



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)**

Accreditation - (Cycle - 1)

**PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
PES INSTITUTE OF MEDICAL SCIENCES AND RESEARCH
C-30394**

**Kuppam
Andhra Pradesh
517425**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	PES INSTITUTE OF MEDICAL SCIENCES AND RESEARCH Kuppam Andhra Pradesh 517425	
2.Year of Establishment	2001	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	20	
Programmes/Course offered:	20	
Permanent Faculty Members:	293	
Permanent Support Staff:	1080	
Students:	1053	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 23 years of fruitful existence in healthcare delivery and education in a remote rural area 2. Benevolent management with good social standing 3. Good Infrastructure for Healthcare Delivery & Education.	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 20-01-2025 To : 21-01-2025	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SATHEESH KUMAR BHANDARY	Vice Chancellor,Nitte deemed to be university
Member Co-ordinator:	DR. ASHOK KUMAR	Professor,SANTOSH MEDICAL COLLEGE AND HOSPITAL
Member:	DR. BHANUDAS KUCHEKAR	FormerPrincipal,MAEERS MAHARASHTRA INSTITUTE OF PHARMACY PUNE
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: Metric and Criterion Analysis

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion 1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion 1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	<p>The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.</p> <p>The college has a 'Curriculum Committee' which follows the guidelines of the National medical council (NMC) and the affiliating university, i.e., NTR University of Health Sciences. The committee works along with the Medical Education Unit (MEU) to design the curriculum for the delivery of competency based education (CBME). The academic calendar, timetable, and departmental activities are prepared at the beginning of the session. Curriculum delivery is ensured through a planned, documented process integrating classroom teaching (audio-visual aid) with laboratory practicals, seminars, tutorials, field surveys, elective postings, CMEs, etc. Students are evaluated through internal assessments and university examinations. Feedback is collected by the curriculum committee and appropriate action is taken. The college offers various integrated teaching which are implemented through innovative teaching-learning methods. There is a need for more faculty participation in online courses like SWAYAM, NPTEL etc. to be encouraged. Outcome-based education needs to be well documented.</p>
1.3	Curriculum Enrichment
1.3.1 QIM	<p>The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulatory councils</p> <p>PES Institute of Medical Sciences and Research is committed to integrating cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health, emerging demographic issues, and professional ethics into our curriculum, as prescribed by the National Medical Council (NMC). The institute conducts orientation programs every year for newly admitted students, where gender sensitization and gender equality are discussed.</p> <p>The courses like Community Medicine, General Medicine, and Forensic Medicine highlights the various important issues related to Environment and Sustainability like pollution, prevention of diseases, waste disposal. The issues related to human values are addressed in the curriculum through various AETCOM modules as per the directives of the NMC.</p> <p>To effectively integrate these cross-cutting issues, PESIMSR employs a variety of teaching methodologies, including lectures, group discussions, case studies, and experiential learning. Faculty members are trained to incorporate these themes into their teaching and to create an inclusive and supportive learning environment.</p> <p>Gender equity is ensured through the establishment of committee against sexual harassment & grievance redressal committee and celebration of commemorative days like World women's day. Moral and ethical values are an integral part of education. Students actively participate in family adoption programs.</p>

Qualitative analysis of Criterion 1

PES Institute of Medical Sciences and Research follows the NMC and NTR University of Health Sciences guidelines to implement a CBME curriculum. The Curriculum Committee, in collaboration with the MEU, plans and ensures curriculum delivery. Cross-cutting issues such as gender, environment, sustainability, human values, and professional ethics are integrated. The institute promotes gender sensitization through orientation programs and committee against sexual harassment & grievance redressal committee. Faculty employ diverse teaching methods, including case studies and experiential learning, to foster an inclusive environment. Emphasis is placed on environmental and public health topics such as pollution, waste management, and holistic health. AETCOM modules address ethical and communication skills, while student participation in family adoption programs fosters community engagement and social responsibility. There is a need for more faculty participation in online courses like SWAYAM, NPTEL etc. to be encouraged. Outcome-based education needs to be streamlined and strengthened.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.2	Catering to Student Diversity
2.2.3 QIM	<p>Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)</p> <p>The college provides an appropriate platform for students to explore and hone their talents through institutionalized co-curricular and extra-curricular activities largely managed by the 'Students Association of Medical College. The activities include annual social gathering where various cultural events are organized and participated by the students. The Department of Physical Education ensures the physical well-being of the students. The college has a good infrastructure for sports activities and organizes sports events annually. The college has an NSS unit that contributes to the social outreach programs of the college.</p>
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student-centric methods are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> • Experiential learning • Integrated/interdisciplinary learning • Participatory learning • Problem solving methodologies • Self-directed learning • Patient-centric and Evidence-Based Learning • Learning in the Humanities • Project-based learning • Role play <p>The college emphasizes imparting learner-centric delivery of course-curriculum with focus on the inculcation of competency and outcome-based education. Participatory learning is ensured through problem-based learning (PBL), bedside teaching, field visits, posting in rural and urban health centers, etc. Simulations based learning focusses on imparting specific skills to address exigent clinical situations.</p>
2.3.3 QIM	<p>Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources</p> <p>The university has ICT-enabled classrooms with Intelligent Interactive Panels, Wi-Fi, and LAN connectivity. Course content delivery (lectures/practicals/assignments) is ensured through ICT-enabled tools such as Zoom lectures, Google Classroom, Microsoft teams, Google Live, and Google Forms (for assessment). The college has MIS (Management Information System) of Master Soft Cloud for uploading E-Content and conducting E-test.</p>
2.3.5 QIM	<p>The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students</p> <p>At PES Institute of Medical Sciences and Research (PESIMSR), the teaching-learning process is designed as per new CBME curriculum of NMC to nurture creativity, analytical skills, and innovation among students. The Department of Surgery regularly organizes 'Surgical skill improvement workshops'. Research methodology programs are regularly conducted by the Department of Community Medicine and Medical Technology Unit of the college. The undergraduate and postgraduate students are encouraged to take on research projects to inculcate creativity, innovation, and analytical skills. The college has an Innovation cell which needs upgradation. The skill laboratory requires upgradation by having more high-fidelity mannequins and better monitoring by trained faculties.</p>
2.5	Evaluation Process and Reforms
2.5.1	The Institution adheres to the academic calendar for the conduct of Continuous Internal

QIM	Evaluation and ensures that it is robust and transparent The academic calendar is prepared by the affiliating university (NTRU) at the beginning of session, which prescribes the schedule for teaching and evaluation. The college conducts a regular Continuous Internal Evaluation (CIE) aligned with the academic calendar.
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient Examination-related grievance redressal is done through the university-level 'Grievance Redressal Committee.' The college has provisions for the need-based photocopies of the answer sheets and re-evaluation in a time-bound manner. For internal assessment-related grievances, the college has an Internal assessment committee. PES Institute has established a clear SOP for handling examination-related grievances and conducting relevant disciplinary proceedings post-enquiries at the Institutional Level for Internal Evaluation. Evaluated answer books are shown to the students and countersigned by them to ensure an impartial evaluation process.
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. PES Institute has initiated examination-related reforms that include the automation of examination processes and integration of advanced IT solutions to ensure efficiency, accuracy, and transparency. Examination management systems (EMS) have been deployed, automating the scheduling, administration, and grading of exams. The Learning management systems (LMS) are integrated with EMS to streamline the entire process from coursework completion to final assessments.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents The Institute follows the defined learning outcomes and graduate attributes in accordance with the guidelines provided by relevant regulatory bodies such as the National Medical Council (NMC). However, outcome-based education needs proper documentation and strengthening and needs communication with the students and teachers through a website.
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. The college has a learner-centric teaching-learning process. Each subject imparts NMC-defined competencies to ensure CBME. The AETCOM (Attitude, Ethics & Communication) module enhances the development of ethical behavior and communication skills in students. The assessment and evaluation process ensures the achievement of stated learning objectives. Post-graduate students maintain a logbook about their academic and work-related activities.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis College conducts Parent Teacher Meetings with participation from teachers and parents. Parents are also invited to the 'Freshers meet' organized for the first-year MBBS students. Parent teacher meetings are organized annually. A total of 5 such meetings have been organized so far.

Qualitative analysis of Criterion 2

The PES Institute of Medical Sciences and Research offers students opportunities to develop their talents through co-curricular and extracurricular activities managed by the Students Association. Annual cultural and sports events, supported by the Department of Physical Education, promote students' physical well-being. The NSS unit contributes to social outreach programs. The college emphasizes learner-centric, competency-based education through participatory learning methods such as problem-based learning (PBL), bedside teaching,

and simulation-based training. ICT-enabled classrooms support online learning through platforms like Zoom and Google Classroom. The teaching-learning process follows the NMC's CBME guidelines to nurture creativity and analytical skills. Surgical skill workshops and research methodology programs encourage student innovation. Examination processes are automated for efficiency and transparency, with grievance redressal mechanisms in place. The institute focuses on outcome-based education and regularly organizes parent-teacher meetings. The skill laboratory requires upgradation with high-fidelity mannequins and better faculty supervision.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.2	Innovation Ecosystem
3.2.1 QIM	<p>Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge</p> <p>The institution has created an ecosystem for fostering research and innovation. This includes establishing a dedicated Research and Innovation Cell.</p> <p>Key facilities include NABH and NABL-accredited central diagnostic laboratories, Skills Lab featuring simulation equipment and mannequins, central research laboratory supporting diverse research activities.</p> <p>The institution has conducted regular capacity-building programs, training over 20 sessions on research methodology, ethics, and clinical practices. These efforts have resulted in 19 externally funded research projects over five years. However, the number of research and clinical trials funded by Government /NGO/Industries needs to be increased and activities of innovation cell further streamlined.</p>
3.4	Extension Activities
3.4.3 QIM	<p>Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years</p> <p>The institution's extension activities have garnered some awards and recognitions from government bodies and other organizations. The collaboration with NGOs, civic bodies, and educational institutions reflects the institution's dedication to community engagement. Notable activities include health awareness programs targeting underserved populations, multi-specialty health camps, Family Adoption Program, Blood donation camps and cataract surgeries.</p>
3.4.4 QIM	<p>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</p> <p>The institution has demonstrated a commitment to social responsibility, engaging students and staff in various community initiatives like Hygiene and disease prevention campaigns focusing on TB, malaria, and waterborne infections, Nutrition and physical activity awareness programs promoting balanced diets and exercise, Environmental campaigns under the Swachh Bharat Mission, including cleanliness drives and waste management education, Green initiatives such as tree plantation drives and promotion of sustainable practices.</p> <p>These activities, supported by significant financial and logistical resources, have resulted in measurable improvements in community health and environmental awareness.</p>

Qualitative analysis of Criterion 3

The institution fosters a research and innovation ecosystem through a dedicated Research and Innovation Cell, promoting interdisciplinary collaboration. Key facilities include NABH and NABL-accredited diagnostic laboratories, a Skills Lab with simulation equipment, and a central research laboratory. Regular capacity-building programs have trained faculty and students, leading to 19 externally funded research projects in five years. However, efforts are needed to increase government and industry-funded projects and streamline innovation cell activities. The institution actively engages in community service through collaborations with NGOs and government bodies, organizing health camps, awareness programs, and the Family Adoption Program. Social responsibility initiatives include hygiene and disease prevention campaigns, nutrition awareness programs, Swachh Bharat Mission activities, and green initiatives. These efforts, backed by financial and logistical support, have improved community health and environmental awareness, earning recognition and awards from various organizations.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	Physical Facilities
4.1.1 QIM	<p>The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc</p> <p>The infrastructure at PES Institute of Medical Sciences and Research (PESIMSR) is good, meeting the Medical Council of India (MCI) and National Medical Commission (NMC) standards. The facilities effectively support teaching, learning, and clinical training.</p> <p>Teaching-Learning Infrastructure: The institute provides well-designed, ICT-enabled classrooms with high-speed internet, advanced audio-visual aids, and interactive whiteboards. Seminar halls with modern audio-visual systems are available for workshops, lectures, and conferences.</p>
4.1.2 QIM	<p>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</p> <p>PESIMSR ensures the physical and mental well-being of its community with comprehensive recreational and cultural facilities, Sports and Gym Facilities which Includes cricket grounds, football fields, basketball courts, and gymnasium. The college has an auditorium with modern amenities and an open-air theatre which supports diverse cultural and academic events. The institute’s Yoga Centre hosts annual Yoga Day celebrations and regular sessions for students and staff.</p>
4.1.3 QIM	<p>Availability and adequacy of general campus facilities and overall ambience</p> <p>The PES Institute of Medical Sciences and Research has adequate campus facilities and overall ambience satisfactory. It has an auditorium with facilities like Seating capacity for over 1000 attendees, Advanced sound and lighting systems, Projection screens and audio-visual equipment, Comfortable seating and ample parking, and accessibility features for differently abled individuals</p>
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	<p>Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies</p> <p>Teaching Hospital: PES Institute of Medical Sciences and Research (PESIMSR) has a fully equipped teaching hospital that meets the standards set by NMC. The hospital is equipped with over 1000 beds, providing a comprehensive range of medical services across various specialties and super-specialty for teaching the UG’s & PG’s. The facility includes modern operation theatres, intensive care units (ICUs), neonatal ICUs, and emergency care units, all designed to</p>

	<p>cater the poor rural patient needs and complex medical cases of this area. The teaching hospital is NABH accredited.</p> <p>The laboratory is NABL accredited. The college has central research laboratory to supports faculty and student in research, however needs modernization to promote quality research & publications with equipments and resources. The mentorship program pairs students with experienced faculty, providing guidance and support throughout their academic journey.</p>
4.3	Library as a Learning Resource
4.3.1 QIM	<p>Library is automated using Integrated Library Management System (ILMS)</p> <p>The library at PESIMSR is fully automated with the Libsoft ILMS (Integrated Library Management System) and provides adequate digital and physical resources with good collections of textbooks, e-books, journals, and digital resources, Access to leading medical databases like EBSCOhost, ProQuest, and Ovid Discovery, and CDs/DVDs for medical case studies. The institution has established rigorous systems to maintain and utilize its physical, academic, and support facilities effectively. Annual audits of physical and digital collections, workshops for library usage, and extended hours during exams.</p>
4.3.2 QIM	<p>Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment</p> <p>The PESIMSR library houses a good collection of textbooks and reference volumes, particularly focusing on medical and allied health sciences. The library subscribes to a diverse range of national and international journals, both in print and electronic formats. The Central Library has a collection of back volumes which are bound and stacked, given separate accession and classification numbers.</p> <p>Donated Books: The Central Library collects books from various book vendors, students, and faculty members as donated books. Needy students can borrow these books for 15 days.</p> <p>Social and Tribal Welfare books: The Central Library has a collection of books funded by the Government of Andhra Pradesh, for reserved category students. The students who come under these categories can borrow and use for the entire academic year.</p>
4.3.5 QIM	<p>In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students</p> <p>The library sees approximately 100-150 visitors per day. The central library has an external reading room for all the students and faculty members, with comfortable seating and adequate lighting.</p> <p>Remote Access: In addition to its physical resources, PESIMSR has invested in a digital library infrastructure, allowing remote access to a vast array of electronic resources. Various Medical e-resource databases have been provided by the YSRMEDNET Consortium & Digital Library by the YSR University of Health Sciences & Research.</p> <p>The college has Subscriptions to Online Databases such as EBSCO host, Access Medicine, Proquest, Ovid Discovery, and CBS e-book portal, etc. Around 60% of the student body utilize remote access facilities.</p>
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

	<p>PESIMSR has well equipped computer / digital facilities with high-performance desktops. The labs are open during college hours and are managed by qualified IT staff who assist students with technical issues.</p> <p>Departmental Computers: Each department within PESIMSR has dedicated computers for student use, connected with E library facilities.</p>
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	<p>There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.</p> <p>At PES Institute of Medical Sciences and Research (PESIMSR), systems and procedures are in place to maintain and utilize physical, academic, sports and support facilities.</p> <p>The library is well maintained with regular audits and updates of both physical books and digital resources. The library environment, including furniture and digital equipment, is maintained to provide a conducive learning atmosphere.</p> <p>Qualified Physical director is taking care of sports facilities with coaches and trainers to ensure the upkeep of equipment & training.</p>

Qualitative analysis of Criterion 4

PES Institute of Medical Sciences and Research (PESIMSR) offers state-of-the-art infrastructure that meets NMC standards, supporting teaching, learning, and clinical training. The institute provides ICT-enabled classrooms, seminar halls, and a well-equipped auditorium with modern amenities. Recreational facilities include a gym, sports grounds, and a dedicated Yoga Centre. The teaching hospital, with over 1000 NABH-accredited beds, caters to rural patients and offers specialty and super-specialty services. The NABL-accredited laboratories and central research lab support faculty and student research. The fully automated library, powered by Libsoft ILMS, offers a vast collection of medical resources, including textbooks, journals, and e-resources, with remote access through platforms like EBSCOhost and ProQuest. Social welfare books are available for reserved category students. The college has well-maintained computer labs, departmental computers, and IT support. Regular audits and procedures ensure the upkeep of infrastructure, including sports and academic facilities, creating a conducive learning environment for students.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.4 QIM	<p>The Institution has an active international student cell to facilitate study in India program etc.,</p> <p>The institution has an international student cell to facilitate study in India program etc. An International Student Centre (ISC) provides orientation, academic advising, and cultural integration for international students. Services include visa assistance, health and wellness programs, and accommodation support.</p> <p>The institution offers scholarships and financial aid to deserving students, including support for reserved categories and economically disadvantaged groups, Alumni contributions further bolster financial aid initiatives.</p> <p>Regular workshops and training sessions on soft skills, research methodologies, and career readiness are conducted, Active mentorship programs bridge the gap between academic training and career requirements.</p>
5.3	Student Participation and Activities
5.3.2 QIM	<p>Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution</p> <p>The institution has an active Student Council, which is represented by class representatives that represent student interests in academic and administrative decision-making. However, a structured student council is to be established.</p> <p>A wide range of cultural, sports, and community engagement programs encourage holistic student development. Community outreach initiatives, such as health camps and environmental awareness drives, reflect the institution's commitment to social responsibility. However, extracurricular activities need promotion by inter-institutional participation.</p> <p>Various student-run clubs and societies foster creativity, innovation, and a sense of belonging among students. Initiatives like tree plantation drives and health awareness campaigns showcase student-led contributions to societal betterment.</p>
5.4	Alumni Engagement
5.4.1 QIM	<p>The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.</p> <p>The College has Alumni Association, which conducts regular meetings and supports the institution through financial contributions, mentorship programs, and academic enrichment activities. However alumni association needs to be registered with proper bye laws & guidelines.</p>

Qualitative analysis of Criterion 5

PESIMSR fosters student support and holistic development through academic, co-curricular initiatives. The International Student Centre offers orientation, visa assistance, wellness programs, and accommodation support for international students. Scholarships and financial aid are available for deserving and economically disadvantaged students, with alumni contributions enhancing these initiatives. Regular workshops on soft skills, research methodologies, and career readiness are conducted, complemented by active mentorship programs. Student progression is monitored through periodic assessments and targeted support for different learning levels. Career guidance services and alumni mentorship help students prepare for higher education and competitive exams. The institution promotes research involvement with faculty mentorship and participation in national and international conferences. The Student Council represents student interests with

class representatives, but a more structured framework is needed. Cultural and community engagement programs encourage holistic development, though extracurricular participation requires greater promotion. The Alumni Association actively supports the institution but needs formal registration with defined bylaws.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	<p>The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.</p> <p>Institutional Vision and Leadership: PES Institute of Medical Sciences and Research (PESIMSR) has well defined vision and mission. The administrative bodies like the governing council, academic council and various administrative committees dealing with finance, infrastructure and human resources are in place. The governing body has a nominee from Dr. NTR University of Health Sciences, the Affiliated University. Decentralization in decision-making is visible through organograms.</p>
6.1.2 QIM	<p>Effective leadership is reflected in various institutional practices such as decentralization and participative management.</p> <p>The various bodies and committees function as per the guidelines of the affiliating University. Participative practice is in place. Teaching faculty is represented in the academic and administrative committees of the institute with representation of students. More Periodic meetings need to be conducted with documentation. Employee Handbook Version 3 dated 1 Jan 2023 is in place. PESMISR has a well-defined organizational structure with various bodies such as the Governing Council Academic Council, Finance Committee, Research and Ethics committee and Library Committee.</p>
6.2	Strategy Development and Deployment
6.2.1 QIM	<p>The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed</p> <p>It has in place various statutory bodies such as IQAC, Grievance Redressal Cell, Anti ragging Committee, and Student Council. Implementation of e-governance is observed, especially in finance, accounts & hospital administration.</p>
6.3	Faculty Empowerment Strategies
6.3.1 QIM	<p>The institution has effective welfare measures for teaching and non-teaching staff</p> <p>The institute has adopted effective welfare measures such as leave policy, healthcare benefits, transportation, gratuity, financial assistance, gym facility, and educational benefits to the children of teaching and nonteaching staff.</p>
6.3.5 QIM	<p>Institution has Performance Appraisal System for teaching and non-teaching staff</p> <p>Institution implements effective performance appraisal system for both teaching and nonteaching staff with well-defined criteria for evaluation.</p>
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	<p>Institutional strategies for mobilisation of funds and the optimal utilisation of resources</p> <p>The policy regarding institutional strategies for the mobilization of funds and the optimal utilization of resources is in place.</p>
6.4.2 QIM	<p>Institution conducts internal and external financial audits regularly</p> <p>PSEMER conducts internal and external financial audits by chartered accountants regularly.</p>
6.5	Internal Quality Assurance System
6.5.1 QIM	<p>Instituion has a streamlined Internal Quality Assurance Mechanism</p> <p>PESIMSR has established Internal Quality Assurance Cell with streamlined mechanism to maintain and enhance quality standards. Institution adopts quality assurance initiatives such as regular meetings of IQAC, feedback from stakeholders, organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff and preparation for accreditation and rankings.</p>

Qualitative analysis of Criterion 6

PES Institute of Medical Sciences and Research (PESIMSR) has a well-defined vision and mission, supported by a structured governance system comprising the Governing Council, Academic Council, and various administrative committees. Decision-making is decentralized through an organogram, and participative governance is evident with faculty and student representation in committees. The institute follows the guidelines of Dr. NTR University of Health Sciences and maintains an Employee Handbook.

Statutory bodies like IQAC, Grievance Redressal Cell, and Anti-Ragging Committee function effectively, with e-governance implemented in finance and hospital administration. However, a long-term institutional development plan is required. The institute provides welfare measures for staff, including healthcare, financial aid, and educational benefits. A performance appraisal system ensures staff evaluation. Fund mobilization and resource utilization policies are in place, with regular internal and external audits. The IQAC ensures quality assurance through regular meetings, feedback mechanisms, and training programs to prepare for accreditations and rankings.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	<p>Measures initiated by the institution for the promotion of gender equity during the last five years.</p> <p>The faculty and student population maintains a nearly equal ratio of males and females, indicating a strong commitment to gender parity.</p> <p>Female counsellors, Female wardens, deputy wardens, and security staff ensure comfort and safety in the women’s hostels. Additionally, separate sports facilities, a gymnasium, and well-maintained common rooms and restrooms are provided for female students. Women hold a significant percentage of leadership positions at the Institute</p> <p>The Institute celebrates Women’s Day annually and provides awareness programs on sexual harassment to all faculty, staff, and students. A grievance redressal committee is in place to address any grievances swiftly.</p> <p>The college organizes lectures on gender sensitization programs by female experts for the promotion of gender equity among students, teaching, and non-teaching staff. Female security staff are deployed to guard the female wards and girl’s hostel. The college organizes self-defense classes for female students and staff. Additionally, the college provides a daycare facility, a common room, counseling, and safety and security to its female fraternity.</p>
7.1.4 QIM	<p>Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)</p> <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management

- Waste recycling system
- Hazardous chemicals and radioactive waste management

PES Institute manages and handles various types of degradable and non-degradable waste, with a comprehensive waste management system.

The College employs a solid waste management system that includes segregation at the source, collection, transportation, and disposal. Solid waste is categorized into biodegradable and non-biodegradable waste. Biodegradable waste, such as food and organic matter, is composted on-site using dedicated composting units. Non-biodegradable waste, including plastics and paper, is segregated and sent for recycling or disposed of through municipal waste management services.

The institution manages liquid waste through a well-structured sewage treatment plant (STP). The treated water is then reused for gardening, landscaping, and other non-potable purposes, minimizing the environmental impact and conserving water resources.

PESIMSR strictly adheres to the Biomedical Waste Management Rules established by regulatory authorities. The waste is collected, transported, and treated by M/S AWM Company.

The Institute has implemented a dedicated e-waste management protocol. and disposed of through buyback offers, ensuring that old systems are recycled whenever new computers are purchased.

The institution has established a comprehensive waste recycling system to enhance sustainability and encourages the reuse of materials whenever possible.

Hazardous chemicals from laboratories are carefully neutralized or treated before disposal and are then handed over to M/S AWM. As for radioactive waste, none is generated on campus. Radiation levels in the Radiology department and operation theatre are monitored and certified by an authorized agency M/S AVANTTEC LABORATORIES (P) LTD., to be within permissible limits.

7.1.8
QIM

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

College ensures inclusivity, tolerance, and harmony through the celebration of different festivals, organizing social activities in collaboration with NSS, and cultural activities. College provides need-based health care services in the neighboring community as an outreach initiative.

The College hosts a diverse student body, with individuals hailing from various cultural and regional backgrounds. The institution actively celebrates events, such as cultural fests, language days, and regional celebrations, provide a platform for students to showcase their talents.

The institution offers support for students who may face challenges due to language differences, including language learning sessions and peer support groups. To further communal harmony, the institution organizes interfaith dialogues, religious festivals, and awareness programs that promote understanding and respect for different religious beliefs.

	<p>PESIMSR is committed to providing opportunities for students from diverse socio-economic backgrounds. The institution offers scholarships, fee waivers, and financial assistance to economically disadvantaged students, ensuring that financial constraints do not hinder access to quality education. Additionally, PESIMSR runs mentorship programs and career guidance sessions that specifically target underprivileged students, helping them navigate academic challenges and build successful careers.</p> <p>Located in a region with a rich cultural heritage and diverse population, PESIMSR has strategically leveraged its location to serve the community. The institution regularly conducts health camps, awareness programs, and outreach activities in rural and underserved areas surrounding the campus.</p> <p>In addition to its community outreach efforts, PESIMSR incorporates inclusivity into its curriculum by offering courses and workshops on social issues, ethics, and cultural competency.</p>
7.1.10 QIM	<p>The Institution celebrates / organizes national and international commemorative days, events and festivals</p> <p>PESIMSR celebrates significant national festivals. Key among these are Independence Day and Republic Day. These events are marked by flag-hoisting, and cultural programs.</p> <p>PESIMSR actively commemorates important international days designated by the United Nations and other global organizations like World Patient Safety Day, World Health Day, World Environment Day, and International Yoga Day are celebrated with various activities. like health awareness programs, free health camps, and expert talks on pressing health issues, Tree plantation drives, campus clean-up activities, Yoga Camps, etc.</p> <p>The institution respects and celebrates the cultural diversity of its community by organizing events for various religious and cultural festivals such as Diwali, Christmas, Eid, and Onam.</p> <p>Professional and Academic Events: Doctors' Day, Nurses' Day, and Teachers' Day are celebrated to honor the contributions of medical professionals and educators.</p> <p>Social Awareness Campaigns: Critical social issues are addressed by organizing events on days like International Women's Day, World AIDS Day, and World Rabies Day.</p> <p>The student council and various student clubs play a pivotal role in organizing and celebrating these days. This involvement fosters leadership skills, teamwork, and a sense of responsibility among students. Events including fresher's day, annual day, and college fests are entirely student-driven, showcasing their organizational capabilities and creative talents.</p>
7.2	Best Practices
7.2.1 QIM	<p>Describe two Institutional Best Practices as per the NAAC format provided in the Manual</p> <p>The College has shown one of the best Practice as Integrating Curricular and Sports Activities for Holistic Development of Medical Students with Structured Sports Programs for the MBBS Students.</p> <p>With Objectives of the Practice as Promote the physical, mental, and social well-being of medical students, Enhance teamwork, leadership, and time management skills through sports and extracurricular activities.</p>

	<p>PESIMSR has designed a comprehensive program that integrates both curricular and extracurricular activities.</p> <p>Mentorship Program is being implemented.</p> <p>However, Evidence of Success like Improved Academic Performance, Increased Participation, Enhanced Well-being, Achievements in Sports, Problems Encountered and Resources Required, Time Management, Awareness, and Motivation not properly documented.</p> <p>The second-best Practice is Affordable State-of-the-Art Tertiary Healthcare to Rural Populations from the Tristate Junction of Andhra Pradesh, Tamil Nadu, and Karnataka</p> <p>With the Objectives of the Practice to provide Affordable, High-Quality Tertiary Healthcare Services to the rural populations at the border states who face significant challenges in accessing quality healthcare due to geographic isolation, limited resources, and socio-economic disparities through Mobile Health Clinics and Subsidized Treatment Plans.</p> <p>However, the Evidence of Success, like Increased Access to Healthcare, Improved Health Outcomes, Community Engagement, Recognition, and Awards, requires more structured documentation</p>
7.3	Institutional Distinctiveness
7.3.1 QIM	<p>Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words</p> <p>The institution has portrayed its rural location and healthcare to the underprivileged in the rural areas as its distinctiveness by providing high-quality medical education and healthcare services uniquely tailored to the needs of rural communities. With a vision of creating a professionally superior and ethically strong global workforce, the institution can make an impact analysis.</p>

Qualitative analysis of Criterion 7

PESIMSR prioritizes gender equity, providing female-friendly facilities such as hostels, gyms, and counselling services, along with awareness programs and self-defence classes. The institution promotes inclusivity through cultural celebrations, language support, and financial assistance for disadvantaged students. It actively engages in community outreach through health camps and environmental initiatives.

PESIMSR follows a robust waste management system, including solid, liquid, biomedical, and e-waste disposal, ensuring sustainability. The institution celebrates national and international days such as Independence Day, World Health Day, and International Yoga Day, fostering social awareness and leadership skills among students.

Key best practices include integrating sports into the curriculum for holistic student development and providing affordable healthcare to rural populations across state borders. The institution aims to serve underprivileged rural communities through mobile clinics and subsidized treatments but needs documentation of outcomes and impact analysis. The college's distinctiveness lies in delivering quality healthcare and education tailored to rural needs.

Criterion8 - Medical Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)	
8.1	Medical Indicator
8.1.2 QIM	<p>Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.</p> <p>Students attend didactic lectures which are a part of the curriculum on patient safety practices and infection control measures in the hospital delivered by experienced faculty members during regular theoretical, practical sessions with Case Studies. It is also disseminated through Discussions, Workshops and Seminars, Practical Exposure, Patient Safety Rounds, Quality Improvement Projects, and NABH Orientation sessions.</p>
8.1.4 QIM	<p>The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India</p> <ol style="list-style-type: none"> 1. PESIMSR implements objective methods such as <ol style="list-style-type: none"> 1. Objective Structured Clinical Examination (OSCE). 2. Direct Observation of Procedural Skills (DOPS) 3. Case-based Discussions 4. Standardized Patient Examinations: Outlined by the National Medical Commission (NMC) per the undergraduate curriculum.
8.1.5 QIM	<p>Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.</p> <p>PESIMSR has introduced the following instructional sessions on the medical, legal, ethical, and social issues involved in organ transplantation with the help of Andhra Pradesh Medical Council</p> <ol style="list-style-type: none"> a) Medical Aspects of Organ Transplantation b) Legal Framework c) Ethical Considerations d) Case Studies and Ethical Debates e) Social and Cultural Perspectives f) Interdisciplinary Collaboration
8.1.6 QIM	<p>Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.</p> <p>The Immunization Clinic of PESIMSR is fully functioning and providing vaccination for all age groups free of cost. The institute also provides the following vaccines as per the Indian Academy of Paediatrics (IAP) schedule. All the vaccines are stored as per the WHO guidelines under the supervision of a competent person.</p>
8.1.7 QIM	<p>The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.</p> <p>PESIMSR has adopted various methods to implement medical graduate attributes with an appropriate evaluation system as per NMC.</p>
8.1.8 QIM	<p>Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.</p> <p>PESIMSR has the functional Medical Education Unit. The activities involved organizing lectures and workshops for all full-time teachers with the help of Nodal Centre, CMC VELLORE, and PESIMSR on important and relevant areas. Faculty members of the institution have participated in faculty development programs (RBCW/BCBR/BCME).</p> <p>The teaching hospital is accredited by NABH (N 2016-368, valid until April 15, 2026) and Clinical laboratory is accredited by NABL (MC 6139 valid until 22/11/2025). The Institute has also the ISO Certification up to 2025.</p>
8.1.11	Steps/procedures adopted by the College to expose students to contemporary medico-legal

QIM	practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.
	Policy statement to expose the students and staff to the insurance mechanisms, third party payers, medico-legal practices, and medical indemnity insurance is in place.
	Students and employees are exposed to and enlightened about the medico-legal matters that are applicable to medical practice as well as various laws and indemnity insurance protection policies. The Institute has presented the policy of United India Insurance Company Limited which is valid up to 27/03/2025.

Qualitative analysis of Criterion 8

PES Institute of Medical Sciences and Research (PESIMSR) integrates patient safety and infection control into its curriculum through lectures, workshops, and hands-on exposure, including patient safety rounds and NABH orientation sessions. The institution employs objective evaluation methods such as OSCE, DOPS, and case-based discussions in line with NMC guidelines. Educational sessions on the medical, legal, ethical, and social aspects of organ transplantation are conducted with the Andhra Pradesh Medical Council.

The fully functional Immunization Clinic provides free vaccinations per IAP guidelines, ensuring proper storage under WHO supervision. The Medical Education Unit conducts faculty development programs in collaboration with CMC Vellore. PESIMSR's teaching hospital is NABH accredited, and its clinical laboratory holds NABL accreditation and ISO certification. Policies on medico-legal practices and indemnity insurance are in place, with insurance coverage from United India Insurance Company valid until 2025. The institution fosters graduate attributes through structured evaluations and continuous learning initiatives.

Section III: Overall Analysis based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC)

Overall Analysis

Strength:

1. Visionary and supportive leadership
2. Adequate infrastructure for teaching learning, and patient care
3. Located in rural remote area, catering to the local health requirements of large populations
4. Well qualified adequate faculty strength
5. Strong socially sensitive extension and outreach activities
6. Effective student mentorship Program.
7. NABH & NABL Accreditations to the teaching hospital & Laboratories.
8. Good clinical teaching learning resources.

Weaknesses:

1. Few national and international collaborations and MoUs
2. Advanced research facilities and infrastructure.
3. Research publications, extramural funding and patents.
4. Attrition rate of teaching staff.
5. Lack of super specialty courses.

6. Less number of Value added courses.

Opportunities:

1. Improvement of Performance-based appraisal system for Teaching with a weightage for research
2. Joint programs/collaborations with the institutes of national and international significance
3. Expansion of super specialty courses
4. Improving the research and innovation ecosystem
5. Starting innovative programs in integrated/complementary medicine.
6. To develop certificate courses and para-medical courses in Allied Health and Technology

Challenges:

1. Strengthening national and international collaborations and MoUs
2. Improving research publications, extramural funding, patents etc
3. More faculty development initiatives and retention of qualified staff
4. Starting of superspecialty courses and increasing PGs in broad specialties
5. Augmenting State-of-art facilities for diagnosis and advanced healthcare
6. Adequate funding for the infrastructure augmentation and research
7. Strengthening Innovation and Incubation ecosystem.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Research, innovation, and incubation ecosystem need to be strengthened
- Expansion of super-specialty departments and the initiation of more courses
- Fellowship/ PhD/Allied health programs need to be introduced.
- Major thrust areas of research, start-ups and skill development needs to be strengthened and aligned with the national health mission
- The effort to secure extramural grants and projects for research requires augmentation.
- Quantity and quality of research publications need to be increased.
- Collaboration with institutes of national and international significance needs to be enhanced.
- Appointment of visiting faculty/Adjunct Professor in novel areas.
- External Academic, administrative audit (AAA) of the institute once in two years apart from regular internal audit.
- Encourage more extracurricular participation of Students.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SATHEESH KUMAR BHANDARY	Chairperson	
2	DR. ASHOK KUMAR	Member Co-ordinator	
3	DR. BHANUDAS KUCHEKAR	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date