



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SANJAY GANDHI POST GRADUATE INSTITUTE OF  
MEDICAL SCIENCES, LUCKNOW**

SANJAY GANDHI POSTGRADUATE INSTITUTE OF MEDICAL SCIENCES,  
RAIBARELI ROAD, LUCKNOW

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Sanjay Gandhi Postgraduate Institute of Medical Sciences (SGPGIMS)**, Lucknow, UP, India, is a premier medical institution whose foundation stone was laid on **December 14, 1980, by His Excellency Shri Neelam Sanjiva Reddy**, the then Indian President. It was formally established on October 31, 1982, under the SGPGIMS Act (UP Act no 30, 1983), notification no. 7312/Sec 14/V /790-81.

With the Motto **“Atmana Sargo Jitah,”** meaning **“Conquer through Willpower,”** SGPGIMS became **functional in 1987. It was based on the unique concept of an “Institute within an Institute,”** ensuring a **Multidisciplinary Approach**, with each unit being self-sufficient to function independently. The Institute’s motto emphasizes the close interplay between **high-quality medical education, training, patient care, and cutting-edge research.**

The Institute sprawls over a 650-acre eco-friendly campus, providing tertiary-level multi-specialty care. It offers MD, MS, PhD, DM, and MCh programmes, postdoctoral fellowships and certificates, and UG and PG programmes in Nursing and Laboratory technology.

The Institute was conceived to develop in 3 phases, with clinical services starting in 1988 in collaboration with Japan's JICA. It focused on the futuristic thought process of **superspecialty development and integrating basic sciences into clinical practice.** Resonating with the patient’s needs and the Government's aspirations, **the Institute has established 34 Departments, the Apex Trauma Center, a Nursing College, and the College of Medical Technology.**

SGPGIMS is a **trailblazer in India's medical landscape** with a series of pioneering initiatives and **Institutional ‘firsts’ to its credit.**

1. **Hospital Revolving Fund (1997):** is a self-sustainable system that ensures affordable medicines and consumables, setting a benchmark for cost-effective healthcare adopted nationwide.
2. **Investigation Revolving Fund (2002):** facilitates the procurement of diagnostic kits, reagents, laboratory chemicals, consumables, etc.
3. **Electronic Medical Records (EMRs) and Hospital Information System (HIS) (1998):** were established, thus spearheading digital healthcare for the first time.
4. **Telemedicine program (1999) and School of Telemedicine & Biomedical Informatics (2006):** Pioneered telemedical education, enhancing healthcare outreach, and academic collaborations nationally and internationally by linking to the **National Medical College Network** and other centers.
5. **College of Nursing and College of Medical Technology (2008).**
6. **Rajdhani CORONA Hospital (RCH):** Institute established UP’s first apex-level COVID care facility showcasing its commitment to public health and crisis management.
7. **Departmental and educational innovations:** SGPGIMS was the first to initiate departments of Clinical Immunology, Medical Genetics, and Endocrine and Breast Surgery. It pioneered educational programs like the 3-year DM/MCH program, prioritizing research and training.

**The National Institutional Ranking Framework (NIRF) ranks SGPGIMS 7th in India,** and its leadership in healthcare and education is widely acknowledged. **Faculty members have been conferred with accolades**

like the Padma Shri, Prof SS Bhatnagar, and Prof BC Roy awards, among others, and have also been amongst the world's top 2% scientists in the Stanford University rankings for their exemplary work in the field of research.

## Vision

To be an International Center of Excellence in Teaching, Training, and Research and to provide Quality Tertiary Health Care at a reasonable cost.

## Mission

- **Teaching and training:** The Institute strives to provide the country with adequately trained and ethically sound professionals, update curricula to meet future needs, and develop new specialty training.
- **Research:** Our goal is to create an environment that facilitates research by providing state-of-the-art facilities, seed funding, participation in clinical trials, collaborative research projects nationally and internationally, and collaboration between academia and the industry.
- **Patient care:** To provide cost-effective comprehensive specialized patient care transcending international boundaries, by consolidating existing facilities and developing new ones, while supporting national health programs.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

**Strength does not come from physical capacity. It comes from an indomitable will. (Mahatma Gandhi).**

1. SGPGIMS embraces the "**Institute within an Institute**" concept and has **Self-sufficient Departments**, fostering excellence in patient care, teaching, and research.
2. A **strong systems approach for patients** is supported by logistical and decision-support functions alongside organizational and process management subsystems.
3. A **pioneering super-specialty institution**, SGPGIMS offers advanced educational opportunities with diverse medical, surgical and para-clinical programs.
4. Renowned in **scientific and societal circles**, with **distinguished accreditations**.
5. Committed to **state-of-the-art infrastructure**, with modern facilities including classrooms, clinics, operation theaters, hospital beds, and research facilities.
6. **Our highly qualified faculty** is ranked among the world's **top 2% of scientists** in Stanford's Global Ranking scientists and secures **substantial research grants** annually.
7. The **curriculum is periodically enriched** to meet contemporary academic requirements.
8. **Innovative instruction delivery** fosters dynamic education through ICT-enabled infrastructure and **produces competent medical professionals**.
9. **Operational efficiency** through streamlined processes of HIS, HRF, and IRF, and welfare measures for patients.
10. SGPGIMS's 650-acre eco-friendly campus with recreational amenities reflects a commitment to **environmental stewardship and holistic well-being**.

11. **Med-Tech CoE Incubation Centre** supports innovation and entrepreneurship in medical and health informatics.
12. **Academic collaborations** with IIT Kanpur, CDRI, NIPER, IITR, and the Ministry of AYUSH enhance research capabilities.
13. **Community outreach programs** covering various diseases like Thalassemia, Hemophilia, Breast and Cervical Cancers, and the National Viral Hepatitis Control Program
14. **Inclusive governance and decentralized operations** ensure decision-making across stakeholders.
15. Contribution to **global health equity through WHO programs like polio eradication.**
16. As a **Centre of Excellence for Rare Genetic Diseases**, SGPGIMS is recognized for its specialized contributions in this field.
17. **Strong student support and value-added courses** guarantee **holistic student development** and assistance for professional and personal growth.
18. Tele-ICU, is a concept and project of monitoring and guiding the other Medical colleges in a hub and spoke model.
19. Digitized examination system **upholds integrity and transparency**, instilling stakeholder confidence.
20. Exemplifying **leadership is about taking care of those in your charge. SGPGIMS led from the front during the COVID-19 pandemic**, demonstrating commitment to healthcare.

These strengths underscore SGPGIMS's dedication to excellence in patient care, teaching and research, driven by a holistic approach.

### **Institutional Weakness**

The **mantra of success is to recognize weaknesses and convert them into opportunities as a stepping stone** for further growth.

1. **Air Ambulances are the wings of hope in emergencies, bridging distances to save lives.** As a Super-Specialty Centre, we need to develop Air Ambulance Services.
2. **Giving is the greatest act of grace. Organ Donation** Services for Deceased Donor Transplantation needs to be enhanced to address the patient population requiring organ donation.
3. **Alumni network** needs to be strengthened to leverage mentorship and resources.
4. The lack of an **end-to-end Translational Research setup (Bench to Bedside)** needs to be addressed.
5. **Centre for Research in AYUSH** will enhance the translation of alternative medicine in a scientific manner.

### **Institutional Opportunity**

**Opportunities are like open doors, inviting innovation and progress.**

1. A **comprehensive Pediatric Super-specialty Center** is planned within the next 18 months, Phase 1 of which includes 24 Departments with 575 beds. In addition, the '**Saloni Heart Center, Excellence in Children's Heart Care,**' catering to children with congenital heart diseases, will be operational within two years.
2. **Investing in public health is an investment in the future**, and hence, establishing a Centre for Public Health and Epidemiology is crucial for comprehensively addressing community health, developing effective policies, and conducting community-based research.

3. A **dedicated Clinical Pharmacology centre** is essential for rigorous drug testing, facilitating interdisciplinary research, and ensuring drug safety and efficacy.
4. **Antimicrobial Stewardship Programs** are vital to monitor antibiotic use, develop evidence-based guidelines, and safeguard public health against multidrug-resistant strains.
5. **Leveraging the network of 31 Government Medical Colleges** can elevate healthcare standards, advance medical education, and support innovative research in the state.
6. **Strengthening the Alumni Cell** will enhance alumni engagement, collaboration, and **mentorship opportunities and boost institutional visibility**.
7. **Developing Air Ambulance Services** will ensure timely access to advanced medical care for critically ill patients, enhancing survival rates.
8. **Implementing a system for organ donation and multiple organ transplantation** across state trauma centers is essential for facilitating seamless organ transplantation.
9. **Prioritizing translational research will accelerate** the extension of scientific discoveries into clinical applications, benefiting patients and healthcare professionals.
10. **Collaborative research MOU's with global universities** will enhance SGPGIMS's scientific standing.
11. **Leveraging social media platforms** shall enhance **SGPGIMS's global branding** and reputation as an international institution.
12. **Medical tourism initiatives can transcend borders and showcase SGPGIMS's expertise**, stimulate innovation, and contribute to economic growth.
13. **Encouraging research patent filings and collaborative entrepreneurship opportunities** will foster innovation and industry engagement.
14. **Mentoring emerging medical colleges with expert faculty and resources** will support their growth and development.
15. **Developing value-added courses** aligned with the National Education Policy will meet evolving educational standards and needs.

## Institutional Challenge

**We need to rise to meet institutional challenges that are stepping stones, often mis-perceived as obstacles, yet they ultimately guide us towards success and growth.**

1. **In times of epidemics, preparedness and adaptability become paramount:** Institutional challenges arise in addressing unforeseen epidemic outbreaks like Swine flu, COVID etc. which can strain existing operations with demands for specialized care, manpower, and resources. The solution lies in establishing a dedicated Centre for Public Health and Epidemiology.
2. **Exclusivity is not about exclusion, it is about breeding excellence, where every detail is refined to perfection:** The challenge for SGPGIMS is to evolve into a true Tertiary Care Centre, exclusively dependent on referrals for specialized care.
3. **The well-being of children is the foundation upon which thriving communities are built:** Meeting the unmet paediatric health needs for specialized healthcare shall remain a challenge without a dedicated Paediatric Centre.
4. Establishing a full time digital office shall enhance **operational seamlessness, improve data management, and support digital health initiatives** by streamlining communication and facilitating remote healthcare
5. SGPGIMS recognizes the challenge of **advancing digital health through expansion of telehealth and**

- virtual healthcare.** The institution is committed to developing these areas, aiming to enhance patient care and accessibility by leveraging technology to **provide remote consultations and digital solutions.**
6. Developing **community health initiatives, promoting preventive healthcare and social determinants of health** to improve population health outcomes, reduce healthcare disparities and enhance community well-being.
  7. There is a shortage of dedicated personnel, staff and quality managers to streamline implementation of various activities and maintain proper documentation to ensure efficient operations and high standards of quality.
  8. Implementing new technologies such as gamma knife and robotic surgery can promise improved precision, reduce invasiveness, and enhance patient outcomes. **Embracing these technologies shall need strategic planning, infrastructure development, and training initiatives to fully leverage their potential.**
  9. **Integrating artificial intelligence into the ethos and work culture of SGPGIMS. Embracing AI can revolutionize how tasks are performed, streamline workflows, and drive innovation,** marking a significant step towards a more advanced and organized healthcare landscape.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

**The pursuit of quality education, innovation, and inclusivity drives the academic essence of SGPGIMS.** The Institute adopts a comprehensive approach with well-defined procedures for **development, enrichment and revision of academic curricula** to achieve the necessary programme objectives and outcomes that **directly address global, regional, national, and local needs.**

SGPGIMS's educational framework is **well planned and streamlined, with timetables, workloads and other administrative tasks prepped in advance** of teaching sessions. Our academic structure encompasses 74 graduate, post-graduate, and post-doctoral programs, that **align with regulatory norms** and provide top-tier education

The **essence of a good curriculum** lies in its ability to **bridge theory and practice**, enabling learners to **navigate real-world challenges** and blend knowledge with clinical proficiency, teaching abilities, research aptitude, and organizational acumen. SGPGIMS **continuously enriches its curriculum** through **value-added courses, industry collaborations, and integration of contemporary topics**, revamping **98.6% of the curricula of its programmes over the past five years to stay current** with evolving trends.

The curriculum not only includes more than **50 value-added courses**, ranging from injection safety, privacy, gender awareness, patient and research ethics, but also **outreach initiatives, community health promotion and collaborations with institutions like IITs** to improve students' soft skills, bolster research and elevate teaching standards.

**The objectives of our academic programs** empower students to become skilled, empathetic, and conscientious professionals who have the ability to collaborate as team members on interdisciplinary projects focusing on innovation, cost-effectiveness, accessible healthcare, translational research, and implementation research. **The accomplishments of our alumni on national and international platforms** testify to the efficacy of our teaching methods.

Effective **teaching methodology transforms information into inspiration** and turns **learners into leaders**. **Our teaching comprises** didactic lectures, expert observation, supervised practice, and independent performance, providing students with opportunities for self-learning and mentored guidance.

**At SGPGMS, education is dialogic, and our feedback system ensures transparency and accountability.** Structured **feedback from students, alumni, employers, faculty, and subject matter experts** drives continuous curriculum enhancement, facilitating timely adjustments and improvements.

Institute's commitment to top quality education permeates every aspect of its **curriculum and teaching methodology**, preparing students to excel in their chosen fields and make meaningful contributions to society.

### Teaching-learning and Evaluation

SGPGIMS understands the **transformative nature of education, value of continuous learning, and importance of a fair and constructive evaluation**. Hence the institution lays a strong emphasis on **effective teaching, interactive learning, and comprehensive evaluation processes**, prioritizing holistic development of students, who come from diverse regions of India. **Equity and inclusiveness are mandated through allocation of reserved seats for all categories.**

With a demand exceeding 10 applicants per seat, enrolled students are exposed to a **comprehensive curriculum** covering various aspects of human behaviour, community engagement, ethics, and communication alongwith medical specialization areas.

A student-teacher ratio of 2.8:1 facilitates **personalized supervision and mentoring**. We believe in “**Learning is not the product of teaching, but a product of the activity of learners**”; hence teaching emphasizes **experiential, participative and patient-centred learning**. Use of clinical **skill labs, information communication technology ( ICT) tools and simulator-based facilities** enhances the educational experience, and engagement in outreach programs broadens exposure to diverse population experiences.

Patient care and academic activities are regularly monitored and evaluated by faculty, identifying fast learners (>75%), and providing support to slow learners (<50%) through extra classes, guidance, and supplementary resources. **Meritorious students are recognized** by best DM/MCh student awards during the annual convocation day. It is our belief **that with patience, understanding, and support, slow learners can also achieve remarkable success**. Hence all **students are given multiple opportunities during internal assessments to improve their score**.

Students are encouraged to participate in national and international meetings, with access to round-the-clock **online library and telemedicine facilities**. With an average teaching experience of 13.4 years and 100% training in e-learning methods, **our accomplished faculty plays a pivotal role in nurturing students' academic growth**, with 50% receiving national/international accolades and 15 faculty members being ranked in the top 2% of scientists globally.

**Opportunities for extra-curricular/value-added courses and interdisciplinary interactions** through interdepartmental meetings and cross-departmental postings enhance learning diversity. **The curriculum is dynamic and aligned with current standards**, ensuring comprehensive teaching and training.

**Transparency in evaluation ensures fairness and credibility**. Our automated examination system minimizes

student grievances (1%) and expedites result publication (7.2 days), reflecting a commitment to efficient and transparent evaluation.

### **Research, Innovations and Extension**

**The leadership of SGPGIMS encourages a culture of research and innovation and is dedicated to addressing the medical needs of the patient community.**

Since its inception in 1989, the **Research Cell has mentored a dynamic research environment**. In the past five years, SGPGIMS has secured Extramural Grants worth Rs. 11446 lakhs and sanctioned annual intramural grants of Rs. 353 lakhs for ongoing studies. Statutory committees like the Institutional Ethics and Research Committee ensure seamless oversight of research. **More than 200 research fellows have contributed to our research footprint, and 660 students have earned Ph.D., D.M., M.Ch., M.D., and PDCC degrees.**

**Acknowledging excellence inspires others to pursue it, and hence, SGPGIMS recognizes outstanding research efforts by faculty and students, rewarding their excellence with awards in their respective fields.**

The Centre for Entrepreneurship, established in December 2021, has invigorated the start-up ecosystem in medical equipment and health informatics, **resulting in the onboarding of 35 start-ups, generating a revenue of Rs 216 lakhs, creating 151 jobs, and producing 16 innovative products.**

The Institute **nurtures continuous learning and** regularly hosts workshops, conferences, and seminars, across the spectrum of clinical and para-clinical departments. Our **scholarly output has witnessed 6000 publications in prestigious journals**, with impressive citations and H-Index in the last five years.

The **Institute Act stipulates paid consultancy** through clinical trials, training programs, and telemedicine services, amounting to Rs 2313 lakhs in consultancy over the past five years. A robust IPR and consultancy policy helps SGPGIMS conduct capacity-building programs for stakeholders, leading to 23 patents and the establishment of a Patent Cell.

**Outreach programs, health camps, and collaboration with local communities on societal issues are part of our culture.** We conduct free health camps and engage in initiatives like Cervical Cancer Awareness, Household Waste Management, and Women's Health. **These efforts, encompassing 427 outreach activities with significant student involvement, have garnered recognition and awards for the Institute.**

The institute has prioritized partnerships, signing 107 MoUs in last 5 years and participated in an average of 138 collaborative activities annually with government bodies, non-governmental organizations, and industry partners for research and academic purposes.

### **Infrastructure and Learning Resources**

**Infrastructure and learning resources play a pivotal role in shaping the educational journey of students.** SGPGIMS possesses **sufficient infrastructure that meets the standards set by relevant regulatory authorities** for teaching, training and research. **Students get an enriching and immersive learning environment, due to the plethora of infrastructural facilities, used innovatively to cater to their needs.**



**Quality infrastructure is not just a necessity but a catalyst for excellence**, hence the institute has created extensive **educational facilities** equipped with modern amenities for the diverse needs of students and faculty. With **71 ICT-equipped classrooms, 2272 beds, 51 state-of-the-art operation theatres, 150 multi-specialty outpatient clinics, 34 departmental labs**, 80 diagnostic labs, 36 hi-tech skill labs, animal house, stem cell research centre and CRF. SGPGIMS provides a conducive environment for the 860 students enrolled in its programmes.

**The campus is a 650-acre scenic marvel**, featuring lush greenery, manicured lawns, serene water bodies, and well-lit roads and pathways, offering **recreational amenities** such as indoor and outdoor sports, gymnasiums, auditoriums, yoga centers, and space for cultural activities. **Significant investment in infrastructure development and upkeep** ensures a comfortable and enriching experience.

As a teaching hospital, SGPGIMS handles a substantial **patient load annually, both as inpatients (~50,000/year) and outpatients (~11 lac/per year)**, facilitating optimal practical training for students. **Community-based learning initiatives, outreach programs, and collaborations with rural primary health centres** further enrich the learning.

Our central library spend Rs365 lakhs annually and operates round the clock through an automated system, offering a vast collection of nearly 23000 books, annual subscription of 178 print journals, and online resources (~900 e-journals and 1500 e-books). **The robust ICT infrastructure** extends to seminar halls, classrooms, and demonstration rooms, ensuring a seamless experience with **digital learning tools**. **High-speed internet, managed by professionals and the National Knowledge Network (NKN, bandwidth of >1GBPS)**, supports the hospital's IT systems, including HIS, Picture Archival and Communication Systems (PACS), media centres, Audiovisual Centre and lecture capturing systems.

SGPGIMS has well-defined policies for **maintaining physical and academic support infrastructure**, allocating nearly **23% of Institutional funds annually** to ensure smooth functioning and longevity of facilities. This **commitment to infrastructure development and maintenance, highlights our dedication** to providing a world-class learning environment.

## **Student Support and Progression**

SGPGIMS believes that a student is the backbone of the Institute, and encourages each student to reach their full potential. Nearly **65%** of students receive **financial support** through various scholarships and stipends, reflecting the commitment to inclusive education.

SGPGIMS offers various **capacity-enhancement modules**, including soft skills, language, yoga and wellness, analytical skills, human values, personality and professional development, and employability skills.

The **International Students' Cell (ISC)** helps coordinate the stay of international trainees, with **9** students having trained at SGPGI. **Eleven** SGPGIMS students have benefited from international visits facilitated by the ISC. Our **Student Grievance Cell, Internal Complaint Committee, and Anti-Ragging cells** are functional, and active, and routinely ensure the redressal of grievance by the Sub Dean of Student Affairs and the Director.

The **Career Advancement Cell** supports students, especially in nursing and medical technology, by monitoring students' progress and ensuring the timely completion of courses, regular career seminars, and recruitment interviews. MD/ PhD are routinely guided in their research work so that they can plan a future in cutting-edge research. Nearly **65%** of SGPGIMS students have benefitted from the existing guidance mechanisms.

Although SGPGI offers DM/MCh/MD/PhD programs, with limited scope for **higher education**, nearly **12%** of the students of the preceding academic year have excelled in competitive examinations, including certificate

courses and fellowships. And, **80%** have secured promising **placements** within India or abroad.

The vibrant **Student Councils** at SGPGI play a pivotal role in focusing on student welfare and institute development. They address issues like ragging, gender parity, and ensure cleanliness in hostels and mess, for undergraduate students and resident doctors. Additionally, they organize awareness sessions, health camps, and cultural events. Our undergraduate students excel in sports and cultural activities, guided by these active councils. On average, nearly **30 cultural and/or sports events** are organized each year with active student participation.

SGPGIMS has a registered **Alumni association** with **1300** members and has generated a corpus of **Rs.34 lakhs** thus far. Apart from creating memories, bonds, and friendships, the alumni association sets traditions and legacies. The alumni actively contribute to the institute's growth through financial donations, kind, guidance, and endowments.

### **Governance, Leadership and Management**

**Effective governance, visionary leadership, and strategic management** are vital for Institutional excellence. SGPGIMS promotes **inclusive governance, decentralization, and active participation of all stakeholders** in key decision-making bodies like IRF, HRF, HIS, etc. Institutional governance comprises (a) **Academic** and (b) **Administrative** aspects. **Academic governance oversees** teaching, training, research, admissions, examinations, and appointments, while administrative governance, through bodies like the **Governing Body** and **Finance Committee**, aligns with the **Institute's vision and mission**.

SGPGIMS excels in **patient care, academics, and research**, evident in our **7th rank** in the **NIRF 2023 ranking** and **15 faculty members recognized among the world's top 2% of researchers**. We are a **preferred referral center for patients from UP and adjoining states**. The Institute has **pioneered academic programs** that have been adopted by other Institutes and Medical Colleges.

**Dynamic strategic planning** is tailored to evolving Institutional needs, and e-governance practices are seamlessly integrated into hospital administration, academics, and patient management.

**Comprehensive support for employees and students** includes medical care, transportation, schooling, housing, recreational facilities, etc., and is complemented by financial assistance and skill-based learning opportunities. More than 65% of faculty participate in faculty development programs, and the Institute conducts an average of 116 training programs each year for teaching and non-teaching staff.

SGPGIMS diligently **manages funds received from Government and non-government bodies**, ensuring transparency and accountability through rigorous financial audits by **two Government agencies** and an **internal audit** mechanism. In the last year (2022-23), the Institute received funds from Government and non-government bodies amounting to **Rs 98863 lakhs** and **Rs 630 lakhs**, respectively.

**In 2016, SGPGIMS launched a Quality Cell** to enhance patient care, utilizing methodologies like FMEA, Pareto's Analysis, and Root Cause Analysis. **The following year, the Institute Accreditation Committee** was formed to ensure high quality, leading to subsequent accreditations from NABL and NABH. **In 2022, aligning with NAAC standards, the Quality Cell was renamed as the Internal Quality Assurance Cell (IQAC)**. The impact assessment conducted by IQAC demonstrated significant enhancements in student performance, research outcomes, and stakeholder satisfaction.

SGPGIMS remains **steadfast in its commitment to delivering top-notch education, research, and**

**healthcare services**, maintaining an unwavering focus on quality and **efforts to enhance patient care** through quality methodologies and accreditation processes.

### **Institutional Values and Best Practices**

In SGPGIMS, **excellence is a way of life**. We provide quality medical care while **embracing social responsibility and societal wellbeing**.

Our **Institutional Values and Social Responsibilities**, emphasize **equality and fairness, inclusive facilities, and opportunities for all**. We prioritize **gender equity by providing** facilities like maternity leave, childcare leave, separate washrooms, and gender-specific OT changing rooms. With **diverse demographic representation, up to 40% of our faculty, residents, and staff** hail from varied backgrounds. As part of **environmental responsibility**, we employ **solar power and waste management**. Moreover, we are **committed to accessibility**, offering **Divyang-friendly** inclusive infrastructure ensuring **equal rights and opportunities** for individuals with special needs,

**SGPGIMS has been the first to venture into uncharted territories**, and this is evident in our Best Practices. **The Hospital Revolving Fund (HRF, Mission Supply All, first of its kind in India), launched in 1997**, ensures **24x7 access** to essential consumables at subsidized rates, **pioneering affordable healthcare**. The **Investigation Revolving Fund (IRF), initiated in 2002**, facilitates procurement of test kits and consumables at affordable rates. **SGPGIMS integrated Electronic Medical Records (EMRs) and Hospital Information System (HIS) in 1998**, revolutionizing patient care and administration. These initiatives have **set benchmarks** in the healthcare sector, and **other hospitals have emulated the models**.

As India's **first super-specialty teaching Institute**, SGPGIMS pioneered accessible, contemporary healthcare. It **introduced the first 3-year DM/MCh Courses** nationwide and was the **first to establish** departments like Clinical Immunology, Medical Genetics, and Endocrine and Breast Surgery.

The **telemedicine initiative** has enhanced healthcare outreach by connecting with **National Medical College Network** and **international medical colleges**. During the COVID-19 crisis, it facilitated ICU e-linking and daily online patient management discussions, demonstrating its pivotal role in healthcare delivery.

**Our alumni have also done us proud and provided another facet of distinctiveness** to the institute by setting up departments across the country and paving the way for excellence in healthcare.

In essence, the **Institute's commitment to advancing medical care is evident in its initiatives, which have contributed to improving healthcare outcomes across the state and the nation**.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SANJAY GANDHI POST GRADUATE INSTITUTE OF MEDICAL SCIENCES, LUCKNOW
Address	Sanjay Gandhi Postgraduate Institute of Medical Sciences, Raibareli Road, Lucknow
City	Lucknow
State	Uttar pradesh
Pin	226014
Website	<a href="http://sgpgims.org.in">sgpgims.org.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Radha Krishan Dhiman	0522-2494001	8765974036	0522-2668129	naac.sgpgi@gmail.com
Professor	Vinita Agrawal	0522-2494253	8004904561	-	vinita.agrawal15@gmail.com

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

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	13-10-1983
Status Prior to Establishment, If applicable	

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC		
12B of UGC		
Section 3	13-10-1983	<a href="#">View Document</a>

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

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	Sanjay Gandhi Postgraduate Institute of Medical Sciences , Raibareli Road, Lucknow	Urban	649.72	545102.8	Ph.D., MCh., DM, Post graduate, Under Graduate, Post Doctoral Certificate Course (PDCC), Post Doctoral Advanced Fellowship (PDAF)		

## 2.2 ACADEMIC INFORMATION

### Affiliated Institutions to the University

<b>Type of Colleges</b>	<b>Permanent</b>	<b>Temporary</b>	<b>Total</b>
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**Furnish the Details of Colleges of University**

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

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
INC	<a href="#">109014_5343_7_1709543558.pdf</a>	
NMC	<a href="#">109014_5343_23_1709545783.pdf</a>	

**Details Of Teaching & Non-Teaching Staff Of University**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	60				41				301			
Recruited	9	5	0	14	8	2	0	10	196	79	0	275
Yet to Recruit	46				31				26			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	5				10				0			
Recruited	0	0	0	0	5	3	0	8	0	0	0	0
Yet to Recruit	5				2				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				460
Recruited	326	51	0	377
Yet to Recruit				83
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				3707
Recruited	1063	1165	0	2228
Yet to Recruit				1479
On Contract	0	0	0	0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	5	2	0	3	0	0	93	21	0	124
Ph.D.	0	2	0	3	0	0	17	4	0	26
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	1	0	2	2	0	81	48	0	138
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	3	0	0	0	0	8
UG	0	0	0	0	0	0	0	0	0	0



<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	4	5	0	9
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	0	0	0	0
Adjunct Professor	0	0	0	0
Visiting Professor	47	6	0	53

**Chairs Instituted by the University**

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	MedTech Centre for Entrepreneurship	STPI MedTech	Software Technology Parks of India Ministry of Electronics and IT GoI

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	131	31	0	0	162
	Female	147	14	0	0	161
	Others	0	0	0	0	0
PG	Male	55	22	0	0	77
	Female	64	24	0	0	88
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	30	6	0	0	36
	Female	46	9	0	0	55
	Others	0	0	0	0	0
Certificate / Awareness	Male	16	4	0	0	20
	Female	13	24	0	0	37
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	45	127	0	0	172
	Female	13	39	0	0	52
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	No
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**Details of UGC Human Resource Development Centre, If applicable**

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

<b>General Facilities</b>	
<b>Campus Type: Sanjay Gandhi Postgraduate Institute of Medical Sciences, Raibareli Road, Lucknow</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>270</b>
* Qualified Doctor (Part time)	<b>482</b>
* Qualified Nurse (Full time)	<b>1634</b>
* Qualified Nurse (Part time)	<b>400</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>

• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Hobby Center

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
Boys' hostel	2	163
Girls's hostel	2	160
Overseas students hostel	0	0
Hostel for interns	0	0
PG Hostel	9	575

<b>Health Professional Education Unit / Cell / Department</b>		
Year of Establishment:		
<b>Education Programs Conducted</b>	<b>Number Programs Conducted</b>	<b>Duration in Months</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	SGPGIMS has been established on the concept of "Institute within an Institute" which translates into the fact that various services will be organised on a multidisciplinary approach. This means that each unit is self-sufficient to tackle its own challenges ensuring a focus in creating interdisciplinary skills within the department. Our Institution offers interdisciplinary and multidisciplinary courses and programs that integrate various health sciences disciplines. This involves identifying program outcomes, defining specific learning objectives, and designing courses to
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	ensure that learners acquire specific knowledge and skills. Through this approach, we intend to ensure that each program successfully achieves its set goals.
2. Academic bank of credits (ABC):	The Degree of the students are uploaded on DigiLocker as a regular practice. The Institution is in process to adopting Academic Bank of Credits system.
3. Skill development:	SGPGIMS is actively involved and continuously promotes various skill development trainings in relation to patient care and value-based quality education programs. The Institution offers undergraduate, postgraduate, post-doctoral programs and certificate programs aimed at enhancing the skill level of students which aligns with the objectives of the National Education Policy (NEP) and underlines the institution's dedication to providing a comprehensive and enriched learning experience.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institution promotes the integration of our ancient values and customs in a scientific manner. Traditional knowledge and practices, such as 'Yoga,' are regularly practiced by our staff and are included in the value-added courses for students. Palliative care is part of our patient care practices. The nutritionists at our Institute emphasize and recommend traditional food substitutes instead of formula foods. Regular events are organized to highlight the importance of breastfeeding. Scientific meetings begin with an invocation to Goddess Saraswati and lamp lighting. The students actively participate in Rangoli making and competitions. The guests are traditionally welcomed at our Institute with flowers. As mentioned in our scriptures, the Institute is strongly interested in promoting and supporting biodiversity. Events on classical music, traditional and tribal dance forms, and plays on Indian mythology and scriptures are regularly organized in the hobby center. The Institute provides ample opportunities for students to embrace and appreciate our country's rich cultural heritage and traditions.
5. Focus on Outcome based education (OBE):	SGPGIMS follows Outcome-Based Education (OBE) for all undergraduate (UG) and postgraduate (PG) programs, post-doctoral (DM/MCh) and certificate programs . The Program Outcomes (PO) and Course Outcomes (CO) are specifically designed and communicated to the students. A diverse range of

	assessment methods, including Continuous Comprehensive Evaluation Tests, assignments, and projects, are employed to evaluate students' understanding of the designated course objectives.
6. Distance education/online education:	From COVID pandemic, the institute has transitioned from traditional classroom teaching towards a hybrid model through the inclusion of various online platforms. The institution has a Digital Studio which assists faculties in creation of digital content. Additionally, the institution has made video lectures accessible to students through its telemedicine center and institute website. This initiative aims to enhance the learning experience for students. The institution actively encourages both students and faculty members to explore various online courses available on platforms like NPTEL and SWAYAM platform. This multi-faceted approach reflects the institution's dedication to adapting and utilizing technology for effective and comprehensive education delivery.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Clubs (ELC) is set up in the Institute with an objective to promote electoral literacy amongst the students and youth. It aims to educate students on various aspects of the electoral process and encourage them to participate actively in it. The details of ELC are on Institute website. <a href="https://sgpgims.org.in/Home/dir/2024/DIR_document(104)_110524.pdf">https://sgpgims.org.in/Home/dir/2024/DIR_document(104)_110524.pdf</a>
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, student's coordinator and faculty members are members of the ELC which is functional. Further at each level ELC are formed for an effective functioning. The objective is to encourage students to participate in the electoral process and become responsible citizens. The ELCs also promote ethical voting and work towards enhancing the participation of underprivileged sections of society in the electoral process. The ELCs are representative in character as they are composed of students from different backgrounds, regions, and communities. This ensures that the clubs are inclusive and cater to the diverse needs of the students. ( <a href="https://sgpgims.org.in/Home/dir/2024/DocScanner%20May%202024,%202024%2010">https://sgpgims.org.in/Home/dir/2024/DocScanner%20May%202024,%202024%2010</a> )

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>-16%20AM.pdf)</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Electoral Literacy Clubs (ELCs) is an initiative to promote electoral literacy amongst the youth of the country. These clubs aim to educate students on various aspects of the electoral process and encourage them to participate actively in it. Objectives a) New Voter Registration: ELCs encourage students to register themselves as voters and also assist in the voter registration of communities where the students come from. This helps in increasing the voter turnout in elections. b) Poll Assistance: ELCs also assist the district administration in the conduct of polls. This includes setting up polling booths, managing queues, and ensuring the smooth conduct of elections. c) Voter Awareness Campaigns: ELCs organize voter awareness campaigns to educate students about the importance of voting, the electoral process, and the role of citizens in a democracy. d) Promotion of Ethical Voting: ELCs promote ethical voting practices and discourage malpractices such as vote-buying and booth-capturing. e) Participation of Underprivileged Sections: ELCs work towards enhancing the participation of underprivileged sections of society in the electoral process. This includes transgender, commercial sex workers, disabled persons, senior citizens, and other marginalized groups. The report of a workshop on electoral literacy is available on the website: <a href="https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARNESS%20REPORT.pdf">https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARNESS%20REPORT.pdf</a></p> <p>Yes, The Institute participates in socially relevant initiatives related to electoral issues, such as awareness drive for the newly admitted students to participate in the electoral process and imbibe the democratic values. They were motivated to register themselves as voters and procure voter IDs. <a href="https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARN ESS%20REPORT.pdf">https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARN ESS%20REPORT.pdf</a></p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>ELCs also make efforts to register eligible students as voters. This includes setting up mechanisms to register students as voters and conducting voter registration drives. ELCs and the Institute are taking steps to institutionalize mechanisms to register eligible students as voters. <a href="https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARN ESS%20REPO">https://sgpgims.org.in/Home/dir/2024/VOTOR'S%20AWARN ESS%20REPO</a></p>



RT.pdf

## Extended Profile

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### 1 Program

#### 1.1

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

Response: 74

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
860	758	736	642	524
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	115	193	157	162
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3 Teachers

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
307	254	250	253	264

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
417	409	409	409	409

  

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
59022.95	54511.48	47611.98	56603.83	49567.64

  

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### **Response:**

Our institute focuses on **teaching, training, research, and patient care** alongside curricula aiming to balance the norms of **regulatory bodies, best-quality education, and additional value-added skills** to make our students highly-skilled, compassionate, and caring professionals. We have defined the programme- and course- outcomes in context of global, South-East Asian Regional, national, and local priorities. The curricula are a good blend of human ethics, communication, empathy, and scientific learning.

Training and patient care are deeply integrated; **our curricula encompasses prevailing and changing health care needs of the state, country, region, and the world.** We strive to educate our students towards health conditions common at **local** (nutritional imbalance ailments, goiter, malignancies in women, child health, metabolic illnesses, dengue, Japanese encephalitis, etc.), **national** (tuberculosis, hepatitis, diabetes, obesity, alcohol use disorders, etc.), **regional** (viral hepatitis, malaria, dengue, chronic diseases, etc.), and **global** level (metabolic disorders, neuropsychiatric illnesses, cancers, genetic disorder, etc.).

The programmes integrate **theoretical knowledge, clinical competency, procedural skill, teaching skills, ability of effective communication, research capabilities, and organizational skills.** The outcome of our programmes enables our students to be an independent worker, team player, or a team leader.

**Outcome oriented research** projects are integrated in curricula. The students are encouraged to do interdisciplinary projects. **Emphasis is given to projects that are targeted for innovation, cost-saving, affordable health care, translational research and implementational research.** This leads to induction of innovative thinking and align our students with changing healthcare needs of our country. **National and global recognition** of our research work and services, testify their quality, relevance, and applicability. Such research work is possible only due to the deep engagement of our students during their training.

We **revise our curriculum at regular intervals**, incorporating new developments in the field, and use rigorous and repeated discussion/feedback, from students, faculties, alumni, subject experts, and the visiting faculties.

In addition to learning the core curriculum, the students are exposed to **additional courses to enhance their competency in** biostatistics, communication, data presentation, telemedicine, social media in

medicine, basic sciences such as immunology, genetics, animal studies as value added courses. These additional skills make them sought after for academic and non-academic positions.

To support the expanding need of paramedical health care workers in the state and country, **College of Nursing** trains nursing graduates. In addition to the minimal standards laid by the regulatory body, we impart additional training to our nursing graduates in various **super-specialties** to enable them to **care for patients with high-risk and complicated nursing demands**.

Advance medical care depends on use of newer medical devices/investigations manned by skilled technicians. Demand of skilled medical technicians are met through the BSc and MSc programme run by ‘**Centre for Medical Technology (CMT)**’ which is recognized by the **UP state Medical Faculty**. These programme are designed to meet the expanding **demand in the country to support various national programme such as dialysis, tuberculosis, viral hepatitis, malaria, etc.**, as well as highly advanced and complicated radiological interventions, organ transplantation surgery, minimal invasive surgery, genetic testing, etc.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Outcome analysis of POs, COs	<a href="#">View Document</a>
Link for Curricula implemented by the University	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.2

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

**Response:** 98.65

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

**Response:** 73

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

### 1.1.3

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

#### **Response:**

The Institute offers graduate, post-graduate and post-doctoral courses and programmes and their curricula incorporate the **need of the community, region, country, health industry, changing economy, evolution of technology, evolving healthcare demand/disease pattern and international standards.**

**Competency:** Our focus is to incarnate every student into a competent, caring, compassionate, confident, and innovative health-care professional. Students are exposed to hands-on, real-life training during their training programme. As evident in our curriculum and syllabus, students acquire competency through **didactic lectures, hands-on training, bed-side teaching, problem-based learning, case-based learning, evidence-based learning, journal clubs, seminars, case-presentation, inter-departmental & inter-institutional combined academic sessions, presentations during conferences, group discussions,** and while teaching their junior colleagues.

**Employability and Entrepreneurship:** All our students are qualified health care professionals with **specialization in the specific fields** and hence have enormous opportunities for **self-employment, entrepreneurship,** and are employed in highly reputed health care facilities or teaching institutions or conduct cutting-edge research. The students passing out from these courses not only are self-employed but **also generate employment** for others by opening their own health-care facilities. Our students have added over 5000 hospital beds (500 ICU beds; 4500 non-ICU beds) across the country. The **Career Advancement Cell** helps our students to pursue higher education, research, entrepreneurship, and employment. Our students are team leaders and team players as is also reflected in feedback given by the from employers of our alumni.

**Skill Development:** Skills are imparted in a **sequence of four steps including didactic lectures, observation while performed by the experts, supervised performance by the student, followed by independent performance by the student.** Each of these steps are documented and verified by the supervisor. The students have ample opportunities to practice and hone their skills in real-life setting. We ensure that our students are competent to deliver standard health care to the society. Skill development is

reinforced with state-of-the-art equipment, online learning resources, departmental electronic repository of study material. We offer **additional modules** to enhance their skills in the field of communication, counselling, leadership, decision making, etc. We also encourage them to enroll and complete as many short courses which are freely available through various **online platforms such as Coursera, Edx, Swayam portal** etc.

**Inter-institutional collaboration:** We also run collaborative courses with Indira Gandhi National Open University (IGNOU); our Institute has memorandum of understanding (MoU) with **several Institutes** to collaborate for teaching and research. MoU with **Indian Institute of Technology, Kanpur (IIT-K)**, helped in innovation and few patents have already been secured. Our inter-institutional degree programme with **Babasaheb Bhimrao Ambedkar University (BBAU)** provides an excellent opportunity to our students to interact with potential employers coming to the university.

**MedTech, a center of entrepreneurship in the field of Medi Electronics and Health Informatics**, give opportunity to develop new medical device/technology. We regularly invite **visiting faculty** from the renowned international universities around the world to provide opportunity to our students to interact with doyens in their field. Such an interaction helps them to secure position for higher studies or employment later in life.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for MOUs with Institutions / Industries for offering these courses	<a href="#">View Document</a>
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

Response: 30

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

system

Response: 30

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

### 1.2.2

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

**Response:** 35.14

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

Response: 26

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	<a href="#">View Document</a>
List of the new Programmes introduced during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.2.3

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



**Response:** 98.09

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

Response: 257

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

Response: 262

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	<a href="#">View Document</a>
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

Our curriculum encompasses a wide range of crosscutting issues which are aimed to sensitize the students towards gender equality, environmental safety, empathy and professional ethics.

**Gender equality/women safety:** We incorporate gender sensitivity and equality issue in curricula. Legal issues involved in **PCPNDT act, sex determination, transgender surgery** etc are well practiced and are also part of curriculum in the relevant discipline. Students are taught about **privacy** while talking/examining the female patients. Female students/staff are given **maternity leave and child care leave**. The students are sensitized to different aspects of **sexual harassment, child abuse, and legal recourse** including Protection of Children from Sexual Offences Act (POCSO). We have reserved one seat for female in students' council.

**Environment safety/sustainability:** We sensitize our students on issues of water conservation, domestic waste segregation, waste recycling, water purification, biomedical waste disposal, injection safety, safe hospital, green energy, water harvesting, energy conservation, renewable energy, etc.

**Human values:** We aims at serving humanity and reducing the suffering with compassion, honesty,

empathy, and selflessness. Students are trained to respect human values. We arrange sessions from **spiritual leaders (Sadguru, HH Dalai Lama/ eminent personalities (Dr APJ Abdul Kalam, Dr Abhai Bang, Dr Rani Bang)** to promote human values. Our students are trained to work in the community with the highest regards for human values. **Health camps and community programmes** encourage student's interaction with community. While training our student in patient care, we simultaneously emphasize on compassion and giving the highest standards of care beyond caste, creed, race, gender, religion or political beliefs.

**Right to health issues:** We make our students aware about various patients' welfare schemes available in our institute and their procedural requirements. These schemes include Ayushman Bharat, Pandit Deendayal Upadhyay Rajya Karmchari Cashless Chikitsa Yojna, Chief Minister relief fund, Prime-Minister relief fund, Asadhya Rog Nidhi, and Kamdhenu Atinirdhan Sahayata Society, to name a few.

**Professional ethics:** We offer a module on ethics to all the students which include content on **patient ethics, patient privacy, and research ethics**. Our Institute has a well reputed ethics committee which stringently evaluates all research projects before their commencement. Our Institutes Ethics Committee has won many awards for its exemplary work and even has NABH accreditation. We also have **animal ethics committee and stem cell ethics committee** to examine the related research proposals.

The curriculum of the courses offered in *College of Medical Technology (CMT)* includes the modules on Environmental Science and Health Care, Medical Ethics, women health, and women safety.

**BSc. Nursing curriculum** incorporates ethics, human values, professional conduct, community nursing, nursing research and statistics. The curriculum of 'Master of Hospital Administration (MHA)' programme includes contents on Epidemiology, Medical Sociology, Human Ethics, Occupational and Environment Health.

We offer **modules under Choice-Based Credit System** for DM/MCh, MD/MS, and PhD students on cross-cutting topics for value addition. Amongst them, are courses such as Outreach Community Programme, Innovations and IPR issues, Importance of Communication in Medicine, social media in Medicine, which attempt to familiarize the students with elements of human values and professional ethics.

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

**1.3.2**

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

**Response:** 52

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

Response: 52

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	<a href="#">View Document</a>

**1.3.3**

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

**Response:** 62.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
716	400	424	382	292

<b>File Description</b>	<b>Document</b>
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**1.3.4**

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

**Response:**

As an integral part of their curriculum, our students are encouraged to participate in outreach activities, engage in cutting edge research activities, Industry exposure and community service.

**Field visit and community posting:** Students regularly participate in community health programmes on breast cancer, tuberculosis, viral hepatitis, hemophilia, thalassemia, sports injury etc which are led by their mentors or department faculty.

**Research projects:** SGPGIMS has skilled and dedicated faculty who provide quality education and state-of-art patient care and are deeply involved in research benefitting the needs of the society. **All MD/MS/DM/MCh/PhD students to complete at least one research project during their tenure.** Research projects can involve **patient, laboratory, or community-based research** as per the requirement of the research project. Our faculty are deeply involved in research which reflects in the **huge number of research publications** in numerous national/international journals. Our research work is also reflected by the fact that an increasing number of our faculty over years have been included in the list of **top 2% of scientists in the world**. A significant proportion of faculty members have been awarded **extramural research grants** from various national funding agencies such as the ICMR, DST, MOHFW, DBT. The institution also generously provides **intramural funding** which can be used for student's research projects. The Institute has a robust PhD programme in most disciplines. **PhD students must publish at least two manuscripts** that are accepted by peer reviewed journals prior to them being granted their PhD. These students are also given opportunity to visit other Institute or centres to enhance their exposure to industry and learn cutting-edge technology. Focus of research topics undertaken by the PhD as well as the DM/MCH/MD/MS students is primarily aligned with the local and national health needs of India and implemented to generate new knowledge in novel diagnostics and therapeutics.

**Internship:** The College of Nursing offers a 4-year B.Sc. degree course in nursing. As a part of the curriculum students are trained to provide **community nursing services**, and conduct research studies in areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical/public health setting. It is mandatory for the students to complete **1870 hours of internship during their study period**, for completion of the course. Fourth year final examination is held only after completing their internship which includes community postings, field visits, and industry visit. Apart from the clinical courses SGPGIMS also offers training courses (Master and Diploma) in Hospital Administration. It is mandatory for **Master Courses to complete a dissertation, whereas the diploma students undergo internship at various stations and centers**. The College of Medical Technology (CMT) trains world class paramedical and allied health sciences manpower for the state of Uttar Pradesh and country. As a part of the curriculum it is mandatory for all students in Bachelor Courses to complete **6 months – 1 year of internship** in their respective specialty. MSc students require to complete a research project and 06 months of internship for practical training.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

**Response:** A. All of the above

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

### 1.4.2

**Feedback process of the Institution may be classified as:**

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

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

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

**Response:** 63.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	70	65	65	54

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

2022-23	2021-22	2020-21	2019-20	2018-19
149	130	96	96	87

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

**2.1.2****Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted****Response:** 45.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
2938	1855	1887	2474	1808

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

2022-23	2021-22	2020-21	2019-20	2018-19
325	190	238	248	201

**File Description****Document**

The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Extract of No. of application received in each program

[View Document](#)

Document relating to Sanction of intake

[View Document](#)

Link for additional information

[View Document](#)**2.1.3*****Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*****Response:** 31.55



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

2022-23	2021-22	2020-21	2019-20	2018-19
301	247	212	176	178

## 2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
860	758	736	642	524

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

## 2.2 Catering to Student Diversity

## 2.2.1

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

**The Institution:**

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

**Response:** B. Any 3 of the above

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

### 2.2.2

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

**Response:** 2.8

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

### 2.3.1

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

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**

- **The Humanities**
- **Project-based learning**
- **Role play**

**Response:**

The students are the core focus of the teaching-learning process of the institute. The institute has adopted various **student-centric methods** as follows:

**Experiential learning:**

- The learning of postgraduate students, nursing students, and medical technology students is experience-based.
- Residents learn/perform various invasive/non-invasive procedures and surgeries under the direct guidance of faculty members as teacher; student ratio is 1:2.8
- Each of the 34 departments has a **teaching schedule** - journal clubs, seminars, case presentations, data audits, and mortality audits daily at 8 am. There are inter-departmental teaching programs like – neuro-radiology, neuro-pathology, nephro-pathology, gastro-pathology, uro-pathology, tumor-pathology (between radiotherapy and pathology), hepato-biliary-pathology, endocrine-pathology, gastro-radiology, cardio-CVTS, cardio-radiology, cardio-nuclear medicine, endocrine-radiology, pulmonary-pathology and immuno-pathology.
- On Saturdays and Wednesdays, the Institute organizes the **Clinical Grand Round (CGR) and Clinical-Pathological Conference (CPC)**, transmitted online from PGI Chandigarh), respectively, attended by all residents/faculty of the Institute. In CGR, by rotation, each department presents important and interesting work of the department for all the residents/faculty of the Institute. This CGR is also relayed to various other institutes across India. Resident doctors do a mandatory peripheral posting in their 3rd year in departments of radiology, genetics, microbiology, clinical immunology, transfusion medicine, hematology and pathology of SGPGIMS and in the departments of psychiatry and pathology (Neurology residents) at KGMU, and for medical autopsy at Command Hospital, Lucknow.
- Students also are trained in **extra-curricular activities** like sports, music, skit and drama and use them for public awareness like “Nukkad Natak”. Several out-reach programs like blood-donation camps, hemophilia awareness program, cancer awareness camps etc., help students experience and learn methodology of awareness programs.

**Patient-centric learning:**

- The process includes bed-side history taking, examination of patients, and presenting cases to consultants on daily ward rounds. The **bed-side patient-centric discussions** help the students to analyze history and examination, reach a diagnosis, make a rational treatment plan and communicate the same to the patient and family members. The student gain knowledge based on patients examinations as our OPD ( annual approximately 800000) and IPD ( annual approximately 50000) load is very high.
- The students have a **compulsory course** on ethics to learn professional, social and research ethics and a course on communication skills.
- **Communication** with patients/relatives, disclosing unpleasant information to patient’s family etc. is an important part of bed-side learning.

**Evidence-based learning:**

- The students and resident doctors learn by analyzing patients' radiological tests and laboratory tests in various laboratories attached to clinical and para-clinical departments.
- The MD/MS residents have to do a thesis and DM/MCh residents have to do a project and write one scientific paper to be eligible for writing the examination. Each thesis and scientific paper is reviewed and passed by an external expert.
- Similarly, the hospital administration students also do a project on areas like: disposal of biomedical waste, maintenance of hospital sanitation, behavior with patients/relatives and maintenance of dress-code etc. Institute runs various mandatory and optional value-added courses for students.

**Problem solving methodology:**

- The students learn real time patient problems and their solution by appropriate investigations and treatment under direct guidance by teachers.
- Also, they learn to perform complex surgeries and laboratory tests under the guidance of experienced mentors. They learn to handle various medical, surgical, statistical, ethical and communication problems.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of student-centric methods used for enhancing learning experiences	<a href="#">View Document</a>

**2.3.2****Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning****The Institution:**

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

**Response:** A. All of the above

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

### 2.3.3

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

##### Response:

The teachers use various types of ICT-enabled tools to enhance the learning experience of the students.

##### ICT Enabled classrooms:

- The Institute has lecture theatre complexes, lecture theatres in nursing colleges and college of medical technology where large number of students can participate in ICT-enabled studies. The Institute have 71-smart classrooms in departments enabled with LCD/LED projectors, white board, webcam with computer set to enable presentations and transmission of the journal clubs/seminars and other classes.
- Google platforms are used by students for study. Students are trained to use Microsoft PowerPoint to make presentations. Data and papers are presented using Microsoft Word/Excel.
- A range of software like Adobe photoshop and Video-editing software are used to edit clinical/laboratory related pictures and videos for presentations.
- All students are trained in value-added courses to use SPSS software to perform statistical analysis of the data for their projects/papers/thesis.

##### E-library:

- Students can access e-learning resources through the e-library. It can be accessed through the Institute's website either through the intranet or by logging into "Myloft" software from

anywhere in India. The e-resources include clinical key, up-to-date, and perpetual access to range of journals and books subscribed by the e-library.

- The students also have an access to plagiarism detection software (DrillBit) through the e-library.

**PACS:**

- Institute uses Picture Archiving and Communication System (PACS) to archive all the radiological images accessible through the hospital information system (HIS). The images are available to download, save, anonymize and use for the research, presentations in classes and conferences and publications.

**HIS:**

- Hospital Information System (HIS) is an integrated software system that stores all patient-related data like clinical details, investigations, discharge and follow-up visit of patients. This is an important means for doing projects on retrospective data, clinical audits and mortality audits.

**School of Telemedicine:**

- SGPGIMS has one of its kind Telemedicine facility in India. The School of Telemedicine has a number of state-of-the-art auditoria and e-conference rooms to aid in presentation, recording and transmission of the teaching programs live to various other Medical Institutes across India and abroad. The recorded programs are uploaded on YouTube for later viewing.
- During the COVID times, the School of Telemedicine helped in running e-OPDs whereby patients could interact directly with doctors, and share their medical records and receive electronic prescriptions. Despite lockdown, this helped the students to continue their clinical duties and learning.
- Telemedicine Department also helps in live-training-transmission of surgeries and procedures from operating rooms to the conference venues in SGPGIMS and outside.

**Department of Biostatistics and Health Informatics Department:**

- The Department runs a laboratory that is equipped with 30 computers and each computer has a number of software installed that are either freely available or purchased by the Institute namely – SPSS, STATA, R-Software, Med Calc, PASS, G-Power etc.

All students need to do a compulsory value-added course on biostatistics in this lab and learn research methodology of their projects, sample-size estimation and also analysis of their data.

File Description	Document
Link for list of teachers using ICT-tools	<a href="#">View Document</a>
Link of the details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<b>2.3.4</b>	
<b>Student :Mentor Ratio (preceding academic year)</b>	
<b>Response:</b> 3.07	
2.3.4.1 Total number of mentors in the preceding academic year	
Response: 280	
<b>File Description</b>	<b>Document</b>
Records of mentors-mentee meetings.	<a href="#">View Document</a>
Log Book of mentors	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of fulltime teachers/other recognized mentors	<a href="#">View Document</a>
Copy of circular pertaining to the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

<b>2.4.1</b>	
<b>Average percentage of full time teachers against sanctioned posts during the last five years</b>	
<b>Response:</b> 64.65	
<b>File Description</b>	<b>Document</b>
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Faculty position sanction letters by the competent authority	<a href="#">View Document</a>
Appointment letters of faculty during last five years	<a href="#">View Document</a>

**2.4.2**

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

**Response:** 82.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
214	226	237	199	213

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

**2.4.3**

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

**Response:** 12.5

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

Response: 3837



<b>File Description</b>	<b>Document</b>
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Experience certificate of full time teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 2.4.4

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

**Response:** 100

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
307	254	250	253	264

<b>File Description</b>	<b>Document</b>
Reports of the e-training programmes	<a href="#">View Document</a>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<a href="#">View Document</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

#### 2.4.5

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

**Response:** 39.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	78	56	142	112

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:** 7.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	9	8	5

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

## 2.5.2

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

**Response:** 1.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	1	0	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	115	193	157	162

<b>File Description</b>	<b>Document</b>
Reports of Examination Sections	<a href="#">View Document</a>
Minutes of the grievance cell / relevant body	<a href="#">View Document</a>
List of complaints / grievances year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View Document</a>

### 2.5.3

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

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

**Options(Opt one which is applicable to you):**

- 1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script**
- 2. Double Valuation/Multiple valuation with appeal process for revaluation only**
- 3. Double Valuation/Multiple valuation with appeal process for retotalling only**
- 4. Single valuation and appeal process for revaluation**
- 5. Grievance Redressal mechanism does not exist**

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

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

#### 2.5.4

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

##### **Response:**

The **Exam cell** conducts entrance /exit exams of various courses that include entrance exams for PDCC (Postdoctoral Certificate courses), PDAF (Postdoctoral Advanced Fellowship), Senior resident (Hospital Services) and Non-academic Junior residents for clinical services, nursing students for College of Nursing, and technical students for College of Medical Technology and Allied Health Sciences and Hospital Administration at all-India level.

- The application form generation, submission of application fees, issuing admit card, the result processing and declaration is **an online computer-based process**. Similar process is adopted for conducting the recruitment of non-faculty positions of the Institute.
- Question papers for exit exam are prepared by external experts nominated by the academic section. Four sets of question papers are submitted by the external experts which is sent to the moderator nominated by academic section who moderates the questions and finalize the question paper.
- The exam cell carries out the work of scanning the exit exam sheets. The answer sheets are then digitally shared with the experts for evaluation in a time-bound manner. The answer sheets can be evaluated by the external experts through in-house developed software that enables the examiner to provide marks to each question within the software. The software ensures that an examiner gives a minimum fixed time to each answer sheet before making remarks. The exam cell compiles the award sheets received from the respective examiners and submits them to the Registrar's Office for further action.
- This work is done online through the **agency hired by the Institute** in 2021. After the theory results are declared, clinical and practical examinations are conducted as per NMC requirements.
- For recruitment of different posts, **a help desk has been set up to solve the problems the candidates face in completing application forms**. Once the exam/recruitment is conducted, the **grievance portal is immediately opened** for all the candidates for 72 hours.

- A **Grievance Committee** is formed with the Director's approval to redress all grievances within 48 hours. The solution to a grievance is communicated to the candidate through email and also notified on the Institute's website.

***Continuous Internal Assessment System***

- A six-monthly internal assessment is conducted by each department that is also checked by National Medical Council (NMC) from time to time. The department identifies slow performers and advanced learners and organizes specialized care for slow learners.

***Processes integrating IT***

- **The examination process has been totally digitalized.** All exam related processes are online and paper work is very minimal.

***Competency-based assessment, Workplace-based assessment, Self- assessment***

- Since medicine is a skill-based discipline, competency-based assessment is done every 6 months to evaluate both theoretical and practical skills of the student. In addition, students are evaluated for their OPD and ward performance. Students are also encouraged to do a self-assessment as it empowers them to know their own deficiencies and improve upon them.

***OSCE/OSPE***

- As per National Medical Council, a part of clinical examination is through OSCE/OSPE which helps to assess them in problem solving skills in various topics.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.5.5**

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

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

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View Document</a>
Snap shot of the EMS used by the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View Document</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The Institute in its syllabus has stated learning outcomes as per the provisions of the regulatory bodies with their assessment in examinations. The process is mentioned on the website and the brochures for examinations.

- The Institute runs various DM/MCh/MD/MS/PhD/MSc/BSc/MHA programs. The programs have **well-defined learning objectives, outcomes and the evaluation processes**. These are described in the curriculum for each program and the course curricula are available on the website of the Institute. The medical course curricula are in compliance with guidelines of National Medical Council. The curricula are prepared in consultation with experts in the field who are invited as external members for boards of studies meetings. The curricula are tailored to provide comprehensive development of student in all domains.
- The training is aimed at preparing excellent manpower in the medical and paramedical field. During the course, the student are expected to acquire the following knowledge/skills/expertise:

A. Theoretical Knowledge:

B. Clinical/Practical Skills:

C. Teaching Skills:

D. Research Methodology:

## E. Group Approach:

## F. Attitudes including Communication Skills:

- By the end of each course, the student should have acquired knowledge (**cognitive domain**), professionalism (**affective domain**) and skills (**psychomotor domain**) specific to that specialty. A format of a prototype of a curriculum (DM in Medical Genetics) is provided. While designing the curricula, attention has been given to cover area of importance for the state as well as for the nation. For example, the training programs in Medical Genetics and Hematology provide stress on the diagnostics, management and population-based screening and prevention of thalassemia major that is highly prevalent in Uttar Pradesh.
- Similarly with decreasing infant mortality in India due to hospitalized delivery and control of nutritional and infectious disorders; there is a need of nationwide Newborn Screening Programs all over the country. The department provides newborn screening in aspirational districts, namely; Bahraich and Shrawasti. Such population-based programs help students/trainees to understand the importance of preventive, outreach programs from tertiary-care medical Institute for the population belonging to lower socioeconomic strata.
- The institute assesses the learning outcomes by different methods as:

**Cognitive domain:** Long theory question, short theory question, MCQs, Viva-voce

**Affective domain:** Clinical cases, OSCE, OSPE, Group discussion

**Psychomotor domain:** Clinical cases, laboratory practical, Microteaching examination

- The Institute also runs some unique programs like Post-Doctoral Certificate Courses, fellowships in renal sciences, interventional radiology, pediatric endocrinology, genomic diagnostics, maternal and child care, etc. Some of these have been adopted by NMC. These SGPGIMS initiated programs are replicated in other Institutes in Uttar Pradesh and India. Excellent quality of the teachers who are working at the cross sections of patient care and research are continuously updating them and in turn providing the state-of-art health care is the most important strength of the teaching programs in the Institute.
- For examination related activities, examination cell is working under the leadership of a senior professor and maintaining the sanctity of the examination process.

File Description	Document
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>

## 2.6.2

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



**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	115	193	157	162

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	115	193	157	162

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

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.44

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

**Response:**

**Research is one of the core strengths of SGPGIMS. To support and for the smooth execution of research activities, the Institute has a well-defined Research Promotion Policy. A dedicated Research Cell provides administrative support to manage all research-related activities.**

- **The Institute provides seed money through Intramural funding and Learning Resource Allowance (LRA) to support faculty members to carry out research. An average of Rs 353 lakhs annually has been disbursed to the faculty members in the past five years as seed money. The Institute Research Committee, comprising external and internal members, grants the intramural funds after review; the maximum cap is Rs 10 lakhs per project over two years. The progress of all the funded projects is reviewed annually, and upon satisfactory progress, it is allowed to continue. The approved budget is utilized to procure reagents, consumables, and patient diagnostic services as proposed in the research proposals. The LRA can be used to procure reagents, equipment, books and journals. It can be also utilized to pay membership fees of professional societies, reimbursement for conference-related travel and registration fees, etc.**
- **Faculty members are encouraged to apply for extramural funding from various National and International funding agencies. In the past five years, more than Rs 11446 lakhs of extramural grants have been received by faculty members of the Institute. The Institute is open to collaborating with private partners to run clinical trials. The Institute received approximately Rs 266 lakhs in the past five years to conduct clinical trials.**
- **The overhead funds from extramural grants and clinical trials are used to facilitate research-related activities, including conferences, workshops, Research Day, and similar activities.**
- **The Institute has its own Ph.D. programme with a well-documented policy.**
- **The Institute has a patent cell for facilitating patent applications and IPR-related processes.**
- **To evaluate the research's ethics-related components, the Institute has an independent Ethics Committees, including the NABH-accredited Institute Ethics Committee (IEC), Institute Animal Ethics Committee (IEAC), Institutional Committee for Stem Cell Research (IC-SCR), and Institute Biosafety Committee (IBSC).**
- **Each Department has a Departmental Research Committee which approves research proposals before submission for Intramural and Extramural funding and monitors the researchers' performance.**

- The Institute gives various incentives and awards to faculty members and students to promote and strengthen research. **These incentives include funding for faculty attending National and International conferences** upon acceptance of an abstract for presentation. The Institute facilitates **students' attendance at national and international conferences and encourages** them to apply for **travel grants** to extramural agencies.
- The awards given to faculty and students for carrying out outstanding research include-
  - For Faculty - **Prof.S.R. Naik Award, Research Day Publication Award, President Award for Maximum Patents, Maximum Intramural, and Extramural Grants.**
  - For Students - **Prof. S.S. Agarwal Best Publication, Prof. R.K. Sharma Best DM/M.Ch., Student and Research Day Publication Awards.**

Overall, the Institute's research-promoting policies significantly impact its recognition as one of the leading research medical Institutes globally. In the last three years, 15 faculty members per year were **listed in Stanford University's global top 2% scientists list.**

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Document on Research promotion policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.2

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

**Response:** 353.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
536.50	388.17	385.20	174.87	282.49

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

### 3.1.3

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

**Response:** 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
95	44	32	78	61

File Description	Document
List of teachers and their national/international fellowship details	<a href="#">View Document</a>
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4

**Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years****Response:** 210

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	66	18	26	23

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

**3.1.5****University has the following facilities**

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

**Response:** All of the above

File Description	Document
List of facilities available in the university and their year of establishment	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Videos and geo-tagged photographs	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.6

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

**Response:** 37.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	15	12	12	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	34	34	33	33

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Details of the departments offering academic programmes certified by the head of the Institution /University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

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

**Response:** 266

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	21	24	76	67

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

### 3.2.2

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

**Response:** 11446

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

2022-23	2021-22	2020-21	2019-20	2018-19
5559	2690	884	728	1585

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3****Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.****Response:** 3.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
316	130	269	149	173



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

### 3.3 Innovation Ecosystem

#### 3.3.1

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

**Response:**

**The Institute has created an ecosystem for innovations and entrepreneurship. It has established a Center for Entrepreneurship in MediElectronics and Health Informatics (MedTechCoE) on the campus.**

- The MedTech CoE is a pioneering initiative established by a consortium comprising SGPGI, Software Technology Parks of India (STPI), Department of IT and Electronics, Government of UP, Association of Indian Medical Device Industry (AIMED), Andhra Pradesh MedTech Zone (AMTZ), along with Kalam Institute of Health Technology (KIHT). **The center was inaugurated by Shri Rajeev Chandrashekar, Minister of IT and Electronics, Government of India, on 18-12-2021.**
- The primary objectives of establishing MedTech CoE are **to stimulate startup growth in the medical equipment/electronics and health informatics sectors and to contribute to the "Make-in-India" and "Digital India" initiatives** by reducing healthcare equipment imports and promoting the local production and adoption of healthcare equipment and technology. **Beyond providing physical infrastructure, the CoE offers access to technocrat and medical practitioner mentorship, mentorship programmes, and venture capital funding opportunities.**
- **The MedTech CoE periodically conducts Idea Challenge Programmes** to identify and select innovative startups and entrepreneurs in the domains of MediElectronics and Health Informatics. **Selected startups are provided with incubation opportunities ranging from 3 to 6 months, during which they receive intensive mentorship to deliver time-bound results.** This programme equips startups with knowledge through various masterclasses on topics such as Go-to-Market strategies, marketing (both traditional and digital), data analysis, sustainable business

models, pitching to investors, and scaling their businesses. **Moreover, MedTech CoE facilitates fundraising efforts for these startups, potentially securing investments of up to Rs. 25 lakhs from various investors, partners, and associates.**

- **In addition to its physical infrastructure, the MedTech CoE boasts two dedicated labs equipped with high-end testing equipment.** Startups also have access to technocrat and medical practitioner mentorship, mentorship programmes, VC funding, legal support, intellectual property rights (IPR) assistance, and access to 21+ domain-specific Centers of Excellence across India.
- The vision for MedTech CoE is ambitious yet focused; to nurture and support the growth of 50 startups within 5 years. **In less than 3 years since its inception, CoE has launched four open challenge programmes (OCP1, OCP2, OCP3, OCP4) and has onboarded 35-startups.** These startups have collectively **generated a total revenue of Rs 216 lakhs, created 151 job opportunities, and developed 16 products.** Five startups have attained maturity.
- To make its International presence, the MedTech CoE has collaborated with **STANFORD BIODESIGN, Stanford University, USA, and INDUS SETU GLOBAL Foundation, USA.** The aim of the collaboration is to mentor startups focused on achieving sustainable development goals related to human and planetary health, as well as women empowerment.
- The center is also **playing a vital role in developing trained human resources for the future** by carrying out programmes for students, faculties, and staff from different public and private Institutes and universities.
- **To showcase the activities carried out by CoE with new startups and technology development, MedTech CoE regularly participated in global events such as the Global Investor Summit and the Health Technology Summit** organized by the Government of UP.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Geo-tag the facilities and innovations made	<a href="#">View Document</a>

### 3.3.2

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

#### Response:

- The Institute **organizes workshops, conferences, and seminars** on Intellectual Property Rights (IPR), Research methodology, Good Clinical Practice, Research Grant writing and Industry-Academia Collaborations, etc. These events aim to **increase awareness** among faculty members,

researchers, residents, and Ph.D. scholars about the **standard operating procedures and guidelines** associated with various aspects of research.

- These events **provide opportunities** for **healthcare professionals, researchers, and scholars** to learn and discover effective ways to enhance their research and patient care practices. The **workshops offer theoretical and practical training** to faculty members, equipping them with the knowledge and skills needed to conduct clinical and research activities.
- **Intellectual Property Rights (IPR), Research Methodology, and other related courses:** The Institute conducts **01 course throughout the year on various aspects of Research Methodology** such as **Biostatistics, Research Grant writing, Scientific Communication, Artificial Intelligence, and IPR**. These courses are **mandatory for all MD, DM, MCh, and Ph.D. students to qualify for their final examination**. The Institute's in-house faculty members conduct these courses; external experts are invited as required. The candidates participating in these courses need to pass an assessment exam. This unique activity was initiated by the Institute at its inception more than three decades ago. **Possibly inspired by 01 course of SGPGIMS, the National Medical Council has recently adopted a similar strategy to teach medical students starting from the undergraduate curriculum**. Furthermore, the Institute conducted workshops/lectures on **Research Grant writing, sharpening skills** for successful funding acquisition and advancing valuable research initiatives.
- **Good Clinical Practice, Good Laboratory Practice, Pharmacy and Collection Practices:** The Institute conducted **01 courses and workshops on Good Clinical Practice, Laboratory, Pharmacy, and Collection practices**, instilling quality standards in healthcare. These sessions emphasized clinical research ethics, precision in laboratory procedures, excellence in pharmaceutical practices, and efficient, ethical specimen collection, fostering a culture of distinction among healthcare professionals, Ph.D. scholars, and PG students.
- **Industry-Academia Collaborations: Collaboration between industry and academia** is crucial to the Institute's activities. **To promote such collaborations, the Institute has set up the MedTech Center of Entrepreneurship (CoE) on campus**. The MedTech CoE is a collaborative venture of the Institute with Software Technology Parks of India (STPI), Department of IT and Electronics-Government of UP, Association of Indian Medical Device Industry (AIMED), Andhra Pradesh MedTech Zone (AMTZ); initiated with the vision to boost start-ups in the field of medical equipment and health informatics. **Through its open challenge programme, the MedTech CoE has onboarded 35 start-ups since its start in December 2021. The CoE has organized more than 30 events, including conferences, workshops, conclaves, and seminars in the last two years to promote collaborations.**
- **Furthermore, the Institute also carries out collaborative projects in the form of clinical trials in collaboration with pharmaceutical companies**. Currently, **more than 30 clinical trials** are being carried out by Institute faculty in partnership with various pharma companies. **Industries also play a significant role in the workshops, seminars, and conferences conducted by the Institute**. These events allow them to showcase their products, including equipment, reagents, and other products, **thus strengthening industry-academia collaborations**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link of the reports of the events	<a href="#">View Document</a>
Link for list of workshops/seminars on the above during the last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.3.3****Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years****Response:** 281

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	53	50	40	33

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

**3.3.4****Number of start-ups incubated on campus during the last five years****Response:** 35

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	0	0	0

File Description	Document
Registration letter	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Contact details of the promoters	<a href="#">View Document</a>
Certified e- sanction order for the start-ups on campus	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

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

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

**Response:** All of the above

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

### 3.4.2

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

#### **Option**

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

**Response:** B. Any 3 of the above

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

### 3.4.3

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

**Response:** 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	7	2	1

File Description	Document
Technology transfer document	<a href="#">View Document</a>
List of patents/Copyrights and the year they were published/awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.4

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

**Response:** 1.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
170	107	132	124	127

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	75	92	89	61



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

**3.4.5**

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

**Response:** 31.5

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional Data in prescribed format	<a href="#">View Document</a>

**3.4.6**

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

**Response:** 0.06

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**3.4.7**

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

**Response:** 0.65

File Description	Document
List of names of publishers : National/ International	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.8****Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science****Response:** 12.06

File Description	Document
List of the publications during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.9****Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.****Response:** 65.5

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

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

**Response:**

**The Institute has a policy on Intellectual Property rights (IPR) and consultancy** and carries out training cum capacity-building programmes for teachers, students and staff for undertaking consultancy.

- **IPR policy:** The 54th Academic Board, in June 2017, recommended establishing a **Patent Cell** in the Institute. **The Research Cell formed the patent cell and constituted an IPR and Patent Cell Committee comprising internal and external experts.** The Committee worked together to draft a set of rules and regulations regarding IPR to guide the functioning of the Patent Cell in the Institute.
- **The Patent Cell of the Institute plays vital roles in:**
  1. Promoting patenting activities in the Institute and showcasing the Institute's IPR achievements at state and national platforms.
  2. Organizing workshops on IPR, publication ethics, and patenting.
  3. Facilitating public-private partnerships that lead to patents.
  4. Help in facilitating the Government's vision of the "Make in India" initiative.
- **Consultancy:** While the Institute Act provides limited provision for faculty to take up charged consultancy, the Institute promotes faculty members to take up free consultancy.
- **Free Consultancy:** The faculty members are regularly involved in giving **pro-bono consultancy to other tertiary hospitals and medical colleges of the state.**
- The faculty members actively lend their expertise **in reviewing the grant applications of agencies** like ICMR, DBT, DST, CSIR, etc.
- The faculty members regularly lend their expertise **in reviewing research articles and papers for National and International journals** and serve as members of the Editorial or Review Board of journals.
- **During the COVID-19 pandemic, the faculty members took the initiative to extend healthcare services to the public of UP and around the country.** The School of Telemedicine was instrumental in providing consultation services through the following initiatives.

a) **The Electronic Covid Care Support (eCCS)** at Telemedicine provided advice to peripheral ICUs, and eOPD services catered to 35,078 patients.

b) Additionally, **eLearning and online teaching** supported 1,167 sessions with 68,219 participants.

c) A COVID-19 training programme using the **Extension of Community Health Outcomes (ECHO)** project conducted 70 sessions, benefiting 16,833 participants.

d) Furthermore, the Institute established a **Telemedicine Hub under Ayushman Bharat**, connecting with six district health and wellness centers and providing tele-consultations and capacity building for over 1,09,415 participants in 2021.

- **Paid Consultancy**

o Though, most consultancy given by faculty members is free however, there are modes through which the Institute gets paid consultancy. These include:

a. **Principal Investigator (PI)** consultancy fees through clinical trials carried out by the Institute. In the last five years, an amount of Rs. 266 Lakhs was earned.

b. Training/observership fees: In the last five years, the Institute has earned INR 54 lakhs through its training/observership programme.

c. **School of Telemedicine Services** through sponsored projects like the National Medical College Network project, Smart City project, and Health ATM project. In the last five years, the Institute has received around 2000 lakhs of consultancy for training, tele-services, and outreach activities at national and state levels.

The revenue generated through these consultancy services promotes the Institute's teaching, training, research, and outreach activities.

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

### 3.5.2

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

**Response:** 2313

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

2022-23	2021-22	2020-21	2019-20	2018-19
329	402	409	532	641

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

### 3.6 Extension Activities

#### 3.6.1

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

**Response:** 317

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	34	94	45	86

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

### 3.6.2

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
860	758	736	642	524

<b>File Description</b>	<b>Document</b>
Reports of the events organized	<a href="#">View Document</a>
Geo tagged Photos of events and activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6.3

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

**Response:**

The Institute has received several awards/recognitions for its extension and outreach activities. These awards include:

o **State Nursing Association Unit Awards and Memento of Honour to Nursing College:** Besides teaching and training, the College of Nursing of the Institute engages its students in several extension and outreach programmes in nearby communities, villages, and schools. Every year, about 40 students visit different places to conduct community fieldwork, including health education, community surveys, and visits to old-age homes, schools, and drug addiction and rehabilitation centers. The College of Nursing and its students received two recognitions for these activities in 2019. These include the '**Best State Nursing Association Unit Award**' by the State Nurses' Association, U.P., and the '**Memento of Honour**' from the Trained Nurses' Association of India, U.P. Branch.

o **Center of Excellence Award to Department of Microbiology:** During the COVID-19 pandemic, the Institute was crucial in screening COVID-19 patients by establishing specialized BSL3 Labs for the RT-qPCR method. The Department of Microbiology staff worked tirelessly throughout the pandemic to screen COVID-19-positive patients within 6 hours of receiving samples from various districts of Uttar Pradesh. For their outstanding service and testing of COVID-19, the **Department of Microbiology received a Center of Excellence award** from the Ministry of Medical Education, Government of Uttar Pradesh, in 2021.

o **Health Icon & CORONA Warrior Awards: The Institute has been recognized for exemplary work during the COVID-19 Pandemic.** The Department of Emergency Medicine at the Institute, led by Professor RK Singh, provided exceptional services in managing the COVID-19 situation in Uttar Pradesh. In recognition of his contributions during the pandemic, **Professor RK Singh was awarded the Health Icon & CORONA Warrior award** by the Government of Uttar Pradesh in 2021. **Dr. Zia Hasim from the Department of Pulmonology** received the Certificate of Excellence from the Honourable Minister of Medical Education, Mr. Suresh Khanna, for his exemplary work during the COVID-19 Pandemic in the year 2022. **Dr. Kirti M Naranje, Head of the Department of Neonatology**, received a certificate of Appreciation from the Lucknow Academy of Pediatrics for COVID-19 services in December 2020.

o The National Neonatology Forum awarded the Institute for celebrating '**Hand Hygiene Day 2021**' at the 40th Annual Convention of National Neonatology Forum (NEOCON) held in December 2021 at Bangalore.

o The Institute has played a pivotal role in implementing the Central Government Ayushman Bharat Scheme in the State of Uttar Pradesh. **The Govt of U.P. awarded SGPGIMS for its unparalleled contribution to the implementation of Ayushman Bharat Pradhan Mantri Jan Arogya Yojana in UP on 26.9.2021.**

o **Mission Shakti Award (2021).** Professor Vinita Agarwal from the Department of Pathology and Mrs Minimole Abraham (Sister Grade I) was awarded the **Mission Shakti Award** by the Honourable Governor of UP, Mrs Anandiben Patel, on **21 August 2021**, in the presence of Union

Minister Mrs Nirmala Sitharaman and the Chief Minister of UP, Shri Yogi Adityanath, for their significant contribution to the empowerment of women in the state.

File Description	Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	<a href="#">View Document</a>
Link for list of Government/other recognized bodies that have given the awards	<a href="#">View Document</a>

### 3.6.4

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

#### Response:

The Institute is involved in a range of social responsibility activities aimed at promoting health awareness, improving healthcare accessibility, and enhancing the quality of life for those living in nearby communities.

- Health Education and Awareness Programmes:** The Institute strongly emphasises health awareness programmes, targeting diverse groups such as the **general public, school children, and others**. These programmes, delivered through lectures, seminars, and workshops, cover an extensive spectrum of health topics, ranging from hygiene and nutrition to disease prevention. **The Institute's Breast and Cervical Cancer Awareness Programme** is dedicated to creating awareness and implementing strategies for early detection of breast and cervical cancers. **To increase the organ donor pool of Uttar Pradesh, the State Organ and Tissue Transplant Organization (SOTTO) and the Hospital Administration Department** regularly organize an annual Awareness Campaign on Organ and Tissue Donation. **Programmes addressing mental health, Extension of community health outcomes (ECHO programme), women's health, YOGA, stress management, etc.,** serve as effective tools for disseminating crucial health-related information. The faculty and students at the Institute have actively participated in the **adoption programme for children suffering from tuberculosis**, providing them with supervision and nutrition every year. Furthermore, **under the aegis of the National Health Mission, Government of India**, the Institute works as a nodal center for the free screening and treatment of hematological disorders, including Thalassemia, Sickle Cell Anemia, Hemophilia and other Coagulation disorders for the State of UP.
- Environmental awareness programmes:** The Institute actively promotes **environmental awareness** through programmes such as **Swachh Bharat Abhiyan, plantation drives, etc.** These initiatives contribute to a cleaner, greener environment, fostering a culture of sustainability and environmental consciousness.



- **Delivery of free/ subsidized health care and socioeconomic development:** During the COVID-19 pandemic, the Institute provided free essential medications such as Remdesivir and IVIG for COVID-19 treatment and free Amphotericin B for mucormycosis treatment. Furthermore, the Institute conducts free health and screening camps in nearby rural and urban areas as one of its key community activities. These camps serve as a vital resource, offering **free medical check-ups, consultations, and treatments** to individuals with limited access to healthcare services. Staffed by dedicated doctors, nurses, and students, these camps provide essential medical services to the underprivileged, raise awareness about prevalent health issues, and promote healthy lifestyle practices within these communities.
- **Mobile Telemedicine Bus System (MTBS):** A key highlight of the Institute's outreach initiatives is the **MTBS**, which is strategically designed to extend healthcare services to rural communities around Lucknow. The MTBS is equipped to provide **free medical consultations, treatments, and awareness campaigns** on various health issues, exemplifying the Institute's commitment to reaching marginalized populations.
- **Impact of the extension activities on students:** The Institute actively engages in various **extension activities to sensitise students to social issues and promote holistic development**. Through community outreach programmes, students participate in **real-world situations, gaining insights into societal challenges and developing a heightened sense of empathy and social responsibility**. The Institute's commitment to holistic development ensures that students excel academically and acquire the interpersonal skills and ethical values necessary for **societal contributions**.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 138.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
175	91	78	127	222

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified Copies of collaboration documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link with collaborating Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.7.2

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

**Response:** 81

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

Response: 81

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the functional MoUs with Indicating the start date and completion date	<a href="#">View Document</a>
e-copies of linkage-related Documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

**Response:**

The Institute has state-of-the-art infrastructure and physical facilities for teaching-learning including e-learning and e-teaching, skill acquisition etc. in specialized medical and allied health sciences as mentioned below:

- **Hospital Campus:**

1. Main Hospital
2. Apex Trauma Center
3. General Hospital
4. Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) Block
5. Naveen OPD
6. Indoor Facility: 2272 beds
7. Operation Theater: 51
8. Emergency Medicine and Renal Transplant Center (EMRTC)
9. College of Medical Technology
10. College of Nursing

- **Information and communication technology (ICT)-enabled Classrooms/ Seminar Hall:**

The Institute has a total of 71 ICT-enabled teaching and learning areas including 46 classrooms and 25 seminar halls. All the ICT-enabled classrooms have audio-visual facilities along with LAN/Wi-Fi, Computers/Laptops, LCD projectors and smart systems of lecture capture and two-way audio-video connectivity.

- **Patient Care Attached Classrooms:**

Each OPD and ward of the clinical departments has patient care attached classrooms for clinical learning, teaching, and counselling of patients.

- **Lecture Hall Complex and Convention Center**

The Institute has a highly spacious lecture hall complex and convention Center housing of following facilities.

1. Three Lecture Halls (Capacity: 160 each).
2. C.V. Raman Auditorium (Capacity: 400).
3. Prof. Soma Kaushik Auditorium (Capacity: 210)
4. D. K. Chhabra Auditorium (Capacity: 140)

- 5.H. G. Khurana Auditorium (Capacity: 140)
- 6.S.R. Naik Auditorium (Capacity: 140)
- 7.S.S. Agarwal Auditorium (Capacity: 140)

- **Additional Auditoriums:**

The Institute has following additional auditoriums well-equipped with modern audio-visual systems.

- 1. Shruti Auditorium (Capacity: 750)
- 2. Telemedicine Auditorium (Capacity:205)
- 3. Liver Transplantation Unit Auditorium (Capacity: 110)

- **MedTech Center:**

The MedTech Center of the institute has modernized infrastructure of Medi Electronics and Health Informatics including state-of-the-art Medi Electronics, health care Internet of things (IoT) labs and access to Technocrat/Medical practitioner's mentorship, mentorship programs etc.

- **Central Library:**

The Institute has a fully digital, and automated central library with working profile of 24x7 throughout the year. It has over 23,000 books and subscribes to approximately 178 print and >900 e-journals. The manpower of the library includes the Chairman, Chief Librarian, Additional Chief Librarian, seven Librarians, Office Clerk, and four attendants.

- **Departmental Library:**

In addition to the central library, all 34 departments of the Institute have a library with a collection of their discipline-related specific books and journals.

- **Hospital Information System (HIS):**

We have an ultra-modern HIS to maintain the entire data of patient care activities and hospital management on various servers of the Institute. It has 27 servers of IBM, HP and Dell and a total storage capacity of 250TB in the data center. This is managed by 4 faculty, 1 senior system manager, 2 senior programmers, 6 data entry operators for round-the-clock services.

- **Internet and Wi-Fi:**

More than 1 GBPS dedicated leased line Internet facility provided through the national knowledge network is available to cater to the academic and research needs of the students and staff. The entire campus of the Institute is completely Wi-Fi enabled.

- **Research Cell:**

We have a central research cell to promote various research activities of the Institute including sanction and management of research grants, constitution of research committees and award committee for excellence in research. The research Committee is headed by a chairman (Director of the Institute) and

includes a member secretary (Faculty In-charge Research), and members (senior faculty).

- **Bioethics Cell:**

The Institute has a well-established and NABH-recognized Bioethics Cell for reviewing research proposals to ensure the protection of various ethical aspects. It operates as per the National guidelines and the Drug and Clinical Trials Rules of the Govt. of India. The Institutional Ethics Committee consists of a Chairman, Member Secretary, alternate Member Secretary, and twelve members from Clinical, Pharmacology, Legal, and Social disciplines.

- **Clinical Skill Laboratories:**

The Institute has around 36 hi-tech and well-equipped skills labs for various diagnostic clinical procedures. The major skill labs include bone marrow aspiration, bronchoscopy, endoscopy, endotracheal intubation, echocardiography, catheterization, ultrasound-guided solid organ biopsy etc.

- **Diagnostic Laboratories:**

The Institute has a total of **80** well-equipped diagnostic labs for testing patient-derived specimens for the diagnosis, prevention or treatment of a disease.

- **Research Laboratories**

All 34 departments of the Institute have research labs to conduct basic and translational research for developing newer diagnostic and therapeutic modalities for human diseases.

- **Central Research Facility (Core Lab):**

The central research facility (CRF; Core Lab) of the Institute is an advanced biomedical research facility offering a central platform of high-end sophisticated equipment including Next-generation Sequencing System (NGS), Liquid Chromatography-mass Spectrometry (LC/MS), and Genetic Analyzer (24-capillary sequencing instrument) to conduct multidisciplinary research work.

- **Animal House:**

The Institute has a CPCSEA-recognised and well-spaced animal house having Teaching and Training unit for Lab Animals, Lab Animal Experimentation unit, and the Lab Animal Breeding unit. It houses mainly Mice (BALB/c and C57BL6), Rat (Wistar and Sprague Dawley), Rabbit, Guinea Pig, and Sheep offering facilities for pre-clinical animal research.

- **Stem Cell Research Center:**

The stem cell research center has world-class facilities including a Class-10,000 GMP Lab, Cryo-storage Facility, Stem Cell Culture Complex, Pre-clinical Research Lab, Recombinant DNA Lab, Proteomic and Epigenetic Lab, Genomic and Molecular biology Lab.

- **Telemedicine Center:**

The Institute has a telemedicine center well equipped with modernized electronic systems serving as an excellent facility for e-learning and e-teaching. It has \following major infrastructure.

- 1.e-Class Rooms
- 2.Telemedicine enabled Board Rooms / Video Conferencing suites.
- 3.High Tech Lecture Theatre
- 4.Digital Medical Library
- 5.Surgical Tele-Presence Suite
- 6.Digital Operation Theatre
- 7.Health Informatics Labs
- 8.Medical Multimedia and Animation
- 9.e-CME
- 10.Artificial Intelligence and Clinical Decision Support System

• **Community Health Care Learning:**

The Institute periodically organizes camps in different communities on common diseases like tuberculosis, anemia, thalassemia, dengue etc. In addition, our General Hospital serves as a community health center for the surrounding population.

• **AYUSH-related Learning cum Therapy Center:**

A proposal for this center has been passed by the Governing body meeting and it is currently in the process of implementation. A resolution to start services of alternative medicine is taken by the Institute administration.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	<a href="#">View Document</a>
Links for Geotagged photographs of the facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:**

The Institute has excellent facilities for the physical, recreational, and cultural activities of students and staff. In addition, our spacious campus of 650 acres, is full of natural beauty of green and flowering plants offering a pleasant environment and inspiration to students and staff for such co-curricular pursuits. All these facilities together promote physical and mental health and maintain a holistic

educational environment to boost the academic growth of the staff of the Institute. **The major facilities are listed below.**

- **Indoor Sports Complex:**

The indoor sports complex of the Institute has an area of approximately 16,145 square feet housing the following facilities for physical activities and fitness of students and staff.

1. Gymnasium/Fitness Center
2. Table Tennis.
3. Lawn Tennis
4. Two Badminton Courts
5. Swimming Pool

- **Outdoor Sports Complex:**

The Institute has an outdoor sports complex with the following facilities.

1. Two Synthetic Tennis Courts
2. Two Basketball Courts
3. Skating Court
4. Volleyball Court

- **Cricket Ground:**

The cricket ground of the Institute has an area of 13,500 sq meters and it is located at the rear side of old Type-II residences.

- **Green Garden with Jogging Tracks (ISACON Vatika):**

The Institute has a green garden with jogging tracks spread over an extensive area near the indoor sports complex serving as a naturally pleasant place for morning and evening walks.

- **Hobby Center:**

The Hobby Center of the Institute has a built area and green lawn of 11646 square feet and it serves as an excellent place for fine arts, martial arts, music, and other entertainment and refreshment programs.

- **Convention Center and Shruti Auditorium:**

The well-spaced Convention Center and Shruti Auditorium serve as excellent venues for organizing cultural programs on various occasions like inauguration ceremonies, workshops, conferences, convocation day, foundation day, Institute's research day, etc. The Convention Center is also used for exhibition stalls and poster displays during workshops and conferences. A food court is also located adjacent to the Convention Center.

- **Yoga Center:**

The hobby center hall and foyer of the lecture hall complex are used as a yoga center for doing yoga in the morning and evening by students and staff of the Institute. A mass-level yoga program is regularly organized here on International Yoga Day.

File Description	Document
Link for additional information	<a href="#">View Document</a>
Links for Available sports and cultural facilities : geotagging	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

The Institute has vast and extensive general campus facilities and ambience. These facilities have far-reaching positive outcomes for students, faculty, staff, and the community. A welcoming and well-maintained campus promotes a positive learning environment, enhances overall well-being, and supports the long-term success and sustainability of the Institute. The major facilities of the campus are listed below.

- **Hostels:**

The Institute has following specifically designed hostels that have all modern amenities for unmarried as well as married students.

- |                         |                     |
|-------------------------|---------------------|
| 1. New PG Hostel        | : 106 Rooms         |
| 2. Old PG Hostel        | : 48 Rooms          |
| 3. MRA-A Hostel         | : 110 One-BHK Flats |
| 4. MRA-B Hostel         | : 66 One-BHK Flats  |
| 5. New Unmarried Hostel | : 50 One-BHK Flats  |
| 6. MRA-Married Hostel-1 | : 110 One-BHK Flats |
| 7. MRA-Married Hostel-2 | : 200 One-BHK Flats |
| 8. CMT Hostel           | : 62 Rooms          |
| 9. Nursing Hostel       | : 90 Rooms          |

- **Residences:**

The Institute has a huge residential area consisting of old and new residential campuses for its staff and faculty members. The list of these residences is as follows.

- |                          |       |
|--------------------------|-------|
| 1. Type-I (Old Campus)   | : 147 |
| 2. Type-II (Old Campus)  | : 284 |
| 3. Type-III (Old Campus) | : 79  |



4.Type-III flats (New Campus)	: 80
5.Type-IV (Old Campus)	: 78
6.Type-IV (New Campus)	: 20
7.Type-IV Flats (Tilak Tower; New Campus)	: 40
8.Type-V-B (Duplex; Old campus)	: 20
9.Type-V-A (Old Campus)	: 14
10.Type-V-A (New Campus)	: 20

- **Guest House:**

The Institute has a sprawling guest house with a super built-up area of 32,173 square feet and 34 well-furnished guest rooms.

- **Community Center:**

The Community Center of the Institute has the following facilities.

- 1.Shopping complex for daily use items including grocery stores and café.
- 2.State Bank of India
- 3.HDFC Bank
- 4.Post Office
- 5.Faculty/Staff Club

- **Telephone Exchange:**

The Institute has its telephone exchange offering intercom and CUG services to students and staff throughout campus.

- **Electric Substation:**

The Institute has its own 78590 KVA electric substation (powerhouse) for uninterrupted electric supply to the whole campus.

- **Medical facilities:**

As per Institute policy, free medical facilities including medications and investigations are available to all students, staff, and their dependents.

- **Toilets:**

Clean and well-maintained toilets are present in defined areas throughout the Institute campus.

- **Cafeteria/Canteen:**

The hospital campus has a central cafeteria for food facilities for patients and their relatives. Every hospital building has a canteen/cafe for its students and staff.

- **Roads and Signages:**

The campus roads are well-maintained, clean, and jerk-free with proper signage throughout.

- **Topography and Greenery:**

The Institute has its flora and fauna with a variety of animals and plants. Greenery, parks, and lawns are present throughout the campus.

- **Avian Paradise:**

The Institute’s Garden and forest areas are paradises and hot spots for more than 208 spotted species of birds (details are available on the e-bird site: <https://ebird.org/hotspot/L3941772/bird-list>), which provide a pleasant atmosphere with their sweet chirp, tweet, cheap, or warble in different seasons.

- **Alternate Sources of Energy:**

Solar energy is captured through solar panels with a total capacity of 1112.79 Kwp installed on the rooftops of the buildings at 14 locations, serving as an alternate energy source.

- **Sewage Treatment Plant:**

The Institute has a sewage treatment plant for domestic and Hospital-generated wastewater treatment.

File Description	Document
Link for Photographs/ Geo-tagging of Campus facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.4

##### **Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**

**Response:** 42.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
29076.08	40849.69	9905.38	29230.69	8130.79

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

## 4.2 Clinical, Equipment and Laboratory Learning Resources

### 4.2.1

#### Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

##### Response:

The Institute offers comprehensive clinical care with modern diagnostic and therapeutic facilities. These facilities **provide rich sources of teaching and training** to undergraduate, postgraduate, post-doctoral, and paramedical students in **accordance with the specifications laid down by the regulatory bodies**. These equipment, laboratory, and clinical teaching-learning facilities are integral to medical education and profoundly impact our students by providing them with the essential knowledge, skills, and experiences needed to become competent and compassionate healthcare professionals.

##### Clinical learning resources

The Institute has **2272 indoor beds** and caters to the large population of the state of Uttar Pradesh and neighbouring states like Bihar, Jharkhand, and Madhya Pradesh, and countries like Nepal, Bangladesh, African countries etc. **The large inflow of both indoor and outdoor patients** (around 1 lac new registrations, 10 lacs follow-up, and >50,000 admissions per year) is a rich clinical resource for teaching-learning. The teaching-learning process is designed so that the transformation of knowledge from teachers to students takes place smoothly and efficiently. Students are taught by a **preplanned sound academic schedule** comprising seminars, case presentations, journal clubs, faculty teaching classes, etc. Every day there is **didactic teaching in well-equipped 71 seminar rooms/lecture theatres** with large seating capacities **and ICT facilities**. **The clinical skills of managing patients are learned** during ward rounds of indoor patients and case discussions during OPD visits, under the guidance of faculties. Procedural skills are imparted to students in the side rooms of wards which are equipped with the required infrastructure and machines with the latest technology.

To emphasize the importance of Interdisciplinary patient management classes are conducted with inputs from various departments. These classes include clinical grand rounds, clinic-pathological correlation, mortality meeting. These classes have students attendings from various specialties which are conducted in

an auditorium or a seminar room.

Students acquire surgical skills in high-end operation theatres under the guidance of faculty members.

The Institute also has **skill laboratories along with** various mannequins **for hands-on training** in various sections, such as anaesthesia, acute trauma life support, and interactive classrooms in bronchoscopy and neonatology to name a few.

In addition to well-equipped operating theatres the **Da Vinci Robotic system** has added a feather to the advanced treatment options available for patient care in urology, endocrine surgery, cardiothoracic-vascular surgery, gastro-intestinal surgery, and pediatric surgery.

**The College of Nursing and College of Medical Technology** are situated on the premises of the Institute. They offer B.Sc. and M.Sc. degrees in paramedical courses with facilities for teaching learning activities related to the field and bedside teaching. Their clinical and laboratory training goes hand in hand with other medical courses.

The various facilities for e-learning **at the Department of Telemedicine** includes **media center, audio-video center, and lecture capturing system along with mixing equipment and software for editing.** The uninterrupted teaching even during COVID pandemic lockdown was possible with these facilities. In addition, the students have the opportunity to interact with experts in the subjects from various institutes of repute across the country like AIIMS-New Delhi, AIIMS-Rishikesh, and PGI-Chandigarh to name a few.

**Teaching learning regarding epidemics like swine flu, Dengue and the recent COVID-19 pandemic is happening in dedicated facilities** like wards and Rajdhani **Corona Hospital**, for the isolation and care of the affected individuals with students having the opportunity to gain experience while treating the affected individuals.

**Regular awareness programmes** are conducted which involve the public and the students get to interact with and educate the public through posters, slogans, banners, and skits.

#### **Laboratory learning resources.**

Important laboratory learning resources of the Institutes are **fully automated analyzers, installed at more than 10 laboratories performing** a wide range of parameters been tested 24x7. Each analyser is managed by a team consisting of senior technical officer, laboratory technician, data entry operator and attendant. The analyzers are based on various principles like chemiluminescence, enzyme-linked fluorescent assay etc.

The facility of the **Core laboratory allows** high-end molecular research with Next-generation sequencing, Sanger Sequencing, Liquid chromatography-mass spectrometry. There is a **digital platform for the demonstration of experiments named Lab. Tutor.**

**The Institute has an Animal house facility which** is registered with CPCSEA (Committee for Control and Supervision of Experiments on Animals), Govt. of India. This facility has approval for the breeding of small laboratory animals and research on small & large laboratory animals. The major functions of Animal House include breeding Small Laboratory Animals, maintaining good quality laboratory animal

stock for further breeding and allotments to Institutional Researchers and Training and teaching animal experiments.

The department of Pathology has a **museum area wherein wet mount specimens** are available for viewing related to congenital anomalies, neoplastic as well as non-neoplastic tumours.

**There are Teaching microscopes in the various departments like** deca-header, Penta-header, and duplex microscopes. These microscopes allow multiple students to view at the same time while attachments of display on screen/LCD allow projection of images and photomicrographs also. There is a facility for **Electron and Fluorescent microscopy in the Institute for advanced levels of histopathology** adding more enthusiasm to the learning process.

The students can learn about **minimally invasive procedures like endoscopy, bronchoscopy**, virtual bronchoscopy navigation, cryotherapy, argon laser photocoagulation, thermoplastic and electrocautery. The pulmonary function testing laboratory and sleep lab allow for a detailed evaluation of related disorders.

To inculcate the use of technology in patient management the Institute has been instrumental in making medical gadgets for diagnosis and treatment. So, an MoU has been signed between the **Institute and the Software Technology Park of India and with MoU**, expecting more gadgets and patents to be made.

The Institute has a **research cell** which facilitates and nourishes the research potential of a student pursuing medical education. The Institute conducts a research day every year in December where the students and faculty showcase their research publications.

As per the mandate of teaching, training, and research along with providing state of art patient care services, the Institute possesses an entire range of clinical and teaching aids in the form of the core research lab, robotic operating systems, and audio-visual aids. It is as per the regulations laid down by the regulating statutory bodies.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.2

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

**Response:**

**The Institute has world-class and adequate outpatient and inpatient facilities for the clinical care, teaching, and training of 860 students in 74 programmes.** Being a tertiary care center, it caters to the clinical needs of the entire state of Uttar Pradesh as well as those of adjoining states, including Bihar, Jharkhand, and Madhya Pradesh, etc. and adjoining countries like Nepal and Bangladesh. This results in a large inflow of outdoor and indoor patients, making the Institute an excellent source of teaching, training, learning, and research.

The Institute has a dedicated building for OPDs of different clinical specialties to manage the massive flow of outpatients optimally. More than 11 lakh patients visit the OPD annually, and clinical care is provided to all outpatients comprehensively and systematically to ensure their well-being.

The **Institute's IPD** has 2272 indoor beds, and patients remain on the waiting list for admission. An average of more than fifty thousand patients are admitted annually in various inpatient facilities (wards) of the Institute. In the IPD, admitted patients are promptly attended to by a multidisciplinary team of healthcare providers, including doctors, nurses, technicians, and support staff.

The institute has nine auditoriums with a seating capacity of 2,395 and seminars/classrooms in all 34 departments. All are equipped with modern audiovisual systems.

The central library is functional 365x24x7 and has approximately **23,000 books** and subscribes to approximately 178 print and more than 900 e-journals. It is fully digital and has a super built-up area of about 21,000 square feet. Students can access the library resources in the hospital and residential areas using laptops, tablets, and even mobile handsets, as the campus is Wi-Fi enabled with More than 1 GBPS dedicated leased line Internet facility provided through the national knowledge network.

The ultramodern hospital information system allows access to outpatient and individual patient reports, treatment charts, and procedures. The 36 high-tech clinical skill laboratories and 80 well-equipped diagnostic labs enable students to learn to test patient-derived specimens for the diagnosis, prevention, or treatment of a disease or assessment of a medical condition.

The research cell, ethics cell, animal house, and central research facility help students conduct basic and translational research in challenging areas of medicine to develop newer diagnostic and therapeutic modalities for human diseases and improve the institute's patient care services. The stem cell research facility emphasizes the development of stem cell-based new diagnostic and therapeutic modalities for various diseases.

For learning using digitalization, the telemedicine center, which is built over 65,827 square feet, has a facility for e-classrooms, video conferencing, digital operation theatre, and Artificial Intelligence and Clinical Decision Support systems.

These facilities provide our students with essential clinical experiences, skills, and knowledge, helping them become competent and compassionate healthcare professionals nationally and globally.

The **skill** laboratories, such as the molecular genetic lab, stem cell culture lab, and obstetric skill lab, to name a few, are used for demonstration and training of students from nursing, medical technology, MD, MS, MSc, and PhD courses.

Various departments offer e-consultations. The **e-consultations facilitate patient care while also serving as a** valuable educational tool for students. Through virtual interaction, the students observe real-time clinical scenarios, learn from experienced practitioners, and enhance their diagnostic and management skills, ultimately contributing to comprehensive healthcare delivery and medical education.

In the OPD and IPD, students from the College of Nursing and Medical Technology actively participate in patient care alongside experienced practitioners. The students gain invaluable clinical experience, honing their skills in assessment, communication, and compassionate care, fostering future-ready healthcare professionals.

During **the COVID pandemic, the institute, in addition to providing care to COVID-affected patients at Rajdhani Corona Hospital and e-consultations**, was actively involved in setting up and training healthcare professionals in various hospitals and medical colleges. Through these, the students could observe real-time decision-making, learn about innovative treatments, and grasp the complexity of caring for critically ill patients.

The **Institute's MedTech Center** has modernized the infrastructure of Medi Electronics and Health Informatics, including state-of-the-art Medi Electronics, health care, and Internet of Things (IoT) labs and access to Technocrat/Medical Practitioner mentorship, mentorship programs, etc.

The **ultra-modern Hospital information centre** maintains the entire data of patient care activities and hospital management on various institute servers. It has 27 IBM, HP, HP, and Dell servers and a total storage capacity of 250TB in the data center. The various procedures, investigations, and patient treatment notes are available in this system.

The **central research facility (core lab)** is an advanced biomedical research facility offering a central platform of high-end sophisticated to conduct multidisciplinary research work. The animal house has facilities for a teaching and training unit for lab animals, an experimentation unit, and a Lab Animal Breeding unit.

Community **health care learning, awareness, and screening camps are held in villages to address nutritional, communicable diseases, mother and child health**, and malignant pathologies.

The **ambulance service** not only ensures timely patient transport but also serves as a valuable learning platform for students. Participating in ambulance rotations, students gain firsthand experience in pre-hospital care, emergency response protocols, and interprofessional teamwork, preparing them for dynamic healthcare settings with confidence and proficiency.

At the Institute, the adequacy of both OPD and IPD services for student learning is paramount. This fosters a comprehensive educational experience that prepares future healthcare professionals for diverse clinical scenarios.

**In the OPD**, students can observe and participate in diagnosing and managing a wide range of medical conditions under the guidance of experienced professionals. Through direct patient interaction, they develop essential skills in history taking, physical examination, and patient communication, which are crucial for building patient rapport and delivering quality care.

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

### 4.2.3

#### Availability of infrastructure for community based learning

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

**Response:** All of the above

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

### 4.2.4

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

**A. NABH accreditation**

**B. NABL accreditation**

**C. International accreditation like JCI.,**

**D. ISO certification of departments /institution**



**E. GLP/GCLP accreditation.****Response:** C. Any Three of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3 Library as a Learning Resource****4.3.1****Library is automated using Integrated Library Management System (ILMS)****Response:**

**The central library of the Institute** has been fully automated using the **library management system (LIBSYS release 4) since 2003 and remains open 24/7 on all days of the year.** The library is effectively managed by a committee chaired by a senior faculty, chief librarian (faculty member), and supporting staffs. All library resources are catalogued for their users and can be assessed through OPAC (online public assessment catalogue). It can be accessed within the campus at the following link: <http://172.25.0.53:8085/opac/html/SearchForm>. The major purpose of digitalization is to enhance, access and improve the preservation of library material. Digitalization enables the Institute Library to preserve endangered library resources and improve the efficiency of information search mechanisms. From January 2021, the central library has started the **digital smart card enabled with radio-frequency identification (RFID) security features.** The members can self-checkout and self-check-in (issue the books and return them), the books and journals through the Kiosk installed at the circulation counter.

The Institute library is a state-of-the-art center with **23,541 books related to various specialities of medicine.** It provides all the issues of **178 print** journals every year, more than 900 e-journal and 1500 e-books, and is spread over three floors of the building. It is accessed by medical professionals, medical and nursing students, researchers, and other paramedical staff of the Institute. It has various sections like the reading section where we can read, take up any book in the library and read it in the ambience of the library. There is another big section of the computer labs with more than 60 computer systems where we can access digital content.

**Several** online library resources, such as Clinical Key, UpToDate, ERMED Consortium of the National Medical Library, BMJ, OVID, etc. , can be accessed even from home by the official college ID or by anyone else who has access to the campus's Wi-Fi. Online resources can be accessed at <https://sgpgims.ovidds.com/>.

The state-of-the-art library resource has played a vital role in the education of our medical students by providing access to a wealth of information, supporting research and evidence-based practice, and

fostering essential academic and professional skills. Our library is an indispensable learning resource that empowers our medical students to become knowledgeable, well-rounded, and competent healthcare professionals.

File Description	Document
Link to Geotagged photos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

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

##### Response:

The library has a rich collection of books related to various medical and surgical specialties. These include textbooks, reference books and books dedicated to specific topics of various specialties. The number of copies of these books varies from one to a few depending upon the perceived demand for the respective titles. **The total number of books in our library stands as of today at 23,541.** Apart from the books related to modern medicine, we also have some books related to **AYUSH systems of medicine, accounting for 79 in number.** We also have **132 scriptures** of the various religions which people can get access to. A list of all the books and journals is available through the Institute Wi-Fi at <http://172.25.0.53> (Central Library) link.

As far as journals are concerned, we have **subscriptions to more than 178 print journals every year.** We also have preserved the issues of all the journals of the past several years that we had subscribed to hard-bound format. Each bound collection has anywhere near 5-10 issues of the journals, depending upon the thickness of each issue of the journal. We have 37,869 such hard-bound collections. Many of these collections are those issues that are still not available online and are one of the highly valuable heritage collections of our Institute.

**Coming to the digital version of the journals,** we have access to 245 journals throughout the ERMED Consortium of the National Medical Library. **More than 900 e-journals, 1500 e-books, and videos.** etc., can be accessed through **the Clinical Key database. We also have access to BMJ, Ovid, and UpToDate for the Institute members.** We have an “OVID discovery platform” (<https://sgpgims.ovidds.com/>) from which we can access all the journals, databases, and books that our Institute has subscribed to and the open access contents through registered e-mail ID and password. Our Institute has also subscribed to MyLoft (<https://app.myloft.xyz/browse/home>), through which we can access the library e-resources from our home or outside the Institute where the Institute Wi-Fi is unavailable.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for library acquisition data	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.3

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

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

**Response:** All of the above

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

### 4.3.4

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

**Response:** 365.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
285	627	780	0	135

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

#### 4.3.5

##### **E-content resources used by teachers:**

**1. NMEICT / NPTEL**

**2. other MOOCs platforms**

**3.SWAYAM**

**4. Institutional LMS**

**5. e-PG-Pathshala**

**Response:** Any Four of the above

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

#### 4.4 IT Infrastructure

##### 4.4.1

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

**Response:** 100

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

Response: 71

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

Response: 71

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

##### 4.4.2

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

**Response:**

The Institute has **extensive Wi-Fi and LAN support which covers whole of hospital area, departments, and residential areas as well**. The Institute has developed its computer center with dedicated staff from where Wi-Fi and LAN facilities are controlled. This is managed by 4 permanent faculty, 1 senior system manager, 2 clerks, 2 senior programmers, 6 data entry operators, and 1 hospital account specialist for round-the-clock services. The Institute has fully functional network management tools and software that manages both LAN and Wi-Fi networks.

The Institute got its first internet connectivity in 1997 through the Department of Telecom, Govt of India. The connection was earlier through a **Radio link** and the center was developed in the Director's office and Dean's office. In the year 2004-2005, one connection was given in each department. SGPGIMS had its first phase of Wi-Fi installation done in April 2015. This included hospital areas, departments, and faculty residences. The second phase of Wi-Fi installation included remaining departments, seminar halls, resident hostel areas and guesthouse. It was completed by 2017-2018. In the final phase i.e., the third phase OPD block, and remaining areas were connected to Wi-Fi support coverage. Currently, **the Institute has campus-wide network connectivity** using both LAN and Wi-Fi. Wi-Fi support has been distributed in devices with Faculty, residents (both academic and non-academic), PhD students, and research fellows.

Currently, **around 3500 devices are activated on WI-Fi** and around 1000 desktops are distributed in various hospital areas. 95% of these desktops are connected to LAN and **used for multiple purposes like picture archival and communication system (PACS), HIS and academic activities**. Internet facilities on LAN/Wi-Fi are managed by an in-house IT department working under Department of Biostatistics and Health Informatics. Students have **round-the-clock internet availability through their registered devices and they can access different reputed journals and knowledge resources like UpToDate, Myloft, Clinical key and BMJ best practice**. Apart from study material, access to knowledge resources helps students do research projects. The HIS has 27 servers of IBM, HP and Dell and a total storage capacity of 250TB in the data center. The manpower involved in the management of HIS is headed by a senior professor and consists of a Nodal Officer, Sr System Manager, and Sr Programmer.

The Internet connectivity is obtained from the **Government of India through the National Knowledge Network (NKN)**. It is a fiber-based network and **bandwidth is >1GBPS (1:1)**. There are 450 Access points to provide extensive Wi-Fi and LAN coverage. There are 150 network switches to support these Access points (including both layer 3 and layer 2). There is a network of 15 km optical fibre cable and 30 km UTP Cat 6 cables to support this facility. The extensive IT infrastructure available allows the smooth functioning of hospital areas and helps in research development. It also helps in the storage of huge patient data which can be retrieved for research as well as follow-up of patients. Good IT Infrastructure also helps in **green initiatives** reducing paper consumption.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.4.3****Available bandwidth of internet connection in the Institution (Lease line)****Response:** 71 GBPS

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

E-Content development facilities available at the School of Telemedicine and Biomedical Informatics (STMBI):

**A. Media center and Audio-visual center:**

Institute has a state-of-the-art media center and audiovisual center with the latest equipment which is based in the School of Telemedicine and Biomedical Informatics and regularly used. For example: to make an interactive discussion on a particular case, which requires a multidisciplinary approach like a Radiologist, Nuclear Medicine Physician, Pathologist, Endocrine surgeon, Urologist etc., a virtual tumor board environment is created which is internally connected with video editing stations. At these stations, the software is used to edit videos of interactive discussions and the final content is uploaded on the portal for student/ medical professional access.

The digital medical illustration services rendered by the Institute using NRC infrastructure for the development of awareness are provided by the STMBI team. These facilities are used in making knowledge repositories, PowerPoint presentations and conference poster presentations. It is also used as a tool in conducting research analysis on patient data.

**B. Lecture Capturing System (LCS):**

A digital lecture theatre having a seating capacity of approx. 125 seats have been converted into a 3D-enabled classroom, where faculty members/ students can participate and learn the medical content being

displayed in a 3-dimensional projection system. Live surgery from the operating theatre can be displayed here and the operating surgeon can communicate or teach the participants from the operating theatre. It has the facility to capture all live feeds (audio and video) and edit captured content for final upload on the e-Content portal. A **Video camera and audio recording gadget-enabled studio** is used for making online modules. We use **Polycom RMX 4000 and MCU** for capturing online material and later streaming it on the web.

### C. Mixing equipment and software for editing:

**Mixing equipment and software (Adobe Premiere, shortcut, Final Cut Pro) are used to edit videos** of interactive discussions and lectures. The mixing equipment and software are available with us at the center have been used to create and archive more than 2552 video contents related to various topics in the field of super speciality medical and surgical departments for the education of medical professionals. It has also helped in creating public health-related videos for the development of awareness in public.

STMBI has a full-fledged eLearning and content development center where state of art new technology-based equipment, medical studios, enterprise content network and trained manpower have been functional for a long time (>15 yrs.). It supports the Institutes, states, and the country as a whole for tele-education i.e., conducting the e-CMEs, delivering lectures for students, and medical professionals under the **National Medical College Network (NMCN)** project of the Ministry of Health and Family Welfare (MOHFW), Govt of India (no=5342). It is also working for patient care as a center supporting telehealth i.e., Electronic Covid Care System (eCCS = 4929 patients), Ayushman Bharat – Health and Wellness center (AB-HWC- 1,57,157 patients).

File Description	Document
Links for the e-content development facilities	<a href="#">View Document</a>
Links for Geo-tagged photographs	<a href="#">View Document</a>

## 4.5 Maintenance of Campus Infrastructure

### 4.5.1

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

**Response:** 22.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
12295.0	12154.2	12752.7	11970.6	11415.7



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details about approved budget in support of the above	<a href="#">View Document</a>
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Provide link to ERP	<a href="#">View Document</a>

#### 4.5.2

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

#### Response:

**There are robust established systems and processes for maintaining physical and academic support facilities. These systems and processes are as follows:**

- 1. Laboratory:** Uninterrupted maintenance of Equipment and supply of consumables is taken care of by the IRF (Institute revolving fund) department. The IRF is headed by a chairman (senior faculty member) and a committee.
- 2. Library:** The library of the Institute is managed by a committee chaired by a senior faculty, chief librarian, and supporting staff.
- 3. Auditoriums, Cultural and Sports facilities:** These facilities are managed by a special committee (**Venue committee**). The committee is responsible for the administrative and day-to-day affairs of these establishments and is headed by senior faculty along with other members.
- 4. Computers:** The maintenance of computers is under the the Department of Biostatistics and Hospital Information System. These computers are purchased by the faculty and departments under learning and research allowances and under departmental projects or from the department imprest money, respectively.
- 5. Electrical work:** The Institute has a TRC (term rate contract) with a firm /service provider to maintain the electrical related work. The Institute has a full backup supply of electricity **through a generator** in case of interruption of electricity.
- 6. Air conditioning:** The Institute has AMOC (annual maintenance and operation contract) for all **13 HVAC plants with more than 16,000-ton capacity** installed at all facilities. The RAC units (split /window AC, deep freezer, etc.) are maintained by TRC with the firm for repair and maintenance.
- 7. Firefighting:** The Institute has an EMOC for fire control systems of the all hospital and residence with a firm /contractor to provide 24-hour services for the buildings of the hospital campus.
- 8. Telecom services:** The Institute has TRC for maintenance of the 70-kilometre cable network of the Institute and day-to-day attendance over maintenance of telephone complaints. The Institute has AMOC of EPA by manual operation of the Operator console 24 hours a day.
- 9. Lift:** The Institute has AMOC for maintenance of all 117 lifts with OEM that is OTIS, OSCAR,

EVAN, THYSON etc. installed in hospital and residential areas.

10. **Horticulture:** For maintenance of the Institute’s greenery and good environment SGPGI has TRC for maintenance of around **55 parks and 1,59400 square feet** of lawns, parks, new developments etc.

**At user interface:**

**A Central Complaint Cell** records all the maintenance complaints lodged by the allottee/ nodal officers over the phone/ by written complaints. All complaints related to any area mentioned above are received here 24x7 days basis, at a dedicated landline telephone number 4222/4444.

All complaints are recorded in complaint books and allotted an ID no. which are collected by respective handling departments twice a day. If the complaint is urgent then this is informed to the respective handling department on the CUG number/intercom. The Respective department attends the complaints on a priority basis and gets it rectified. After rectifying complain the users signature is obtained for satisfactory completion of complaint. Respective department submits the report to the nodal officer or head of the department in a week after completion of the work.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for minutes of the meetings of the Maintenance Committee.	<a href="#">View Document</a>
Links for log book or other records regarding maintenance works.	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 64.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
518	462	476	418	378

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

#### 5.1.2

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

**1.Soft skills development**

**2.Language and communication skill development**

- 3.Yoga and wellness**
- 4.Analytical skill development**
- 5.Human value development**
- 6.Personality and professional development**
- 7.Employability skill development**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of capability enhancement and skills development schemes	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to institutional website	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 62.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
681	505	323	370	339

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

#### 5.1.4

#### **The institution has an active international student cell**

#### **Response:**

#### **Background**

The Institute has been attracting foreign medical students as observers and trainees in several disciplines for the past 3 decades. All such requests from overseas candidates interested in training at the Institute, are routinely processed by the Research cell and approved by the Director.

Recently, the Institute set up an **International Student Cell (ISC)**, to facilitate international students visiting the Institute, and also to encourage international visits amongst students and trainees of the Institute. So far, each one has carried the knowledge and applied it in their practice, in their own country. Students from developing countries have gained in terms of exposure to the state-of-the-art infrastructure and learnt new techniques. They benefited from the vast experience of the faculty members at the Institute. Postgraduate trainees from developed countries, on the other hand, have returned back with an exposure to management of diseases that are unique to tropical countries like India especially in a resource limited situation.

The Institute intends to initiate UG/PG/PhD degrees for International students, after necessary permission from National Medical Council. This may initiate the medical tourism industry, in the State of Uttar Pradesh in future. Additionally, with more international students, the campus would become multicultural hub blended with diversity. Diverse cultures tend to widen the horizon and overall growth of local students, by enhancing global awareness.

Once such degree programs are underway, The Institute may indulge in exchange programs with other countries. Faculty members and student exchange programs with established universities and medical institutes can help improve patient care bilaterally, both in host and home institution(s).

**Mandate of ISC:**

ISC has had meetings internally and with the current foreign students. Following issues have been deliberated upon:

- ISC needs to facilitate the stay of international students
- Institute should try to attract international students specially from the neighbouring SAARC countries, to take admission in the PG/UG degree courses of the Institute
- ISC to take care of the International Students during their stay
- ISC to work as conduit between the foreign students and the State/Central government departments, Police /Intelligence and other legal agencies
- Initiate the process of starting degree courses with the NMC
- Institute students who proceed for further training/ observer ship abroad may approach ISC and Alumni Cell to get information regarding opportunities that exist abroad, facilitate their process and formalities that may be required during foreign travel, and if possible, liaison with the team abroad, and ensure safe stay during the period in a foreign country
- Lastly, ISC to be the point of contact, if the student faces any problem in the foreign land.

**Current Status:**

In the past 3 years, 9 foreign students have visited the Institute for further training and 11 of our students have visited other countries to acquire superior skills.

Overall, ISC aims to expand the horizon at a global scale, reach out to students through this cell and make the stay of International students comfortable and their educational experience meaningful.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Links for international students' cell	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**5.1.5**

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

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**

**3. Periodic meetings of the committee with minutes****4. Record of action taken****Response:** Any 3 of the above

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

**5.2 Student Progression****5.2.1**

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

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

**Response:** 62.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
39	6	27	15	2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	11	33	21	10

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

### 5.2.2

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

**Response:** 80.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
179	98	170	138	88

File Description	Document
Self-attested list of students placed/self-employed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 5.2.3



**Percentage of the graduates in the preceding academic year, who have had progression to higher education.****Response:** 11.43

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

Response: 24

<b>File Description</b>	<b>Document</b>
Supporting data for student/alumni in prescribed format.	<a href="#">View Document</a>
List of students who have progressed to Higher education preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the last five years****Response:** 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	10	2	7	6

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters and certificates.	<a href="#">View Document</a>

**5.3.2**

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

### **Response:**

#### **Background:**

The Institute has independent Student Council (SC) for the College of Nursing (CON) and the College of Medical Technology (CMT) respectively. The MD/DM/MCh/MS students are resident doctors. They have a student welfare body by the name of the Resident Doctors Association (RDA) [i.e. Student Council for the resident doctors and Doctors in training]. RDA is a national nomenclature adopted by trainee doctors across the country and is made of the resident doctors, and for the residents to meet their specific requirements. Through these student councils/ RDA, the Institute wishes to ensure that they empower the students.

#### **Constituents of Student Council:**

The members of each of these bodies are in principle either elected/ nominated.

SC consists of the following:

- Chairman,
- Members including a female and a male representative.
- Member Secretary
- A faculty member is earmarked for an advisory role. The Council members work on issues, under the under the guidance and supervision of the warden/ provost and CMT/CON faculty respectively.

#### **Role of Student Council:**

- The Council plays an active role in all student welfare activities,
- Conduct and coordinate extra-curricular activities
- Participation in overall Institute growth activities.
- Spread awareness regarding student safety including anti-ragging and gender discrimination activities
- Dissemination of student pertinent information to all
- Participate in the awareness programs that are routinely organized such as ill effects of tobacco, hand hygiene, cancer awareness etc.
- SCs plan to act as a bridge between the Alumni association to include each year's outgoing students.

#### **Functioning of Student Council:**

- The council members meet regularly with the aim of improving the working environment, to ensure the satisfaction and safety of all the students. All student/ resident related grievances reach SC, who in turn facilitates course correcting remedial measures by the authorities.
- Council members ensure maintenance of discipline on campus.
- Council members act as a bridge between the students and administrators for all the issues related to students during their course period.

- The members routinely look into the living conditions in the hostel, mess and canteen especially with respect to maintenance of hygiene and safety standards.
- SCs routinely urges students/ residents to form clubs/ society, and actively participate, especially on the earmarked days of importance, celebrated within the Institute, such as Independence Day, Republic Day and International Yoga Day, World Cancer Day, International Women's Day, World TB Day etc.

#### Downstream effects of SC:

- During the course of their tenure as Student council member, they learn to work together as a team, for the benefit of the community of students.
- The council members also acquire a strong bond, team spirit, communication skills, resource management and leadership skills.
- SC members begin to understand the administrative pattern within the Institute, and existing redressal mechanisms.

To conclude, the Student Council works towards safe and smooth environment for all the students at SGPGIMS. In case of any dispute/ conflict the Council tries to resolves issues. Thus, student councils play an important role in the Institute for the overall growth of the students and the Institute.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Student Council activities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 14.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	6	21	14	12

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

## 5.4 Alumni Engagement

### 5.4.1

**The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years**

#### **Response:**

#### **Background:**

Initially, the Institute Alumni day used to be celebrated on the eve of Convocation Day followed by an alumni dinner. Over the last few years, the Institute actively revived the alumni-related activities. An Alumni Committee was re-constituted in 2020. The eve of Foundation Day (i.e. 13th of December) is now earmarked as Alumni Day.

Currently, three such consecutive Alumni meets have been celebrated.

**Current status:** The SGPGIMS Alumni Association is now a registered body (Registration No. LUC/09951/2022-2023). It is registered under Act No. 21, 1860 from January 2023.

The Association has its own constitution and bye laws.

The Institute has produced nationally and internationally acclaimed alumni. Some are heading Institutes as Director (Prof. RK Dhiman – who was also awarded the Padma Shri in 2024), Vice Chancellor (Prof. Soniya Nityanand) etc. Alumni are department chairs in internationally renowned Institutes and have a global name (Dr AshutoshTiwari, Dr Suyash Mohan etc).

The Annual Alumni meetings acknowledge these brilliant stalwarts.

### Members:

- The Director and the Dean, the Institute are the mentors of the Alumni Association.
- The Executive Body of Association -

1. The President,
2. Vice President,
3. Member Secretary,
4. Treasurer,
5. Executive Members.

### Objectives

- Collate the details of the alumni and form a network
- Encourage alumni related activities within the Institute regularly
- Create a financial channel for receiving fee, donations and endowment
- Act as a bridge between present students and alumni for dissemination of information regarding higher education/ placements

**Noteworthy contributions:** Over these last few years the Alumni Association has contributed through various means –

- In the past 4 years, over 3000 alumni have been contacted, and a database of detailed information, of 1300 Alumni has been created.
- Annual Alumni meeting: the Alumni with noteworthy contributions have delivered talks, shared their professional journey, and expressed the influence of the Institute in their personal and professional lives.
- Alumni association urges each department to invite their alumni on their foundation day each year. Such events facilitate an interaction with the current students and the Alumni, thereby exploring the possibility of opportunities to further their professional growth.
- The Association also invites Alumni as resource persons at various academic events in the Institute, such as to deliver guest lectures etc.
- Tree plantation drive –The Association has organized tree plantation drive on the occasion of Alumni Day. Senior Alumni have been invited to plant trees.
- Books Donations: Alumni have donated books/journals to their respective departments.
- Placement / Career Guidance Assistance: The Institute Alumni network is getting wider by the day. The Alumni often assist and guide the students and motivate them for their career development in various domains including research.
- Institute Social Responsibility: In the past, the Alumni have contributed towards care of the poor patients, by donating money through the Alumni committee of earlier times, in the Kamdhenu ati nirdhan chikitsa fund.
- Alumni Association, from the funds collected thus far, has passed a resolution of donating a sum of Rs.2.0 Lakhs towards awarding meritorious students
- The Association has committed to develop a Language Laboratory from the funds raised.

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

#### 5.4.2

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

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

**Response:** A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

The Institute's clearly stated vision and mission are reflected in its governance, and all stakeholders participate in decision-making.

#### Vision

To be an International Center of Excellence in Teaching, Training, and Research and to provide Quality Tertiary Health Care at a reasonable cost.

#### Mission

- **Teaching and training:** The Institute strives to provide the country with adequately trained and ethically sound professionals, update curricula to meet future needs, and develop new specialty training.
- **Research:** Our goal is to create an environment that facilitates research by providing state-of-the-art facilities, seed funding, participation in clinical trials, collaborative research projects nationally and internationally, and collaboration between academia and the industry.
- **Patient care:** To provide cost-effective comprehensive specialized patient care transcending international boundaries, by consolidating existing facilities and developing new ones, while supporting national health programs.

#### Nature of Governance:

The **foundation stone** of the Institute was laid on December 14, 1980, by the then **President of India, Shri Neelam Sanjeeva Reddy**, and the Institute was established by the **State Legislature Act of 1983**. It is a corporate body (autonomous), functioning as a **State University** and runs postgraduate medical, paramedical, and allied programmes. The **Governor of UP, the Visitor of the Institute**, provides leadership on administrative, academic, and financial matters. The **Chief Secretary to the Government of UP** is the **President of the Institute** and chairs the Governing Body. The **Director** has a five-year term and is chairman of the Academic Board, Hospital Board, Finance Committee, and Vice-chairman of the Governing body.

The Institute is a **'Pride of the State of UP'** in the medical field, receiving leadership and support from the Visitor and the State Govt. It has established itself as a **Center of Excellence in Patient care, Academics, and Research (7th rank in NIRF ranking 2023; 15 faculty in the list of the World's top 2% of researchers)**. It is a **leading Medical University**, ranked 551-600 in QS (Quacquarelli Symonds) World University ranking in 2023.

In accordance with its mission, the Institute has started several new centers, such as the Advanced Pediatric and Diabetic Center, Apex Trauma Center, Infectious Disease Center, Telehealth Center, and Center of Excellence for Children Born with Congenital Heart Disease.

The Institute supports National health programs for their efficient implementation. It has various **decision-making bodies**, namely, Academic Board, Governing body, Hospital Board, Purchase Committee, Research Committee, Ethics Committee, etc., where stakeholders actively participate in decision-making. An action-taken report is presented to ensure the implementation of the decisions.

**Departmental meetings** are regularly conducted for participation of all stakeholders. **Faculty, staff, and students are members of committees** to ensure their contribution to continuous academic improvement, skill development, women's empowerment, and a healthy environment.

**Many faculty members have been appointed Directors of Institutes nationwide and nominated to prestigious Committees**, such as the National Action Plan for Viral Hepatitis and the National Medical Commission. Most of our faculty members are on the editorial boards of **journals**. They serve as **experts in national and international task forces** and **guide the State Government in emergencies**. The current Director of SGPGIMS, received the **Padma Shri award in 2024, for contributions to Medical Science**.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for report of achievements which led to Institutional excellence	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for vision and mission documents approved by the Statutory Bodies	<a href="#">View Document</a>

### 6.1.2

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

**Response:**

The Institute advocates decentralization and participative management involving all stakeholders (see organogram), including **faculty, non-teaching staff, students, and patients**. The Institute has adopted various policies and practices for decentralization and participative management, which have been emulated by other centers in the State and throughout the country.

**E.g., Case study on ‘Investigation Revolving Fund (IRF)’**

*Gap analysis and the need:*



The Institute's laboratories faced issues acquiring consumables promptly, resulting in delays in investigations and patient management. Additionally, different sources quoted varying rates for the same consumables, making the procurement tedious and time-consuming.

***Solution:***

An idea was proposed to create a centralized body for purchasing all lab consumables required for investigations with input from all stakeholders. The 54th Governing Body (Dated 26.11.2002) approved and created the Investigation Revolving Fund (IRF) on the '*Principle of Self-sustainability*'.

***Implementation:***

In 2003, IRF was created to procure lab consumables required for patient tests, and all investigations were listed on the "Hospital Information System" (HIS). IRF efficiently and cost-effectively met the day-to-day running costs of investigations and expedited the installation of maintenance-free equipment.

IRF was envisaged with the following goals:

- 'Mission Investigation All' – Availability of all relevant tests for patient care.
- Round-the-clock availability of all laboratory investigations.
- Quality-assured and error-free testing.
- Self-sustainability.

The Govt. of UP approved IRF under sections 20 (4), 41 (1) (b), and 41 (1) (e), as shown on page 56-para 22 of the Regulation-2011.

**IRF is managed by a Core Management Committee whose constitution and functioning are approved by the Governing Body. The committee meets from time to time and includes representatives of all stakeholders (copy of letters attached).** IRF-Cell is in the central store building and has proper cold-chain management.

***IRF functioning (flow diagram attached):***

IRF floats an open e-tender for procuring diagnostic kits, reagents, chemicals, glassware, plasticware, labware, antibodies, molecular biology kits, etc., in a two-bid system (Technical and Financial bid).

Thorough scrutiny is followed by evaluation from technical evaluation committees. Technically qualified price bids are opened. Then, the IRF management committee, with the participation of stakeholders, finalizes the rate contracts after techno-commercial deliberations.

The procurement process is coupled with the proper utilization of goods and the realization of the cost of tests and investigations. All payments are made to the supplier /vendors within 30 days through online transfer.

***Outcome:***

SGPGIMS-IRF has made a remarkable contribution towards improving the functionality of laboratories at a subsidized cost. It has become a role model for other government institutes and hospitals and has

been adopted by different institutes, e.g., RMLIMS, Kalyan Singh Cancer Institute, Lucknow. **This has reduced the cost of diagnostic tests by almost 50% compared to private labs. It has also resulted in better inventory management and reduced stock-outs.** Establishing a 24-hour lab facility (24x7) has also added a feather in the cap of IRF.

Other examples of effective leadership that lead to decentralization and participative management include the Hospital Revolving Fund (HRF), the Hospital Information System, departmental imprest for day-to-day expenses, and others.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for information / documents in support of the case study	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed.**

#### **Response:**

The Institute has an **approved Strategic Plan** with an apparent deployment and monitoring strategy for timely execution.

The Institute **develops a Strategic Plan** in accordance with the priorities of the stakeholders and the Vision and Mission of the Institute. The Strategic Plan is two-fold, one at the level of the Institute and the other at the level of the Departments. The funds are explored and mobilized from Government and non-government agencies. The Initiatives and Parameters are monitored and tracked with well-laid Performance Indicators for timely assessment of deliverables.

It can be summarized as:

#### **Teaching-training:**

The Institute holds a unique distinction of being a **pioneer in offering several specialty and super-specialty academic programs** within the country. These programs, such as Endocrine and Breast Surgery, Pediatric Gastroenterology, Renal, and Transplant Pathology, etc., have been emulated and adopted by other top Medical Institutions. New teaching programs, such as MD Emergency Medicine (2021-22), are initiated to meet the National requirements. In this endeavor, **the Institute is increasing postgraduate seats in various disciplines.** The Institute encourages the participation of staff and students in sports, cultural, and community outreach activities.

**Research:**

The Institute is **renowned for its research excellence** and is dedicated to promoting research by providing **intramural grants and facilitating extramural research**. The Institute planned, monitored, and achieved the goal of increasing funds for Intramural grants. The '**Central Research Facility (CRF, Core Lab)**,' established in 2003, is accessible to everyone. The PhD guidelines are periodically updated.

MedTech supports startups in promoting entrepreneurship and supports the government's "Make-in-India" initiative. The ultimate goal is to reduce healthcare equipment costs while improving the quality of care.

**Patient care:**

The Institute is a **preferred referral Center for patients in UP and adjoining states**. Its COVID management is an example of excellent strategic planning, resource mobilization, constant monitoring, and adaptation according to the time. Due to its outstanding strategies, the Institute was designated as a Hub to provide training to all State Medical Colleges.

In the last few years, with support from the UP Government, the Institute has started new departments and centers, e.g., **Emergency Medicine and Renal Transplant Center (EMRTC)**. The Institute has mobilized funds and is in the final stages of starting **Departments of Head and Neck Surgery and Pediatric Endocrinology and centers, e.g., Advanced Pediatric Center, Advanced Diabetic Center, and CoE for Heart Diseases**.

**New OPD, New Diagnostic Block, Apex Trauma Center, and technical advances** have enhanced patient care services. For example, the Institute received UP's first **Robotic Surgical System (da Vinci Xi)**, a revolution in the era of minimally invasive surgery, in June 2019 and has recently completed over 500 successful procedures (including 100 children). We envisaged a Center for Robotic Surgery, and in this effort, the Institute is **procuring the second Robotic Surgical System** to provide training to other Institutes.

The Institute has a dedicated **patient portal**, and **feedback** is taken for constant improvement.

In the third phase, we envisage a public health center and a clinical pharmacology center for drug development and research.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for Strategic Plan document	<a href="#">View Document</a>
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	<a href="#">View Document</a>

## 6.2.2

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

### **Response:**

The Institute has well-defined policies, administrative structure, service rules, appointment procedures, etc., for effective and efficient functioning.

The Institute functions by the **SGPGIMS Act, 1983, and SGPGIMS Regulations, 2011**. To ensure smooth functioning and participative management of all activities within the Institute, several committees such as purchase, IRF management, HRF management, library management, campus development, condemnation, research, ethics, grievance redressal, alumni cell, etc. have been established. These committees are responsible for **planning, executing, and evaluating academic, administrative, patient care, research, finance, and social policies**. The Institute has also published **various policies and SOPs**, including the Research Promotion Policy, PhD Programme Guidelines, and SOPs for IEC.

The Institute **ensures the effective and efficient functioning of its bodies and authorities as per the provisions of the SGPGIMS Act**. The powers of the **Governing Body** and the **Academic Board** are outlined in the Institute regulations.

The **administrative setup** is as per the **organogram** (attached). The Chief Secretary/President is the **appointing authority** for all Class A employees/faculty. The director is the **appointing authority** for groups B, C, and D employees. The Dean, the academic head of the institute, is appointed by the Governing body from amongst the professors based on seniority. **The Director appoints subdeans (exams, residents, and faculty) for efficient functioning and timely decisions**. The Institute has a separate **Examination cell** with dedicated staff. Similarly, dedicated staff is set in all areas, e.g., research cells, bioethics cells, etc., for efficient and effective functioning. **The President of the Institute appoints the Chief Medical Superintendent and the Medical Superintendent** on the recommendations of the Director.

The State Government appoints the Finance officer. The Finance Committee advises the Governing Body on matters related to the administration of the institute's property and funds, including the limits and principles to be observed regarding recurring and non-recurring expenditures, as well as the institute's income and resources.

The Institute has its **service rules**, as per the UP-Govt. Employee's rules.

Regular **meetings of various bodies**, including the Governing Body, Academic Board, Purchase Committees, Finance Committees, etc., are held, and decisions are implemented promptly. An action-taken report is submitted in the subsequent meeting. The Institute's annual reports are presented and approved by its Governing Body.

A panel of experts in each Department is prepared by the Board of Studies and approved by the Academic Board. Direct recruitment and assessment promotion of faculty members is conducted after due approval of the Visitor of the Institute.

The **effective and efficient functioning of its bodies and authorities** has led to the recruitment of employees, timely promotions, timely examination, and proper patient care, teaching, training, and research, with the Institute receiving the 7th NIRF ranking in Medical Universities the country.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for minutes of meetings of various Bodies and Committees	<a href="#">View Document</a>
Link for Annual Report of the preceding academic year	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for organogram of the University	<a href="#">View Document</a>

### 6.2.3

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

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

**Response:** All of the above

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

## 6.3 Faculty and Staff Empowerment Strategies

### 6.3.1

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

**Response:**

The Institute prioritizes employee's welfare so that they can work efficiently and comfortably on a large, clean, and green campus.

**Personal:**

- **Healthcare facilities: Outpatient and inpatient care** are available to employees and their dependent family members at a nominal amount. Medicines are provided free of charge. In addition, reimbursement is given for treatment of ailments for which facility does not exist in the Institute, e.g., dental procedures.
- Group Insurance Scheme for all employees.
- **Bus service** is provided by the Institute for all employees from various city areas, according to duty hours.
- **Recreation:** The campus has recreation facilities for staff and their family members, e.g., sports complex (basketball court, lawn tennis courts, football ground, cricket ground with flood lights, indoor badminton courts with wooden flooring, an indoor gymnasium, and table tennis), swimming pool, hobby center (regular painting, yoga, dance, music, and martial arts classes), and recreational parks.
- **Schools and creche:** There are in-campus Kendriya Vidyalaya, Nursery school, and crèche. The Institute has the unique distinction of paying the teachers' salaries in the Kendriya Vidyalaya and Nursery School and providing civil and maintenance support to both.
- **Housing:** On-campus housing facilities are available to almost all students and employees. The houses are spacious, and new hostels have recently been built to accommodate all research students and residents. The campus has a 24-hour electricity supply with generator backup, and Wi-Fi is available (on 6 devices).
- The Institute takes a benevolent and humanitarian approach. It supports the dependents of deceased staff members in joining the Institute as per their qualifications.
- Benevolent funds: Rs one lakh funds are released immediately on an employee's untimely death.
- Other Benefits (as per Govt. rules and regulations)
  - Provident fund, pension, NPS, etc.
  - Child-care leave
  - Maternity and paternity leave
  - Children education allowance
  - Newspaper allowance; briefcase allowance; LTC and HTC

**Academic**

- Library, e-library, departmental library, and round-the-clock Wi-Fi facility is available in the hospital, residential houses, and hostels.
- Skill-based courses: BLS (Basic Life Support) and ACLS (Advanced Cardiovascular Life Support), and training opportunities for students in various areas, are conducted regularly, e.g., Foundation, Ethics, Good Laboratory Practices, Good Clinical Practices, Biostatistics, and various other courses.
- Financial support for National and International Conferences/ workshops/ trainings and

membership fees of professional bodies

- Learning Resource Allowance for faculty

## Research

- Intramural grants: Faculty are encouraged to submit proposals throughout the year. The grant amount of up to ten lakhs/project is provided.
- Research cell: facilitates the management and auditing of extramural projects.
- The Central Research Lab (core facility), animal house, and dedicated patent cell, in collaboration with academic institutions and IITs, provide opportunities to liaise with the industry, etc., and contribute to research augmentation for all staff and students.
- MedTech in the Institute premises is an innovative initiative to support start-ups.

Effective welfare measures have helped the institute gain recognition as a premier center for research, patient care, and training in the country.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for policy document on welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 61.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
194	153	110	192	169

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

### 6.3.3

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

**Response:** 116

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	70	219	105	74



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

#### 6.3.4

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

**Response:** 68.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
183	139	187	224	173

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

### 6.3.5

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

##### **Response:**

The Institute has an efficient performance appraisal system that plays a crucial role in its management. The time-bound yearly submission of ACR by all employees has led to **timely promotions and staff increments**.

For every teaching and non-teaching employee, appraisal of work, conduct, and integrity is recorded yearly in an **annual confidential report (ACR)**. This report is initiated by the employee's immediate supervisor and accepted by the head of the department (HOD)/Director/President. All **assessment promotions** are done timely.

The Performance Appraisal system for the Institute's teaching and non-teaching staff is stated in SGPGIMS Regulations, 2011, Section 41(1)(k), Page 61.

**ACR of Group D employees** is accepted by the respective HOD or head of the respective section of the Institute; those for Group C or B employees are accepted by the Director, and for Group A employees, it is accepted by the President of the Institute. ACR of an employee is initiated by the immediate supervisor no later than April 30 and finalized by the competent authority by May 31 each year.

**For teaching staff**, ACR is divided into five parts. Part I deals with the personal data of the employee. Part II involves self-appraisal about patient care, teaching, research, publications, conferences attended, papers presented, guest lectures, participation in orientation and refresher courses, awards and honors, administrative and organizational contributions, etc. Part III is an assessment by the reporting officer (HOD). Part IV includes remarks by the reviewing authority (Director), and Part V includes remarks by

the accepting authority (President of the institute).

**For non-teaching staff**, ACR is divided into four parts for Group B or C employees. Part I includes the personal data of the staff. Part II is an assessment by the reporting officer (Nursing in charge or head of the respective section) and provides appraisal of the state of health, attendance, knowledge and quality of work, commitment and devotion to work, initiative, willingness to take responsibility, relation with colleagues and patients or relatives, punctuality, achievements, warnings, integrity, etc. Part III includes remarks by the reviewing authority (HOD) and Part IV contains remarks of the accepting authority (Director).

There is a system for grievance redressal related to performance appraisal of teaching and non-teaching staff. If there is an **adverse appraisal in the ACR of an employee**, s/he is apprised of the entire entry, i.e., the remarks recorded by the initiating officers as well as the final entry made by the accepting authority within two months of the finalization of the entry, and the employee may make a representation against the adverse entry within 3 months from the date of its communication to him. The authority receiving a representation against an adverse entry shall consider the same on merit, decide on the representation, and communicate the decision to the employee within three months from the date of receipt of representation.

Adverse remarks that have not been communicated to an employee or against which a representation is pending, will not be used against him.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance appraisal policy of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

The Institute receives **funds from the Government of UP** in the capital and revenue budget categories. In addition, the Institute makes constant efforts to **mobilize funds**. The institute has mobilized funds from Central Government Departments such as the Ministry of Health and Family Welfare (for e.g., Cancer Care infrastructure upgradation and strengthening under the Regional Cancer Center grant), and Research grant from the Department of Science and Technology, Department of Biotechnology, ICMR, CSIR, UP Council of Science and Technology, etc., for research.

Funds are also generated from highly subsidized patient care, such as investigations, treatments, and

medicines/surgical items dispensed by the Hospital Revolving Fund (HRF).

In FY 2022-2023, the State Govt. granted the Institute 855.23 crores. **The fund from the Government is utilized** for salary, maintenance, and strengthening of infrastructure such as equipment, construction, and welfare activities.

The budget and its approval by the Finance Committee (FC) and Governing Body (GB) are done according to the Institute's Rules and regulations.

**For example, after approval from the state Government, the FC and GB approved the internal budget estimate for FY 2022-23.**

The budget estimate is given under two heads: *Capital Head and Revenue Head*.

**Capital Head:** The proposed budget for the Institute under Capital Head was Rs. 129.8 Crores (Cr), out of which Rs. 70 Cr was for construction work and Rs. 59.8 Crores for equipment (including equipment, computers, books, journals, furniture, furnishing, and other miscellaneous equipment), including Rs. 22.85 Cr for equipment under the Central sponsored Tertiary Care Cancer Center (TCCC) scheme.

In the financial year 2022-2023, Rs. 17 Cr was mobilized, and we were able to procure it under corporate social responsibility from Power Grid Corporation of India Ltd for establishing the SGPGIMS-Tele-ICU-Service via the Hub-Spoke model with the six old State Medical College ICUs of UP.

**Revenue Head:** The proposed budget for the Institute under the Revenue head was Rs. 803.86 Cr (includes salaries, pension, retirement benefits, employee welfare, civil and electrical maintenance work, other contingency expenditures, financial support to BPL patients, 24-48 hours free medical treatment to trauma patients at Apex Trauma Center was also sanctioned by the state Govt. Among the budget of Rs. 725.42 Cr, Rs.78.44 Cr was contributed by the Institute's own surplus resources of the previous year, collected as hospital charges.

The Institute has repaid the outstanding principal amount of Rs. 216.14 Cr out of the loan (Installment received in March 2018) from the State Bank of India. A balance of Rs. 201 Cr is to be paid out to SBI from the available Institute surplus amount. Infrastructure has been created utilizing the loan from State Bank of India.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.4.2****Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)****Response:** 431761

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

2022-23	2021-22	2020-21	2019-20	2018-19
99493	83445	70882	89389	88552

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

**6.4.3****Institution conducts internal and external financial audits regularly****Response:**

The constant guidance, efforts and monitoring by **Honorable Governor of Uttar Pradesh, the Visitor of the Institute**, has helped the Institute to successfully consolidate all its funds, reply to most of the audit para's and utilize funds for patients.

The financial records and books of the Institute are audited by **Office of Auditor General, Govt. of**

**India. Directorate of Internal Audit, Govt. of UP** also keeps watch on expenses related to event and makes internal audit of all financial records of the Institute as special audit. Department of Local Funds, Govt. of UP has audited records of the Institute up to financial year 2015-2016. Vide GO No-3/2018/Audit-2-335/2018-355(5)/2018 Dated 21-06-2018 issued by Government of UP, it was decided that financial records of the Institute will not be audited by Department of Local Fund, Govt. of UP.

To maintain systematic arrangement, an internal audit of balance sheet is done by separate auditor appointed as chartered accountant of the Institute.

As of now, **financial books/records of the Institute have been audited up to financial year 2021-22 by the office of the Auditor General, UP, Allahabad.** As per guidance and directions from the Governor of UP, **reply of all audit para's along with supported documents** related to financial year 2016-17 and 2017-18 have been sent to the Govt. of UP and Office of Auditor General vide Director's letter no. PGI/SP/AGAUDIT/151 dated 20.03.2021 and letter no. PGI/SP/AGAUDIT/56 dated 23.04.2021. Office of the Auditor General, has sent audit report of A.G for financial years 2019-22 through Govt. of UP vide letter dated 17.08.2023. Reply of all audit para's are under process and will be sent to the Govt. of UP and office of Auditor General at the earliest.

For the smooth functioning of the Institute as per financial rules and optimal use of financial resources, a system of **internal audit** was initiated.

Before making final payments, all financial proposals are pre-audited by the **Pre-Audit Cell** comprising of Assistant Accountant, Jr. Accounts Officer, Accounts Officer and Finance Officer. Pre-audit cell provides suggestions for utilization of funds in accordance with the procurement rules and under budgetary provisions. By implementing pre-audit, Institute has **reduced expenditure on electricity** to approximately half by installation of Solar Energy Plant free of cost. Institute has also taken **initiatives to enhance income by charging** rent from service providers utilizing Institute premises for hospital kitchen and CSSD services and by controlling expenditure on civil/electrical maintenance. Pre-audit cell suggested to implement GeM procurement in accordance with the G.O related to GeM, resulting in **Institute receiving 3rd rank in overall services of GeM.**

As per the suggestion of A.G. Audit, finance department works to streamline settlement of pending advances with the coordination of other associated departments. An internal committee has been constituted to review and take initiatives to reconcile advances to staff. A separate committee has been constituted for equipment advances.

HRF, IRF and Kamdhenu functioning is monitored and audited by a dedicated chartered accountant's team. AG audit is also conducted once a year to ensure financial viability.

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

## 6.5 Internal Quality Assurance System

### 6.5.1

#### Institution has a streamlined Internal Quality Assurance Mechanism

##### Response:

**Quality is an integral part** of teaching curriculum in medical specialty of Hospital Administration; consequently, Quality cell was established in the Department of Hospital Administration (DoHA) at SGPGIMS in 2017. It provided structured approach to monitor and measure patient care processes, leveraging methodologies like Failure Modes and Effect Analysis, Pareto's Analysis, Resource Mapping and Root Cause Analysis etc., thereby enabling identification of areas for improvement, which is followed by implementing evidence-based scientific practices and measuring their impact on quality of healthcare delivery. Quality cell, thereby became the axis of quality assurance initiatives due to a series of these initiatives eventually culminating into quality improvement, which in-turn impacted the quality of medical education and research activities, as well.

Imbued with the idea of infusing quality along the entire spectrum of healthcare administration; Quality Cell, DoHA, took serial initiatives, infringing upon successive domains of healthcare administration. It began with baseline scientific studies to obtain quantitative and qualitative evidence, as it used to exist at that point in time, which helped the quality cell to understand the different perceived gaps, which were amenable to appropriate interventions through due institutional mechanisms. It resulted into **constitution of various cells** under the overarching umbrella of Quality Cell, DoHA, SGPGIMS. To name a few, they are,

1. Patient Safety Cell
2. Hospital Infection Control Cell
3. Adverse Drug Reaction Monitoring Cell
4. Central Condensation and Disposal Cell
5. e-RTI Cell
6. Sanitation and Biomedical Waste Management Cell
7. Needle Stick Injury Monitoring Cell
8. Transfusion Committee
9. Haemo-vigilance Cell
10. Pharmaco-vigilance Committee

11. Competent Authority & Hospital Based Authorization Committee Cell

12. Financial Assistance Schemes Cell.

These cells kept on identifying potential areas of improvement, under a three-tier intervention strategy - namely, Administrative, Healthcare and Research (Ref.- vide metric 6.5.3).

It would not be out of place to mention a few examples, to prove that institute does have **Internal Quality Assurance Mechanism**, to streamline the pre-identified domains of healthcare in a gradual and calibrated fashion. To emphasize upon the reasoning - A longitudinal in-service training (LTP) program was commissioned, to bridge the gap in perception, knowledge and skill among the healthcare workers along pre identified domains, with aptly designed pre and post intervention tools to assess the impact of LTP. Till date Quality Cell has organized more than 30 LTPs. SGPGIMS's Waste Management System serves as another illustration to emphasize the importance of well-thought-out quality assurance programs.

**Sanitation and BMW Cell** took serial initiatives in this regard and put a system in place for processing the municipal solid waste along with commissioning of BMW processing plant. Supply Chain Management was also given due attention to ensure a continuous supply of consumables. Another example of due quality assurance mechanism is the institution of Best Maintained Ward Award and Best Employee Award, which was aimed at motivating the healthcare workers through non-financial incentives, who were rendering quality care in their respective domains.

To ensure the continuity and sustainability of the quality initiatives, a Central Control Room (CCR) was commissioned for operational management of healthcare services on 24 x 7 x 365 basis. During COVID, the efficient CCR performance was noticed by few other institutes who adopted this model.

To further broaden the spectrum of quality initiatives, QC took initiatives to ensure participation in NIRF, Week Hansa Survey, NABH, Institute of Eminence, and eventually NAAC. In 2017, the Institute Accreditation Committee (IAC) was constituted. Further, accreditation from NABL and NABH, for 24 - hour Lab and Institute Ethics Cell, was also obtained, respectively.

Subsequently, the quality cell was upgraded as Internal Quality Assurance Cell (IQAC), which was constituted in August 2022.

#### **Important initiatives taken by the IQAC, since its inception:**

<b>Sr. No.</b>	<b>Initiative</b>	<b>Description</b>
1.	Constitution of NAAC Quality Initiative Taskforce	Establishment of a task force dedicated to ensuring quality initiatives aligned with NAAC standards.
2.	Nomination of Seven Criteria Heads and Teams	Selection of heads and teams responsible for seven criteria outlined in the(QIF).
3.	Creation of Independent Team for AISHE Registration and IIQA	Formation of a dedicated team to handle the registration process for (AISHE) and(IIQA).
4.	Organization of Regular	Conducting workshops and



	Workshops and Training Programs	training sessions aimed at orienting faculty, students, and employees with the quality initiatives.
5.	Brainstorming Meetings with Accredited HEIs	Arranging meetings with accredited Higher Education Institutions (HEIs) to share and incorporate best practices into institutional operations.
6.	Regular Internal QC/IQAC Meetings	Conducting over 180 internal meetings to monitor and regulate the progress towards NAAC accreditation.
7.	Participation in Capacity Building Programs	Involvement in various capacity building programs outside the institute premises to enhance skills and knowledge of stakeholders.
8	Orientation Program for NAAC Taskforce	Conducting orientation sessions for new members joining the NAAC taskforce to familiarize them with their roles and responsibilities.
9	Establishment of Feedback Mechanism	Implementing a feedback mechanism involving all stakeholders to gather input and suggestions for improvement.
10	Implementation of Guest/Visiting Faculty System	Conceptualization and approval of a system to engage guest, visiting faculty members to enrich the teaching-learning process.
11	Preparation and Maintenance of SSR Documents	Compilation and upkeep of Self-Study Report (SSR) documents required for accreditation.
12	Drafting and Implementation of Manuals and SoPs	Creation and implementation of 15 Manuals and Standard Operating Procedures (SoPs) to streamline institutional processes.
13	Constitution of Various Cells/Committees	Formation of diverse cells and committees including <ul style="list-style-type: none"> <li>• Grievance Redressal Cell</li> <li>• International Student Cell</li> <li>• Career Advancement Cell</li> <li>• Student Council Cell</li> <li>• Women Empowerment Cell</li> <li>• Gender Sensitization Cell</li> <li>• Alumni Cell</li> </ul>

14	Curriculum Revision and Introduction of CBCS	Revision of curriculum along with formulation of Program Outcomes (PO) and Course Outcomes (CO) for teaching program, and introduction of Choice Based Credit System (CBCS).
15	Collaboration through MoUs with HEIs	Initiating collaborations with other (HEIs) through (MoUs).
16	Creation of NAAC Page on Institute's Website	Development of a dedicated page on the institute's website to provide information about NAAC accreditation.
17	Prospective Strategic Planning	Enhancing institutional quality through initiatives such as QS rankings and NABH accreditation.
18	Contribution to UPCRAM	Participation in UPCRAM

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	<a href="#">View Document</a>
Link for the minutes of the IQAC meetings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

### Quality assurance initiatives of the Institution include:

1. Academic and Administrative Audit (AAA) and initiation of follow-up action
2. Conferences, Seminars, Workshops on quality
3. Collaborative quality initiatives with other Institution(s)
4. Orientation programmes on quality issues for teachers and students

**5. Participation in NIRF process****6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other)****Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Annual reports of the University	<a href="#">View Document</a>
Link for AQARs prepared by IQAC.	<a href="#">View Document</a>

**6.5.3****Impact analysis of the various initiatives carried out and used for quality improvement****Response:**

**Student's performance** is evaluated stringently on various parameters. Resident doctors and students are regularly and cumulatively assessed by their respective faculties based on the Seminar presentation, Journal Club presentation, OPD & Clinical rounds, Thesis & Research work updates and are scored accordingly. The students whose scores are sub optimal are personally interacted with and interviewed by the faculties to ensure improvement in their performance by constructive feedback. The assessment is sent by the department head to the Dean, where-in renewal is granted, only if found suitable, to next year. A background quality check is performed every year and learning outcomes are re-evaluated. This has contributed to students clearing the exams in minimum stipulated time and timely placement in various prestigious institutions within and outside the country.

Post constitution of Internal Quality Assurance Cell (IQAC), **additional domains** have also been refined and updated. These include:

- 1.Updating the Curriculum (including addition of choice based / value – added courses offered by each department.
- 2.Program Outcome (PO) and Course Outcome (CO) were compiled for all teaching programs, being offered by the Institute, thus enabling more effective quality improvement to teaching – learning system through due institutional mechanism.
- 3.Research has a stringent process of quality check. Once a project has been sanctioned, the

Research and Institute Ethics Committees require an annual progress report. Feedbacks are provided to investigators and further funding (in case of intramural projects) is allowed.

4. Consequently, 15 faculties of the institute have been included among best 2% scientists of the world. Encouragement to pursue research work is being ensured by way of, reimbursement of Publication fee and incentives to the researchers, financial support to attend conferences at national or international level.

Structured feedback is obtained from various stakeholders, including faculties, teachers, students, alumni and staff. Feedback is solicited from the residents and faculty on the topics to be taught, which leads to improvement in quality of academics. Based on the feedback received, the institute has ensured action on prudent feedback in education, research and healthcare respectively.

Following are examples of initiatives taken towards administrative reforms:

1. Patients have been given an exclusive patient portal to access investigation reports and seek out-patient appointments.
2. E-Office is another prime example of administrative reform, which has facilitated speedy processing of permanent records and in ensuring transparency during movement of files.
3. Establishment of Central Control Room at the Apex Trauma Centre, has added to administrative reforms as it has received and resolved more than 3121 patient and staff concerns till June 2023.
4. The regular review meetings under the stewardship of Hon'ble Governor, Smt. Anandiben Patel, as Visitor of the institute; through structured checklist, has also paved the way for administrative reforms at the institute.

Various financial assistance schemes like ABPMJAY and PDDURKCCY have ushered in reforms so far as access to affordable healthcare is concerned; by way of rendering cashless treatment to over 12 thousand poor patients/beneficiaries (till 30th June 2023), where-in financial assistance worth INR 35 Crores were granted

File Description	Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the institution for the promotion of gender equity during the last five years.**

**Response:**

Institute **provides equal rights and opportunities** for employment, growth, and equity of pay for similar work for everyone, regardless of gender, gender, religion, or caste, without discrimination. The Institute's top administrative posts, like Director, executive registrar, dean, and head of departments, are open to all who meet the required criteria. Many of these posts have been held or continue to be held by dynamic and proficient women professors at the Institute.

The Institute is equipped with round-the-clock security services, and CCTV cameras are installed in various locations to ensure the safety of all employees. **Gender-specific facilities** include separate washrooms and changing rooms in all areas, from operation theatre to ward, administrative spaces to service support areas. A residence is provided to all without gender discrimination, as per the Institute's house allotment rules 2014.

An empowered committee for the prevention, prohibition, and redressal of complaints related to **sexual harassment of women** was constituted under the provision of section 4 (2) of chapter 11 of the Act, No. 14 of the Sexual Harassment of Women at Workplace (prevention, prohibition, and redressal), and it has been functional.

The **sports complex** of the Institute provides equal opportunities to all genders. The Tennis courts, Badminton courts, and Gymnasium remain open to male and female students, teachers, and other employees. Gender-inclusive sports activities are celebrated on Nursing Day, Foundation Day, National Festive Days, etc. The swimming pool inside the sports complex has dedicated timings for ladies, explicitly considering the gender-sensitive issue. There is a provision for 24x7 library services for both genders beyond study/work time.

Considering **gender-specific social and familial roles of women**, and as per government rules, childcare leave for two years and maternity leave for six months are provided to all female employees of the Institute. It is imperative to follow the Pre-Conception & Pre-Natal Diagnostic Techniques (PCPNDT) Act 1994. People are educated against prenatal sex determination, and posters are displayed in ultrasound rooms stating that sex determination is illegal, an offense, and prohibited. Counseling is accomplished during various levels of pregnancy, prenatal, and postnatal periods. **Pregnant women** are guided and prepared for breast-feeding starting from the prenatal period and reinforced in the postpartum period. A separate breastfeeding room is designated for lactating mothers to feed babies.

The BSc Nursing curriculum contains **gender-specific training in sociology and community health nursing**. The Institute financially supports the co-education school, Kendriya Vidyalaya, within the campus. The Institute bears all the expenses and salaries of the school staff. A nursery school for children and a creche in the Hobby Center for caring for young kids and babies for working women are also in place. The proportion of male and female members in any working committee and the provision of equal

opportunities of mentoring of male students and young faculty members by women professors in most departments indicates proactive measures of the Institute for gender equity. The Institute believes in gender equality for all, nothing less for anyone.

File Description	Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

**The Institution has facilities for alternate sources of energy and energy conservation measures**

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** Any Four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 7.1.3

**Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management

- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

**Response:**

**Solid Waste Management**

It is conducted based on **biomedical waste management** rules. Waste is segregated at the source of waste generation in predestined containers/bags based on colour coding as per BMW Rules 2016 and its amendments. Waste transportation is executed in closed dedicated trolleys through ramps and dedicated lifts separately and promptly on time. No waste is allowed to remain in the generation area for more than 48 hours. General waste is handed over to Lucknow Municipal Corporation daily, and biomedical wastes are transported to an in-house biomedical waste treatment plant where infectious wastes are incinerated.

**Liquid Waste Management**

It is conducted based on the Water Act, enacted in 1975 and amended in 2003, and other rules. The effluent treatment plant is in place and functional; the wastewater is treated before being released into the dedicated release point.

**Biomedical Waste Management**

The Institute abides by all the relevant acts, rules, and regulations of biomedical waste disposal through the **Institute's Waste Management Cell**, which enforces laws and regulations of biomedical waste disposal. The Institute also submits relevant information and updates to various bodies intended to monitor waste management in respective arenas. The following services are provided in terms of BMW Management (BMWM)-

1. Timely collection, transportation, temporary storage, treatment and final disposal of BMW generated in the patient care areas through outsourced workers, as per the provisions of BMW Rules 2016 and amendments thereof.
2. Provision of BMW bins to the patient care areas.
3. BMWM squad monitors and ensures the implementation of provisions of BMW management services 24x7.
4. Ensuring timely renewal of regulatory & statutory licences for the provision of BMWM Services.
5. Providing training to healthcare staff & workers concerning BMWM practices.

## E-Waste Management

Institute promotes durable, upgradeable, repairable and reusable, electronic material in an attempt to reduce e-waste. It is performed as per e E-Waste (Management) Rules, SGPGIMS rules 2016. The condemnation of electronic items is performed as per the Institute's Condemnation and Disposal Policy 2015, which is monitored and implemented by a dedicated committee.

## Waste Recycling System

The Institute recycles biomedical plastic waste after disinfection with chemical treatment. The Horticulture department of the Institute maintains compost pits which convert organic and food waste to manure, which is used to maintain a green campus.

## Hazardous Chemical Management

It is managed based on the manufacture, storage and import of Hazardous Chemical (Amendment) Rules, 2000, and Draft Notification and Hazardous Wastes (Management, Handling & Transboundary Movement) Rules, 2010. The toxic chemicals are treated and discarded by the respective departments where hazardous chemicals are used.

## Radioactive Waste Management

It is performed as per Atomic Energy Regulatory Board (AERB) guidelines based on atomic energy (safe disposal of radioactive wastes) rules, 1987. The institute is an approved centre by AERB for the use, storage, and disposal of radioactive substances for diagnostic and therapeutic purposes. Mandatory reports are submitted periodically by the Institute's Radiation Safety Officer (RSO), who are certified competent authority.

File Description	Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geo-tagged photographs of the facilities	<a href="#">View Document</a>

### 7.1.4

#### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus



**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional informational	<a href="#">View Document</a>
Geo-tagged photographs / videos of the facilities	<a href="#">View Document</a>

### 7.1.5

**Green campus initiatives include:**

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

**Response:** Any Four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>
Geo-tagged photos / videos of the facilities	<a href="#">View Document</a>

### 7.1.6

**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions / awards
- Beyond the campus environmental promotion activities

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audit reports of the institution related to the metric	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.7****The Institution has disabled-friendly, barrier free environment**

- **Built environment with ramps/lifts for easy access to classrooms.**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Relevant documents / reports	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for relevant geo-tagged photographs / videos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.8**

**Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)**

**Response:**

The success of initiatives of the Institute in **providing an inclusive environment** of tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic and other diversities are evident from the diversity of students, faculty members, nursing staff, technical staff and other employees in our institution. We have employees from Jammu-Kashmir to Kanyakumari, Gujrat to Arunachal Pradesh speaking all regional languages Assamese, Bengali, Bhojpuri, Maithili, Tamil, Telugu, Punjabi, Malayali, and Kashmiri, living harmoniously together on the campus. Institute does not discriminate against anyone based on linguistic, cultural and regional differences.

To inculcate a **spirit of belonging, harmony and ownership** among the students, faculty members and other employees, commemorative days are celebrated together on the campus with active support from management.

Motivational lectures from eminent persons are arranged to develop their personality holistically, make them responsible citizens, and inculcate national values of social and communal harmony and national integration. The institute also has a strong infrastructure for various sports to ensure the physical and

mental development of all.

The following **initiatives are in place**. Few examples

1. All staff celebrate festivals like Holi, Diwali, Eid, Christmas, Chhaat, Lohri, Bihu, Pongal, etc., with equal enthusiasm.
2. Institute has a Hobby center which provides a free place for celebrating Holi, Diwali, Id, Christmas, and any religious festivals of any religion without any bias.
3. Hobby center provides space for fine arts, music, martial arts, yogasana etc. to the people and children of employees without any discrimination for culture, region and religion.
4. The sports complex, which includes a gymnasium, swimming pools, basketball court, tennis court, etc., remains open to all staff and their family members without discrimination.
5. A nursery school and a Kendriya Vidyalaya within the campus, maintained by SGPGIMS, allow admission to all staff, helpers and children of employees and children from nearby villages without any discrimination.
6. The Institute strictly follows the government's reservation policy to ensure equal representation of people of different socioeconomic conditions.
7. Administrative posts and accommodation inside the campus are provided as per seniority and experience, without discrimination regarding culture, religion, etc.
8. With the inclusion of people from diverse backgrounds, the Institute accepts and encourages the knowledge, talents, and practices to fully accept, comfort, and support society's differences and bring them to a single motto of caring for humanity.
9. Since almost everyone lives on campus this helps students see different cultures and develop tolerance to differing views. It also helps students to learn other languages and cultures, and encourages them to be interculturally sensitive.
10. All events of the Institute are recorded and published in newsletters periodically, which is circulated to all employees.
11. The Institute celebrates Constitution Day, and National festivals etc to improve tolerance and harmony among the staff.
12. The Institute periodically organises seminars on lifestyles, and topics related to human rights, peace, tolerance, love, compassion, harmony, social values, environmental protection, and ethics.
13. By providing human and technological assistance, the Institute makes continuous efforts to make the differently-abled feel included in every Institute activity.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

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

##### **Response:**

Our Institute is a public sector hospital deeply committed to the rule of the land, and has ensured that all employees and students are aware of their constitutional values, rights, duties and responsibilities. Given the above, the Institute gives holidays to its employees on Republic Day, Independence Day and Gandhi Jayanti as per the Gazetted Holiday List. At the same time, various sensitisation activities are also organised centrally in the Institute these days. These celebrations bring social and cultural harmony to the public, along with remembering the responsibilities of a good citizen of the country.

##### 1. Republic Day on January 26th every year

Republic Day is celebrated with enthusiasm and pride in the Institute with the Institute's Director, faculty members, students, and staff. The staff who have done exemplary work are awarded every year. The Director summarises the achievements and lays the path to achieve the vision and mission of the Institute.

##### 2 Independence Day on August 15 every year

Similarly, Independence Day is also celebrated here with tremendous enthusiasm and patriotism by the Director, faculty members, students, and staff of the Institute. Again, those staff who performed outstandingly are awarded during this ceremony.

##### 3. Gandhi Jayanti on 2nd October, every year

Gandhi Jayanti is celebrated in the institute with a multitude of activities. Quiz Programs and talks on doctrines put forward by Mahatma Gandhi are conducted regularly. This aims to inculcate principles and values taught by Mahatma Gandhi to students, employees, and their families in the Institute.

##### 4. Ambedkar Jayanti on April 14 of every year

Ambedkar Jayanti is celebrated on 14th April in SGPGIMS, by giving holiday for employees as per government order. Various activities are conducted based on the teachings of the visionary leader of India.

##### 5. Constitution Day on 26th November every year

Constitution Day is celebrated in the Institute on November 26 with various programs promoting constitutional values, duties, and responsibilities among students and employees.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link additional information	<a href="#">View Document</a>

#### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on code of conduct are organized**

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of conduct and code of ethics	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Link for additional	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

#### 7.1.11

**Institution celebrates / organizes national and international commemorative days, events and festivals**

**Response:**

The events and festivals organised within the campus are often celebrated with great pomp and gaiety. Institute celebrates & organises the birth anniversaries of national heroes, besides Independence Day and Republic Day celebrations each year. Many important Days, like World Environment Day, International Yoga Day, International Women's Day, National Science Day, Organ Donation Day, and World Kidney

Day, are celebrated annually. Mahatma Gandhi Jayanti, Ambedkar Jayanti, Bal Divas, and Teachers Day on the birth Anniversary of Dr Sarvapalli Radhakrishnan are celebrated within the Institute premises. The list of some of the commemorative days celebrated at the Institute is following (Curated pages from Insitute newsletter clippings are uploaded as additional Information)

World T B Day March 24 2019

Vibrant Campus: House Hold Waste Management 8th February 2019

Walkathon on World Kidney Day March 14 19 2019

The World Haemophilia Day Celebration April 17 2019

World Fibromyalgia Day Celebrated May 11 2019

International Nurses Week 2019 May 6th to 12th 2019

World No Tobacco Day 2019 May 31 2019

World Thyroid Day 2019 May 25th 2019

Medical Ethics in Covid times June 11 2020

Rare Disease day celebration February 29 2020

Medical Ethics Program in SGPGIMS 12th Sep 2020

Guru Purnima And Teachers Day 5th September 2020

Tree Plantation on the Birthday of Hon. Prime minister Narendra Modi September 17 2020

SGPGIMS Celebrates 37th Foundation Day - December 14 2020

Tree Plantation drive to mark Alumni Day and Foundation Day December 14 2020

Research Day SGPGIMS December 14 2020

First Alumni day SGPGIMS-13 December 2020

Mission Shakthi Day Oct-Dec 2020

Medical Ethics Program November 28 2020

11 National Organ Donation Day November 27, 2020

World Kidney-day celebration March 2023

World Hemophilia Day 17th April 2023

World Liver Day 19th April 2023

World Nutrition Day 27th May 2023

Yoga Day Celebrations 15th-21st June 2023

File Description	Document
Link for Geo-tagged photographs of some of the events	<a href="#">View Document</a>
Link for annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.**

**Response:**

The two best practices are:

Although the Institute executes several unique practices, the two best and most unique practices are:

A. Hospital revolving fund

B. Hospital Information System

**A: Hospital Revolving Fund (HRF) for patient care**

**Objective:** Hospital Revolving Fund (HRF) is an initiative by the Institution to finance the specialized and customized nature of modern Hospital Supply Chain Management of Drugs and Consumables. It was created with the aim and objective of ensuring bedside availability of quality drugs and consumables at best price on 24 x 7 basis, 365 days a year to the patients and the staff.

To fulfil the goals of supplying all, HRF procures the medicines and consumables directly from manufacturers, the best quality at the cheapest possible rates, avoiding the additional margins of retailers, maintaining the inventory and supplying directly to the patients and caregivers across the Institute.

**Context**

On an unfortunate day, a 65-year-old widow from Deoria, with a 15 years old sick son with fever and hypotension, came to emergency at midnight without any helpers. She was prescribed emergency medicines, which were not available in the hospital. The lady was stressed and started crying for help and was not willing to leave her son who was deteriorating. The treating physician called the ward boy for help, and the medicine was brought and given. However, the delay in administering the medicine was blamed on the hospital authorities. Such incidents were not uncommon. Delays in medication administration used to result in causality for which patient's helpers used to commonly blame doctors or hospital authorities. To address this issue, on a fortunate day in 1997, it was decided by the then Director Prof Mahendra Bhandari to start a self-sustainable system of provision of medicines and consumables named HRF (Hospital Revolving Fund), after approval from the Visitor and the President of the institute, which became the country's most famous hospital pharmacy system and an icon for this premier Institute.

### **Practice**

The Institute adopted a unique system of funding and sustaining Supply Chain Management of Drugs and Surgical Consumables for all patients coming to the Institute. HRF is able to procure medicines and consumables directly from manufacturers and reputed suppliers in bulk with locked-in rate contracts, thus supplying at reduced costs and assured quality for our patients and healthcare workers.

Our HRF is an evolving system open to the needs of the patients and healthcare workers. The HRF Management Committee, chaired by a senior professor of the Institute, manages the activities of HRF. The management committee takes a call with input from all concerned people. The workflow of HRF is such that it encompasses all faculty members, nurses, and technicians and directly or indirectly affects each staff, patient and caretaker of patients visiting this tertiary care Institute. Continuous feedback is collected from patients, doctors and paramedical staff regarding the requirement and quality of new/existing drugs, consumables and surgical items available in HRF. The workflow of HRF is distinctively designed, which can be viewed here ([view link](#)).

### **Salient features:**

#### 1. Operations and Compliance

The HRF maintains a transparent vendor selection system with faculty members' involvement in product evaluation and techno-commercial deliberations. A team of 20 officials, including Officers and 240 outsourced human resources, works under the strict supervision of a team known as the HRF Management Committee, constituted in compliance with Institute Regulations and a periodic report is submitted regularly before the apex body of the Institute.

1. HRF ensures the availability of 10000+ drug molecules and 5000 types of surgical consumables which are delivered bedside and to the operation theatres 24x7 through its 35 Peripheral Unit outlets across the hospital area.

#### 2. Purchase, Utilisation/Consignment and Inventory Management

HRF has a robust database of the required inventory and its consumption pattern that helps decide the



quantity to procure. The entire inventory is managed by HRF today on HIS (Hospital Information System) in two major parts, namely Unit items, which patients purchase and miscellaneous items, which are cost-free for indoor patients. The entire inventory stocked in HRF is procured either after purchase, on utilisation/consignment, or managed on a vendor basis. The Store structure and organization follows a Hub and spoke model, wherein there is a central Main store, 35 Unit stores and 170 Miscellaneous/departmental and other Stores, that are located all over the hospital. No area of the hospital is left untouched and as the hospital has expanded, the footprint of HRF has kept pace with it.

The consumable distribution model to patients is also unique and remarkable. A pictorial representation of the bedside delivery of drugs is attached.

1. Role During the Pandemic and Crisis: HRF stood the test of time in Supply Chain Management during the COVID-19 pandemic while the entire globe faced the challenges of supply of consumables and protective gear for healthcare workers.
2. Over the years, HRF has supported the Kamdhenu Atinirdhan Chikitsa Sahayata Society of the Institute which was formed by the Institute to financially support patients below the poverty line in immediate care situations.
3. HRF Procurement Cell ensures the timely purchase of items already approved under the HRF Rate Contract and the tendering process by issuing the Supply Order and ensuring availability to the patient at a reduced supply cost as low as 30% of the MRP.
4. Contracts for the high-cost items- zero investment of working capital:

A few items of high cost or add-ons to the HRF inventory are procured on a consignment basis, and dues to the vendor are released only after the item is utilised and charges have been recovered from the patient. This policy allows zero investment of working capital.

1. HRF contribution to the research and scholars: HRF supported with Rs. Five Crore in setting up the Core Research laboratory at SGPGIMS for enhancing research at the Institute.
2. External audit of HRF:

Looking at a high amount of turnover and volume of work, besides internal audits, mandatory audits by the auditor general Team Allahabad are performed. HRF has appointed one professional Chartered Accountant to monitor the entire activities.

### **Evidence of success of HRF**

The success of HRF is evident from its annual turnover, which was started from token money of 50 lakhs in 1997, and increased to annual turnover of Rs. 237.00 Crores during the financial year 2022-23.

The best part of HRF is the seamless availability of drugs and consumables of high quality at low cost, up to 30-70% of MRP, at the bedside of the indoor patient as well in OPD.

Inspired by the success of the HRF, the Institute management launched the Investigation Revolving Fund (IRF) on the lines of HRF for procurement of test kits, reagents and other related consumables.

PhD degrees have been awarded based on a thesis exploring the working of HRF. PhD degrees awarded on HRF-related work at SGPGIMS.

This unique model of HRF has proved to be a role model in Government and the corporate health sector hospitals. The institute has received requests for establishment of HRF facilities from reputed Institutes like Institute of Liver & Biliary Sciences New Delhi, AIIMS New Delhi, IMS-BHU. HRF model has been replicated in the following leading hospitals:

- RML Hospital, Lucknow
- Kalyan Singh, Super Speciality Cancer Institute, Lucknow
- IGIMS, Patna
- Government Institute of Medical Sciences, Noida
- U.P. University of Medical Sciences Saifai, Etawah
- KGMU, Lucknow

### **Problems Encountered**

The Institute is a vast tertiary healthcare facility with many specialities and rigorous ongoing research projects. It is sometimes challenging to cater to the flow and ebb of a wide variety of drugs and consumable requirements from different departments. With expansion of the institute, catering to all the peripheral units like Apex Trauma Centre, EMRTC etc was challenging. However, it turned out to be an opportunity to expand and fulfil the demand. Auditing the huge turnover is challenging. Balances and checks in the form of internal and external audits, became an inherent part of the working of HRF. The HRF committee is empowered with senior faculty members of various departments, which helps to meet the demands of patients and healthcare workers.

### **Resources required**

Rapid advances in medical sciences mean adding newer drugs and tests in the armamentarium of clinicians and researchers in their quest for excellence in patient care. The HRF strives to incorporate all new products in its inventory. The self-evolving system of HRF makes its best effort to keep pace with the ever developing medical technology to provide best possible care to patients of SGPGI. Use of inventory forecast models is also needed.

## **2. Hospital Information System (HIS) for all healthcare providers and users**

**Objective:** "One for all portal, ranging from patient information, drug and consumable delivery to hospital management activities on one mouse click". The goals were to provide a wide range of services, from a web-based patient portal system for the patients and caretakers to laboratory interfacing for the technicians and doctors working in the laboratory, simultaneously providing clinical details to the

clinicians for treatment purposes and research materials to the basic science and clinical scientists for research purposes with a single click portal.

## **Context**

Keeping and preserving the medical records of the patients and hospital activities is a priority of any medical Institute. The Institute was ahead of all contemporary Institutes in India in keeping electronic records of all Institute activities. The Hospital Information System (HIS) was conceptualised by the Institute as early as 1998-99, which became one of the iconic features of the Institute later on. To the best of our knowledge, this Institute was the first in India to start keeping and using the electronic medical records of each action of the Institute. Subsequently, it was upgraded with the latest technologies in November 2013. Institutes like Dr. Ram Manohar Lohia Institute of Medical Sciences, King George's Medical University and other upcoming State Medical Colleges, have used our HIS to develop and plan their system on a similar successful pattern.

HIS is the core of all patient-related activities at SGPGIMS. All services, starting from Patient Registration, OPD appointments, Investigations, Admission, Discharge, Billing, Operation Theatre, Blood bank, Hospital Revolving Fund, Pharmacy, etc., are integrated into HIS.

HIS affects almost all employees and patients visiting the Institute. The users of different levels (Faculty, Resident doctors, nursing staff, OPD bay counter, hospital accounts, lab staff, etc.) can access patients' information depending on their roles and privileges.

Login Link to Hospital Information System: [View Link](#)

Patients can also view and print their records, including all lab reports, electronic medical records, expenditure details, etc., using their unique user id and password allotted to him/her from anywhere in the globe.

By logging in to the patient portal, a patient can register online and view all the facilities that SGPGIMS offers everyone.

Login Link to Patient Portal: [View Link](#)

## **Practice**

### **Salient features of Hospital Information System:**

1. Lab equipment interface with HIS has been done following the Health Level 7 (HL-7) standards available, thus preventing entry errors by humans in patient reports, faster processing of lab investigations, and reducing human interface. HL7 is a set of international standards for transferring and sharing data between various healthcare providers. More specifically, HL7 helps bridge the gap between health Information Technology (IT) applications and makes sharing healthcare data more accessible and efficient than older methods.
2. Integrated Picture Archival and Communication System (PACS) is available as part of the Hospital Information system, which enables the system to store images of various imaging investigations and make them available for treating physicians and radiologists to view on their

personal computers, laptops, mobiles, etc.

3. The Institute has its web-based Patient portal integrated with the Hospital Information system so that patients can view their investigation reports and radiological images and print the reports, account details, and discharge summaries using their patient ID and secure OTP based login. This helps patients skip queues and the availability of reports anytime, which increases patient satisfaction.
4. HIS has a PED (patient's employer's deposit) facility. Employers or any donor or helping agency of the patient can use these facilities to deposit money in hospital accounts for their patients in advance. It is particularly helpful for those employed in other public and private sector organisations and patients who do not have local bank accounts.
5. e-Leave management through the Human Resource Management System (HRMS) module is also added as a functional part of the HIS.
6. Unlike other institutions, the Institute has its own in-house Data centre and business continuity centre/disaster recovery site within the campus, which helps in rapidly recovering data in case of any emergency and unexpected crash of the system.
7. HIS has made electronic data retrieval safe and easy, thus significantly improving the Institute's research, for which the Institute is known worldwide. HIS contributed enormously to the research avenues of the Institute with the ready availability of all data electronically to the authorised person.
8. The hospital revolving fund (HRF), an Institute's pharmacy, is also integrated into HIS. The demand for medicine, surgical items, etc., and their supply can be monitored through the HIS.
9. HIS is secured by multi-layered encryption and firewall systems to ensure the security of the data of patients and the hospital.
10. The Department of Biostatistics and Health Informatics, which plans and manages the in-house data of the Institute's patients, Hospital information system and patient portal.

### **Problems Encountered and Resources Required**

New departments in far-flung buildings have come up in the Institute over time. Sometimes, due to factors out of the Institute's control, there is a loss of connectivity between the central server and other departments, which hinders patient care. The Institute is continuously in touch with external experts from various reputed technical organisations like Indian Institute of Technology (IIT) and National Informatic Center (NIC) to ensure such factors are reduced.

File Description	Document
Link of the best practices in the Institutional web site	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**"Superspeciality Teaching Institute is the most** distinctive feature of the Institute that needs to be mentioned. In the 1980s, despite having multiple medical colleges in Uttar Pradesh, patients had to move to other states for advanced care for complex diseases. The Government of Uttar Pradesh came out with a vision to establish an Institute only for superspeciality care, and foundation of this tertiary care Institute was laid down by the President of India, Sri Neelam Sanjeeva Reddy, on December 14, 1980. The Institute has fulfilled its primary objective which was to develop each speciality of Medicine and Surgery to such an extent that each Speciality department becomes an "Institute within the Institute". The Institute emerged as a tertiary care super speciality teaching Institute for medical students from all corners of India.

Super-specialised care was not possible without superspeciality education. It is well said that **teaching lifts the standards of service, and service opens new avenues of investigation. Hospitals with a long tradition of excellence have demonstrated abundantly that research enhances the vitality of teaching.** ". This Institute was the **first and only super-speciality teaching Institute** in India, which was conceptualised and started with patient care only in super-speciality departments, along with super-speciality teaching and training courses focusing on research and innovation, simultaneously. This Institute began teaching and training in super-speciality departments, Doctorate in Medicine (DM) and Master of Chirurgiae(MCh) in surgical super-speciality rather than bachelor courses. It was the **first Institute** in the country to offer **three-year DM/MCh Courses, unlike two-year courses** in other top institutions like AIIMS, New Delhi and PGIMER, Chandigarh. Eventually, all institutions subsequently adopted the same courses across India. This Institute was the first Institute in the country to initiate super-speciality DM/MCH courses in Medical Genetics, Clinical Immunology, Endocrine Surgery, and MD in Transfusion Medicine. The vision of super specialised care at the lowest possible cost within the state prevented patient migration for specialised care to other states and countries and instead attracted patients from different parts of the state, neighbouring states, and neighbouring countries.

**The super-speciality care led to the setting of specialised laboratories with rare tests like immunogenetics testing, stem cell research laboratory etc,** within the Institute, which was not available in contemporary corporate and public sector hospitals. A set of basic scientists were employed in each department to support patient care through **innovation and research.** The **concept was unique** to this super-speciality Institute, where the basic scientists and clinicians shared common platforms to discuss patient outcomes with research and innovations that were not existing in any other contemporary

Institute in India. Innovations and novelty were in the Institute's epicentre, and moving ahead of time, the **Telemedicine Program** of the Institute was conceptualised as early as 1999 to promote the concept of tele-education using interactive video conferencing technology. A full-fledged School of Telemedicine & Biomedical Informatics was established in 2006, the country's only centre of its kind. To make the environment compatible with super specialised training and research, the Institute provided **24X7 library facilities with e-books**, e-journals, and physical books for all specialities, round the clock.

The Institute developed a Hospital Revolving Fund (HRF), a unique hospital pharmacy, the first of its kind in India, on a self-sustainable system to provide the best quality of medicine at the patient's bedside at the lowest cost. Many public and private sectors adopted the HRF model of the Institute subsequently. Super Specialised treatment that was costly and beyond the reach of the poor needed special investigation. The Institute developed an **Investigation Revolving Fund**, which was formed in 2002 to procure diagnostic kits, reagents, chemicals and consumables at low cost directly from the manufacturer, avoiding retailer's margins, that improved patient care, besides research and innovation. The Institute came out with a novel strategy, **Kamdhenu Atinirdhan Chikitsa Sahayata Society** (popularly known as Kamdhenu Society), to support the poor in emergency care without delay. Kamdhenu Society was formed with charity donations from our hospital pharmacy HRF, which helped treat patients below the poverty line for immediate care, and saved many lives.

This super-speciality Institute is also a Centre for State Organ and Tissue Transplant Organisation. The Institute was the first to start an organ transplantation program in the state, which requires specialised care, in the state. The Institute's renal transplant program provided **mentorship for many top-notch Institutes like** AIIMS Jodhpur, Raipur, and Rishikesh; Command Hospitals, RMLIMS and KGMU, Lucknow etc, in setting up renal replacement therapies. The Institute is a regional **training centre for International students** in many departments. The Department of Nephrology is recognised for the International Society of Nephrology and International Society of Peritoneal Dialysis fellowship.

The super specialised patient care and teaching resulted in outstanding research papers widely quoted in most of the reputed journals of the world. The Institute promoted a high standard of research with **intramural funding to junior faculty members**. It assisted senior faculty members and scientists in fetching extramural grants from ICMR, DHR, DBT, DST, etc., to make research a self-sustainable program.

Over the years, SGPGIMS produced a large number of PhDs and super-specialised clinicians, not only for the state but for the country and the world. Students from the institutions are visibly distinct globally and in all corners of India.

The Institute has positioned itself as a premier tertiary care medical and research Institute. **NIRF has consistently ranked the Institute between 4 and 7 top medical Institutes of the country for many consecutive years. At present, fifteen faculty members are ranked among the world's top 2% of scientists.** Medical graduates who have passed out from this Institute stimulated the growth of super-speciality medical and surgical care in India, both in the private and public sectors. It is safe to say that this Institute is a medical Institute of national importance which has catalysed the super-speciality medical care in this state and country.

<b>File Description</b>	<b>Document</b>
Link of appropriate Web link in the Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The Institute is a state college affiliated with prestigious Institutions like the Association of Indian Universities and the National Medical Council.

The Institute, under the **Pradhan Mantri Swasthya Sewa Yojna**, established the Departments of Plastic Surgery, Maternal & Reproductive Health, Pulmonary Medicine, Molecular Medicine & Biotechnology, Ophthalmology, and Neonatology were initiated. **Specialized facilities** like Critical Care Medicine, Pediatric Gastroenterology, Emergency Medicine, Renal Transplantation Centre, Robotic and Minimally-invasive surgery, etc., were added to the Institute's infrastructure.

It has **2272 beds, including 328 ICU and 87 HDU, 51 state-of-the-art operation theatres, and about 150 multi-specialty outpatient clinics** function every week. The patient care is phenomenal, catering to about 50,000 IPD and about 11 lakh OPD patients annually. It has 34 departments with 80 diagnostic labs, dedicated research labs, and 36 high-tech skill labs. Additionally, we have a Central Research Facility, Animal House, and Stem Cell Research Centre.

The library facility functions 365 days a year, 24 hours a day, thus offering flexibility to students, faculty, and staff, which is reflected in high-quality Research and Clinical outcomes.

**The Institute has envisioned and is in the process of other endeavors**, such as The Advanced Pediatric Center, Advanced Diabetic Center, Apex Trauma Center, Infectious Diseases Department, Telehealth Center, and Center of Excellence for children born with Congenital Heart Diseases.

### Concluding Remarks :

**SGPGIMS** is a premier medical institution established on October 31, 1982, under the SGPGIMS Act (UP Act no 30, 1983). Its **Vision is to be an International Center of Excellence** in Teaching, Training, and Research and to provide Quality Tertiary Health Care at a reasonable cost. Its decentralized decision-making infrastructure ensures the participation of all stakeholders.

The Institute has an eco-friendly **650-acre sprawling green and clean biodiverse campus**, providing tertiary-level multi-specialty care. It has established 34 Departments, the Apex Trauma Center, a Nursing College, and the College of Medical Technology. It offers post-doctoral (MD, MS, PhD, DM, MCh, fellowships, certificates), UG and PG programmes (in Nursing and Laboratory technology).

The Institute was the first to establish several Departments, such as Pediatric Gastroenterology, Endocrine Surgery, etc., and pioneered initiatives like HRF, IRF, HIS, and the School of Telemedicine and Biomedical Informatics, which have been adopted in several Institutes in the country. It also started several postdoctoral programmes, e.g., PDCC courses, and advocated 3-year DM and MCh for the first time in the country.

It has made significant strides through its specialized departments, offering advanced patient care with the latest medical technologies. Our **Alumni** are well-acclaimed nationally and internationally, contributing immensely to patient care and research. SGPGIMS is a hub of cutting-edge research, producing impactful studies and



patents and fostering global collaborations, including a Med-Tech Centre of Excellence.

The Institute offers financial assistance to poor patients and is actively involved in community outreach with a benevolent approach.

**SGPGIMS ranks 7th in NIRF**, and its leadership in healthcare and education is widely acknowledged. **Faculty members have been conferred with accolades like the Padma Shri, Prof SS Bhatnagar, and Prof BC Roy awards, among others**, and have also been amongst the **world's top 2% scientists in the Stanford University rankings** for their exemplary work in the field of research.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.2.1	<p>The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers</p> <p>The Institution:</p> <ol style="list-style-type: none"> <li>1. Adopts measurable criteria to identify low performers.</li> <li>2. Adopts measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for low performers and advanced learners</li> <li>4. Follows protocols to measure students' achievement</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 307 Answer after DVV Verification: 280</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.3	<p>Average teaching experience of fulltime teachers in number of years (preceding academic year)</p> <p>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 4122 years Answer after DVV Verification: 3837 years</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
2.4.5	<p>Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years</p> <p>2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / <i>academies</i> during the last five years Answer before DVV Verification:</p>

2022-23	2021-22	2020-21	2019-20	2018-19
176	95	78	171	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
143	78	56	142	112

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
145	62	46	150	150

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	44	32	78	61

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
127	60	56	46	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
105	53	50	40	33

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Option

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

Answer before DVV Verification : A. All of the above

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

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	49	141	64	110

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
58	34	94	45	86

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

	<p>Answer before DVV Verification : 107                      Answer after DVV Verification: 81</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>										
<p>4.2.4</p>	<p>Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?</p> <p>A. NABH accreditation</p> <p>B. NABL accreditation</p> <p>C. International accreditation like JCI.,</p> <p>D. ISO certification of departments /institution</p> <p>E. GLP/GCLP accreditation.</p> <p>Answer before DVV Verification : A. All of the above                      Answer After DVV Verification: C. Any Three of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>										
<p>5.1.5</p>	<p>The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging</p> <p>1. Adoption of guidelines of Regulatory bodies</p> <p>2. Presence of the committee and mechanism of receiving student grievances (online/ offline)</p> <p>3. Periodic meetings of the committee with minutes</p> <p>4. Record of action taken</p> <p>Answer before DVV Verification : Any 3 of the above                      Answer After DVV Verification: Any 3 of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>										
<p>5.3.3</p>	<p>Average number of sports and cultural activities / competitions organised at the institution level per year</p> <p>5.3.3.1. Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1906 1046 2040"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>35</td> <td>38</td> <td>24</td> <td>27</td> <td>17</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	35	38	24	27	17
2022-23	2021-22	2020-21	2019-20	2018-19							
35	38	24	27	17							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
21	6	21	14	12

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

7.1.5	<p>Green campus initiatives include:</p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of Plastics</li> <li>5. Landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : All of the above            Answer After DVV Verification: Any Four of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
7.1.6	<p>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</p> <ul style="list-style-type: none"> <li>• Green audit</li> <li>• Energy audit</li> <li>• Environment audit</li> <li>• Clean and green campus recognitions / awards</li> <li>• Beyond the campus environmental promotion activities</li> </ul> <p>Answer before DVV Verification : Any Four of the above            Answer After DVV Verification: Any Three of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> <li>1. The Code of conduct is displayed on the website</li> <li>2. There is a committee to monitor adherence to the code of conduct</li> <li>3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff</li> <li>4. Annual awareness programmes on code of conduct are organized</li> </ol> <p>Answer before DVV Verification : All of the above            Answer After DVV Verification: Any Three of the above</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations