try to ensure the campus is inclusive and accessible for students with disabilities.

8. Strengthen Stakeholder Engagement

- **Alumni Networks:** We aim to build strong alumni networks for mentoring, placements, and fundraising.
- **Community Outreach:** Initiate programs that engage with the local community, such as skill training, awareness campaigns, and social responsibility projects.
- **Feedback Systems:** Regularly collect and analyze feedback from students, faculty, parents, and industry partners.

9. Leverage Technology

- **Data Analytics:** Use data analytics to monitor institutional performance and student learning outcomes.
- **Learning Management Systems (LMS):** Enhance online learning platforms with AI-driven insights for personalized education.
- **Cybersecurity:** Strengthen IT systems to ensure secure and seamless operations.

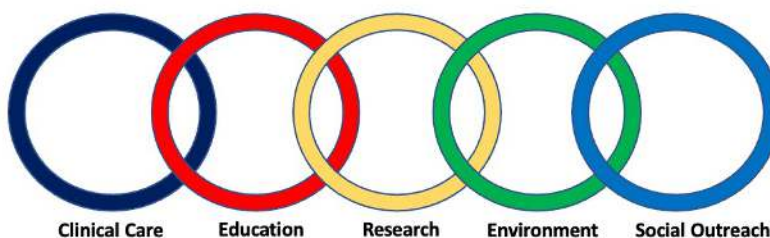
10. Aim for Global Rankings

- **Rankings:** We will align with their metrics and actively participate in global ranking frameworks like QS, Times Higher Education, and ARWU.
- **Branding:** We try to build the institution's global brand through impactful research, innovation, and societal contributions.

11. Cultivate a Quality Culture

- **Quality Assurance Mechanisms:** Our primary focus is strengthening the Internal Quality Assurance Cell (IQAC) with advanced tools and frameworks.
- **Capacity Building:** We will conduct regular workshops and training on quality standards for all staff and faculty.
- **Periodic Reviews:** Conducting periodic reviews is essential, and we intend to establish mechanisms for the ongoing evaluation and assessment of institutional processes.

Penta-partite Mission



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Excellence is never an accident. It is always the result of high intention, sincere effort, and intelligent execution; it represents the wise choice of many alternatives - choice, not chance which determines your destiny.

- Aristotle

