



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PES INSTITUTE OF MEDICAL SCIENCES AND RESEARCH

**PES INSTITUTE OF MEDICAL SCIENCES AND RESEARCH NATIONAL
HIGHWAY, KUPPAM, DISTRICT CHITTOOR**

517425

www.pesimsr.pes.edu

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

PES Institute of Medical Sciences and Research aka PESIMSR , Kuppam, established in 2001, is the brainchild of our Founder Chairman, Dr. M.R.Doreswamy. It was his dream to put up a medical college & Hospital with modern facilities to cater for the rural population. This is the most modern medical college in the Rayalaseema Districts of Andhra Pradesh, Providing education to the budding Doctors and State of the art medical health care to the local population, and also to those from bordering districts of Tamil Nadu & Karnataka. PESIMSR, Kuppam is a permanent recognized Medical College by MCI & Govt. of India, Ministry of Health & Family welfare for both UG & PG courses.

PESIMSR is a well established Medical College with an attached Hospital containing state-of-the-art facilities providing wonderful work experience and training opportunities.

India is now going through an epidemiological transition, where infectious diseases are receding as causes of adult morbidity and mortality, whereas non-infectious diseases are assuming menacing proportions. The risk factors associated with changing lifestyle have increased the mortality rate because of coronary heart diseases, diabetes, hypertension and neurological disorders.

The World Bank Health Sectoral Priority Review has projected a doubling of cardio-vascular disease mortality rate in India between 1985 and 2015: Truly, a challenge of the new millennium. Certainly, an opportunity for those who desire for societal well-being. PES Institute of Medical Sciences & Research is the right step in this direction that reflects the care, concern and commitment of the PES Group for the societal well-being.

Vision

To create professionally superior and ethically strong global workforce.

Mission

To provide students with a sense of history, an understanding of values and ethics, a commitment to law and morality, an appreciation of human creativity and an analytical inquiring mind.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **PESIMSR offers a comprehensive curriculum that integrates both theoretical knowledge and practical skills, ensuring that students receive a well-rounded medical education.**
- **Faculty members are highly qualified and experienced, contributing to high academic standards**

and effective teaching methodologies.

- **PESIMSR is equipped with modern laboratories, advanced medical equipment, and a well-stocked library, providing students and faculty with the necessary resources for learning and research.**
- **The hospital associated with the PESIMSR offers a wide range of clinical services, allowing students to gain hands-on experience.**
- **PESIMSR is recognized by various accrediting bodies like NABH, NABL, ISO, enhancing its reputation and credibility in the field of medical education.**
- **The institution has received multiple awards for its extension and outreach activities.**
- **PESIMSR's Alumni Association plays an active role in the development of the institution, contributing through mentorship programs, guest lectures, and financial support.**
- **Implementation of modern teaching techniques, including the use of digital platforms and simulations, enhances the learning experience.**
- **The Medical Education Unit (MEU) at PESIMSR conducts regular Faculty Development Programs (FDPs) to keep the faculty updated with the latest trends in medical education.**

Institutional Weakness

- **While the institution is equipped with research facilities, there may be a need for more emphasis on research activities and publications by faculty and students.**
- **The student population might lack diversity, particularly in terms of international representation, which could limit exposure to different cultures and perspectives due to State government's formal directive of giving 85% of its seats to locals**
- **Since Ph.D is not an essential qualification as per the Regulatory Bodies in the health care segment, the number of registered Ph.D research scholars is limited**
- **As it is a self-funded Institute, there is limited opportunity for receiving extramural grants. This affects research output**

Institutional Opportunity

- **The institution has the potential to expand its research activities by securing grants, collaborating with other research institutions, and encouraging faculty and students to undertake innovative research projects.**
- **Opportunities exist for establishing national and international collaborations for academic exchange programs, research partnerships, and faculty development.**
- **The growing importance of digital health and telemedicine presents an opportunity for PESIMSR and further strengthens its ability to incorporate these technologies into its curriculum and clinical practice.**
- **PESIMSR can further leverage its location to engage with the local community through health camps, awareness programs, and other outreach activities, strengthening its role in community service.**
- **By improving already existing student support services such as career counseling, mental health services, and academic advising, the institution can enhance the overall student experience.**

Institutional Challenge

- **Changes in medical education regulations and accreditation standards may require the institution to continually adapt its policies and practices to maintain compliance.**
- **Limited financial resources in terms of Central and State Government Research grants may pose a challenge to the institution's ability to expand its research ecosystem.**
- **Emerging global health challenges, such as pandemics, may disrupt academic activities and require the institution to adapt quickly to new modes of teaching and clinical practice.**

1.3 CRITERIA WISE SUMMARY

Medical Part

With twenty two years of good standing in the field of medical education, PESIMSR College and Hospital is the most preferred institute affiliated to the State Health University, which reflects in the high NEET percentile scores of students enabling them to secure admissions in the institute.

A well-equipped Multi-Specialty Tertiary Care Hospital caters to tri-state border and gives an opportunity to the students in patient care & safety practices. The laboratories maintain their quality standards through their internal and external quality assurance. The institution has received accreditations from various reputed bodies like NABH, NABL.

Along with the subject knowledge students are also trained for contemporary medico legal practices and latest medical advancements. Throughout the course, students are apprised about organ donation through campaigns and public awareness activities including poster, essay competitions, street play etc. and the institute actively celebrates Organ Donation Day.

The Childhood Immunization Program is effectively carried out at the Immunization Clinic in the main hospital as well as RHTC and UHTC. The students posted to these clinics are exposed to the operational features and immunization practices that are followed.

Workshops by MEU for faculty and postgraduate students are organized regularly. Research Methodology workshops have successfully guided faculty and postgraduate students to pursue various research activities. Various hands-on training programs, seminars, workshops and guest lectures are regularly organized for post-graduate students and faculty for updating their clinical skills and knowledge with recent advances in the medical field.

Formative assessment through OSCE/OSPE at regular intervals helps to assess the academic performance and other qualities like communication skills, analytical skills etc. Improving performance in university examinations of both undergraduate and postgraduate students reflects the efforts taken by the institute towards academic excellence.

Through these well drafted and structured efforts, the institute continuously strives for excellence in education and quality healthcare.

Curricular Aspects

PESIMSR ensures thorough, effective curriculum planning, implementation and evaluation through a well-defined process for undergraduates as well as postgraduates, as prescribed by the regulatory National Medical Commission, New Delhi and affiliating state university Dr. YSR University of Health Sciences. Since the directives by NMC of implementing the new Competency Based Curriculum in 2019, the institute has taken efforts to embrace newer integrated teaching modalities creating a more effective outcome based, student friendly learning environment. We also ensure timely, effective and unbiased evaluating methods of students with multiple formative and summative assessments in both undergraduate as well as postgraduate student curriculum.

Postgraduate teaching is enhanced by regular live interactive seminars, workshops, hands on training and guest lectures by experts of repute in respective fields. Many faculties have also been appointed as members of the Board of Studies at other Universities. The Institute advocates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health and Emerging Demographic Issues and Professional Ethics and integrates them into the Curriculum as prescribed by the regulatory authorities. Imparting of transferable and life skills is done via field visits, clinical research projects, community-oriented visits, programs, internships. Value added courses like Local language enabling, spoken English, computer skill enabling and soft Skill

Development programs are frequently held to empower the students, staff and faculty. Multiple subject related add-on courses such as Basic life support, and research methodology have been started at the institute in the past few years.

Feedback obtained from students, faculty as well as external examiners have helped the institute for betterment year-on-year through its multi-pronged approach at providing a culturally rich and diverse environment, conducive to learning and the free exchange of ideas.

Our purpose is to help create an Indian Medical Graduate, both at undergraduate and postgraduate level, proficient, competent and efficient, at par with the top premier institutes around the world.

Teaching-learning and Evaluation

At PESIMSR strict guidelines are followed according to the NEET- UG and PG for student enrolment in various courses. The enrolments are made as per the reservation policy and norms of the university. The institute admits students as per the approved intake and also ensures intake from other states.

During the early days of the course, the slow and advanced learners are identified according to the institute policy and adequate measures are implemented to enhance their academic development. Similarly, several mid-course improvement strategies are in place with focus on formative assessment and remedial tests to support students.

At PESIMSR qualified and experienced full-time teachers deliver the teaching learning with student to full time teacher ratio being 4:1. Institute also boasts of diverse spectrum of extramural activities including sports, cultural fests, annual day celebrations, student clubs and cultural societies satiating their creative and talented abilities. On the academic front student centric methods of training are instituted to enhance their learning experience. To strengthen active and self-directed learning and teaching, the institute provides ICT enabled tools and e-resources.

PESIMSR has state of the art skill lab facilities for the enhancement of psychomotor skills of students in a simulated environment. The institute strives to develop the creative and analytical skills of the students with use of appropriate and relevant teaching learning aligned to the objectives. The institute executes the graduate and post graduate medical education regulations to achieve the program specific and course specific objectives. The teaching-learning is coupled with continuous internal evaluation with formative assessment with immediate feedback to students. This prepares the students in their summative assessment and for end of academic year performance.

The mentor-mentee program is a platform for students to address their academic and non-academic difficulties; develop problem solving capabilities with the support of their mentors. The institute invests in the capacity building of their faculty by training them in delivery of the e-content and e-resources which is the need of the hour. It also appreciates and facilitates the professional development of the faculty in achieving excellence and recognition by various national, state and professional bodies.

Research, Innovations and Extension

PESIMSR, a Rural Tertiary Care Teaching Institute engages in meaningful research to bridge the

knowledge gap and address the problems in patient care.

Research, being a part of the vision and mission of the institute, is achieved through dedicated professional faculty members. Large number of research projects have been carried out including externally funded projects.

The institution has created an effective ecosystem for research and innovation and facilitated capacity-building programs including Workshops/CMEs/Awareness Programs have been conducted on Research Methodology, Good Clinical & Laboratory practices, BCLS, Ethics Awareness Programs. PESIMSR has a stated Code of Conduct for Research and Ethics as per Department of Health Research (DHR) guidelines under the aegis of Indian Council for Medical Research (ICMR) monitored by way of Institute's Human Ethics Committee (HEC) and also a proactive Research and Innovation Cell (RIC).

PESIMSR through extension activities has conducted activities involving students and residents. Activities undertaken include Afforestation and Climate Change awareness programs, Swatch Bharat drive, Antibiotic Awareness week, Women's safety and Empowerment, Nutrition education programs, World Health Day observation, Sanitation awareness programs, Blood donation camps, HIV and STD awareness programs, Yoga days, Green and Clean initiatives, General Health camps, Patient safety and suicide prevention programs, Rabies prevention day, Mental health promotion, Anti-Tobacco awareness & Immunization days, Awareness of Non-communicable diseases, National Unity and constitution days etc.

The institute received appreciation from the local Panchayath bodies, State Government organizations, NGOs, Transport corporations, Private firms, and business outlets for the services rendered to the community and stakeholders.

Memorandum of understanding and collaborations are enabled in the institute to perform research, teaching, and extension areas.

Infrastructure and Learning Resources

PESIMSR, Kuppam has a state of art infrastructure with adequate physical facilities for Teaching-learning and Skill acquisition as stipulated by appropriate regulatory Authorities. All the Lecture Halls, seminar halls and demonstration rooms are ICT – enabled and Smart class rooms are also available. The Institute has a software program i.e. PESU Academy and Campus Medicine.

The faculties of the Institute have well equipped learning resources with the state of art laboratories, equipment's, skill labs as per the norms of their regulatory bodies. PESIMSR, the teaching hospital of the medical facility tertiary care hospital. Advanced research facilities for student learning experience are in place. PESIMSR has Library Management Software i.e., Environmental Software and digital Library and a large collection of books and Journals. Institute upgrades these resources timely and has Membership for major databases. The Institute has an auditorium, Gymnasium, indoor sports complex and huge playground for outdoor sports. The Institute has a waste management facility as per APPCB norms which is responsible for collection, treatment and dissemination of solid, liquid, organic, inorganic and biomedical waste.

The Institute has two ETP/ STP plants, a water treatment plant and rain water harvesting ponds.

Keeping in mind the vision of a green eco-friendly campus, the Institute has initiated several alternative facilities of energy saving i.e. 15 KW on grid solar photovoltaic plan, central solar water heater, heat pumps and high efficiency HVAC systems. Common facilities like vehicle parking area, canteen and drinking water facility are available in the campus in the demarcated areas. The campus has free Wi-Fi facility and 24 x 7 security. DCB Bank operates on campus, located in a college building.

Student Support and Progression

PESIMSR supports the students throughout the journey in the university. We provide academic excellence to students to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. The institute promotes value based education for inculcating social responsibilities. Institution implements a variety of capability enhancement and skill development schemes to sharpen the student's abilities and boost their confidence. Optimal number of lectures per year are conducted on yoga, soft skill, language and communication, personality and professional development, human values and employability skill development to empower students in terms of overall growth for better future perspectives.

PESIMSR has a transparent mechanism for timely grievance redressal for Student, prevention of Sexual Harassment and Anti-ragging. Student council members show active participation in arranging all sports, cultural and literary activities like CME, conferences and guest lectures. Students take active participation in national level events, PAN INDIA and won awards/medals for outstanding performances.

On an average 30 events were organized and the Institution promotes creativity amongst students by encouraging them to contribute in all activities of their interest. Students played an important role in institutional development. PESIMSR has a strong alumni Network. Along with chapters at constituent colleges, association is actively involved in conducting activities and alumni meet to share their expertise, ideas and experience to motivate the students as a result, the number of students pursuing higher education and getting suitable employment has increased over the last five years. PESIMSR Alumni have donated close to 19 lakhs rupees for institutional endowments.

Governance, Leadership and Management

PESIMSR has a well-defined framework of policies, structure, and processes for effective governance. PESIMSR has various stakeholders, and committees who participate in the decision making to meet the vision and mission of the institute. The various committees of the college meet at regular intervals to be able to meet the strategic plan effectively. The Institute has various policy documents and guidelines for implementation of e- governance, welfare measures, performance appraisal etc.

The faculty including both teaching and non-teaching staff undergo faculty development programmes for professional development to meet NMC/NABH/NABL guidelines and provide quality medical education and health care. PESIMSR is a self-financed institute and strategies have been developed for the mobilization of funds for various developmental activities associated with academics and infrastructure.

Saving costs and management of overheads through a well-organized audit system ensures optimal

utilization of resources. The diligent implementation of the policies and effective governance has resulted in PESIMSR achieving a number of accolades to meet its mission & vision.

Institutional Values and Best Practices

PESIMSR, Kuppam Gender equity among staff and students through curricular and co-curricular activities, conducting several programmes on gender equity and appointing women to higher academic and administrative positions. The Institution has an annual gender sensitization plan in place. PESIMSR is environment friendly through initiatives like restricted entry of automobiles, the use of battery powered vehicles, banning plastic and the Green Brigade for planting of trees. Campus has easy access to people with disabilities. Various measures are undertaken like Energy Conservation, use of Renewable energy; Rain Water-Harvesting; Efforts for E-waste and Hazardous Waste Management, Fire Safety, Barrier free environment, Drainage and Sewage facility and preventive measures are made available to make the campus eco-friendly. The Campus is green and the management motivates for fresh plantations & maintains the green garden and sports friendly complex.

The institute has a very robust waste management system. Different types of wastes are collected, segregated and then disposed off as per the guidelines of Andhra Pradesh Pollution Control Board. At regular intervals quality audits are done to monitor maintenance of the green campus.

PESIMSR has multicultural and multilingual students and faculty, who come from different parts of the country with different socioeconomic backgrounds. The Institute believes in educating and motivating students to follow secular values and hence, the Institute takes efforts in creating an inclusive environment by focusing on cultural and regional harmony by organising events like Annual Gatherings, Induction Programs, Cultural and Religious Festivals, NSS Activities, Health Care Camps.

Value education cell is an integral part of PESIMSR to enhance the human values for harmonious working & is bound to inculcate moral values in students & employees like respect to national flag, national anthem and national integrity, service to nation, environmental preservations, spiritual awareness and life skills education. The Institute organises birth anniversaries of leaders, international commemorative days and community activities. It follows and encourages awareness of rights and duties and inculcates values such as cultural harmony, code of conduct awareness programs, etc. The best practices of the institution are Mobile Health Clinics, Subsidised Treatment Plans, Health Education Program, Collaboration with Local Authorities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PES INSTITUTE OF MEDICAL SCIENCES AND RESEARCH
Address	PES Institute of Medical Sciences and Research National Highway, Kuppam, District Chittoor
City	Kuppam
State	Andhra Pradesh
Pin	517425
Website	www.pesimsr.pes.edu

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	H R Krishna Rao	08570-277999	9391833752	-	principal@pesimsr.pes.edu
IQAC / CIQA coordinator	Harish Kumar R S	08570-277799	8955280719	-	iqac@pesimsr.pes.edu

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

Date of establishment of the college	17-02-2001
--------------------------------------	------------

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Andhra Pradesh	Dr Ysr University Of Health Sciences	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NMC	View Document	21-06-2023	12	From last Academic year onwards yearly approval by NMC

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	PES Institute of Medical Sciences and Research National Highway, Kuppam, District Chittoor	Rural	62	77391

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Medical,	66	Class XII or Intermediate	English	150	150
PG	MD,Medical, Ophthalmology	36	MBBS	English	5	5
PG	MD,Medical, Physiology	36	MBBS	English	2	0
PG	MS,Medical, General Surgery	36	MBBS	English	12	12
PG	MS,Medical, ENT	36	MBBS	English	5	5
PG	MS,Medical, Obstetrics and gynecology	36	MBBS	English	11	11
PG	MD,Medical, Paediatrics	36	MBBS	English	8	8
PG	MD,Medical, Anesthesiology	36	MBBS	English	10	10
PG	MS,Medical, Orthopaedics	36	MBBS	English	9	9
PG	MD,Medical,	36	MBBS	English	4	4

	Dermatology Venereology and Leprosy					
PG	MD,Medical, Radio Diagnosis	36	MBBS	English	9	9
PG	MD,Medical, Psychiatry	36	MBBS	English	5	5
PG	MD,Medical, Pharmacolog y	36	MBBS	English	2	0
PG	MD,Medical, Biochemistry	36	MBBS	English	1	0
PG	MD,Medical, Pathology	36	MBBS	English	6	6
PG	MD,Medical, Anatomy	36	MBBS	English	2	0
PG	MD,Medical, General Medicine	36	MBBS	English	15	15
PG	MD,Medical, Microbiology	36	MBBS	English	2	0
PG	MD,Medical, Emergency Medicine	36	MBBS	English	2	2
PG	MD,Medical, Community Medicine	36	MBBS	English	4	4

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	60				20				67			
Recruited	46	14	0	60	15	5	0	20	38	29	0	67
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				98				48			
Recruited	0	0	0	0	58	40	0	98	27	21	0	48
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				930
Recruited	371	559	0	930
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				150
Recruited	92	58	0	150
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	3	1	0	4
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	27	15	0	27	5	0	40	33	0	147
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	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	0	0	0	27	21	0	48
UG	0	0	0	58	40	0	0	0	0	98

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	4	1	0	5
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	5	0	0	5
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	5

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	49	16	0	0	65
	Female	71	14	0	0	85
	Others	0	0	0	0	0
PG	Male	33	4	0	0	37
	Female	61	6	0	0	67
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	11	12	10	10
	Female	16	13	12	14
	Others	0	0	0	0
ST	Male	4	4	3	5
	Female	5	5	5	3
	Others	0	0	0	0
OBC	Male	35	57	58	50
	Female	65	63	67	64
	Others	0	0	0	0
General	Male	52	44	42	42
	Female	66	54	50	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		254	252	247	238

General Facilities	
Campus Type: PES Institute of Medical Sciences and Research National Highway, Kuppam, District Chittoor	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	293
* Qualified Doctor (Part time)	10
* Qualified Nurse (Full time)	551
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes

• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Creche for Children of Employees

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	312
* Girls's hostel	1	478
* Overseas students hostel	0	0
* Hostel for interns	1	150
* PG Hostel	1	154

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>PESIMSR as higher education is concerned, besides proposing for foundational principles for educational change in relation to Indian traditional knowledge, culture and values. With National Education Policy 2020, PESIMSR stands poised at the forefront, ready to embrace and excel in the multidisciplinary and interdisciplinary approach in medical education. PESIMSR aims to make medical education more holistic, flexible, multidisciplinary, and aligned with the needs of students and the community. Curricular framework seamlessly integrates diverse disciplines such as basic sciences, clinical medicine, public health, social sciences and technology & fosters collaboration across departments, faculties and specialties. It has incorporated interdisciplinary modules, case-based learning, early clinical exposure, Problem based learning, horizontal and vertical integration, community visits and experiential training opportunities as per the guidelines of the National Medical Council.</p>
2. Academic bank of credits (ABC):	<p>PESIMSR takes proactive measures to ensure institutional preparedness for the successful implementation of the ABC framework. The Credits earned by students are stored in virtual mechanism.</p>

	This is in alignment with affiliated university guidelines of maintaining the grading system of formative and summative assessments, which are fed online to the university portal.
3. Skill development:	PESIMSR integrates comprehensive skill development initiatives into its academic framework, ensuring that medical graduates are equipped with the necessary skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Recognizing the rich heritage of Indian medical tradition, PESIMSR is committed to ensuring to integrate modern IKS through teaching in Indian languages, fostering a culture of inclusivity and diversity. To cater to the linguistic preferences of its diverse student communities and ensure equitable access to education, PESIMSR is expanding its repertoire of instructional materials and resources in Indian languages.
5. Focus on Outcome based education (OBE):	PESIMSR aims to ensure that its curriculum is learner centric and outcome based to meet learning needs. Objective structured clinical examinations (OSCE), (OSPE), workplace-based assessments and performance portfolios are included.
6. Distance education/online education:	PESIMSR ensures integration of online education into its academic framework. State-of-the-art infrastructure and ICT-enabled platforms to facilitate teaching-learning practices through online. This includes a Learning Management System (LMS) that integrates virtual classrooms, multimedia facilities, with high-speed internet connectivity. This technological infrastructure creates a conducive environment for interactive online learning.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, indeed! PES Institute of Medical Sciences & Research (PESIMSR) has taken a proactive step in fostering democratic participation and civic engagement by establishing an Electoral Literacy Club (ELC). The ELC serves as a dynamic platform where students are empowered with essential knowledge about the electoral process, voter rights, and responsibilities. Through interactive awareness campaigns and electoral enrollment drives, the Club
--	---

	<p>aims to cultivate political awareness and social responsibility among students. By actively participating in ELC activities, students not only enhance their understanding of the electoral system but also contribute to building a well-informed and participatory society. This initiative underscores PESIMSR's commitment to nurturing well-rounded individuals who are not only proficient in their medical profession but also politically conscious citizens.</p>
<p>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?</p>	<p>"Yes, the Electoral Literacy Clubs (ELCs) at PESIMSR are indeed operational and play a pivotal role in fostering electoral literacy and civic engagement among students. The college administration takes proactive measures to appoint dedicated student coordinators and coordinating faculty members for each ELC, ensuring smooth functioning and effective implementation of various initiatives. These coordinators, along with faculty members, work tirelessly to organize a wide array of activities such as voter registration drives, mock elections, and awareness campaigns. These initiatives aim to equip students with comprehensive knowledge about the electoral process, voter rights, and civic responsibilities. Moreover, the ELCs at PESIMSR strive to include diverse perspectives and ensure inclusivity among students. By encouraging active participation from students across different backgrounds, disciplines, and academic years, the ELCs promote a culture of democratic dialogue and engagement. Through these concerted efforts, PESIMSR not only empowers its students with essential civic skills but also nurtures a sense of social responsibility and active citizenship. The functional and representative nature of the ELCs underscores the college's commitment to promoting democratic values and shaping socially conscious healthcare professionals."</p>
<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,</p>	<p>"The Electoral Literacy Clubs (ELCs) at PES Institute of Medical Sciences & Research (PESIMSR) have spearheaded several innovative programs and initiatives aimed at fostering electoral literacy and promoting active citizenship among students. These initiatives not only empower students with essential civic knowledge but also contribute to the broader goal of enhancing democratic participation and inclusivity in electoral processes.</p>

commercial sex workers, disabled persons, senior citizens, etc.

One notable initiative undertaken by the ELCs at PESIMSR is the voluntary contribution of students to various electoral processes. This includes active participation in voter registration drives, both within the student community and in their home communities. By organizing registration camps and awareness sessions, the ELCs facilitate the registration of eligible voters, thereby strengthening uniform democratic participation across various sections of the community. Additionally, the ELCs actively engage with district election administration to assist in the smooth conduct of polls. Students volunteer their time and expertise to support election officials in logistical arrangements, voter assistance, and ensuring the integrity of the electoral process. Moreover, the ELCs conduct extensive voter awareness campaigns within and beyond the college campus. These campaigns utilize innovative methods such as street plays, poster competitions, and social media outreach to disseminate information about voter rights, responsibilities, and the importance of ethical voting. Furthermore, the ELCs prioritize the inclusion of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, senior citizens, and other marginalized groups. Through targeted outreach programs and training workshops, the ELCs strive to enhance the participation of these communities in electoral processes, thereby promoting social equity and inclusivity."

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.

"PES Institute of Medical Sciences & Research (PESIMSR) has embarked on several socially relevant projects and initiatives focused on addressing electoral issues and promoting democratic values. These endeavors underscore the college's commitment to fostering civic engagement and cultivating a culture of responsible citizenship among its students and the broader community. One notable initiative is the undertaking of research projects and surveys focused on electoral issues. Faculty members and students at PESIMSR collaborate to conduct in-depth studies on various aspects of the electoral process, including voter behavior, electoral reforms, and barriers to participation. These research findings contribute valuable insights to the academic discourse on electoral democracy and inform policy discussions at both local and national levels.

	<p>Additionally, PESIMSR actively engages in organizing awareness drives and campaigns to promote voter education and participation. These initiatives involve students, faculty, and staff working together to conduct seminars and outreach programs in local communities. By raising awareness about voter rights, responsibilities, and the electoral process, the college empowers individuals to make informed choices and actively participate in shaping the democratic process. Furthermore, PESIMSR emphasizes the creation of content and publications aimed at highlighting its contributions to advancing democratic values. Through newsletters, pamphlets, and online platforms, the college showcases its initiatives, research findings, and success stories in promoting electoral literacy and civic engagement. These publications serve as valuable resources for students, researchers, policymakers, and the general public interested in understanding and supporting efforts to strengthen democracy."</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>"PES Institute of Medical Sciences & Research (PESIMSR) recognizes the importance of ensuring that all eligible students above the age of 18 are enrolled as voters in the electoral roll. The Electoral Literacy Clubs (ELCs) at PESIMSR, in collaboration with college authorities, have undertaken concerted efforts to institutionalize mechanisms for voter registration among eligible students from Phase 1 MBBS who are newly admitted at the age of 18 years. One of the primary focuses of the ELCs is to identify and reach out to students who have yet to be enrolled as voters. Through targeted outreach campaigns and awareness programs, the ELCs emphasize the importance of voter registration and provide comprehensive guidance on the registration process. These efforts aim to overcome barriers and challenges that students may face in registering as voters, such as lack of awareness, documentation issues, or logistical constraints. PESIMSR has established streamlined mechanisms within the college to simplify the voter registration process for students. This includes setting up dedicated registration desks on campus, organizing registration drives during key events and academic sessions, and providing logistical support throughout the registration process. Additionally, PESIMSR actively collaborates with local election authorities and</p>

government agencies to facilitate voter registration among students. By forging these partnerships and leveraging available resources, PESIMSR ensures that eligible students have access to the necessary information and support to complete the registration process seamlessly."

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
1053	1037	998	965	937
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

Number of outgoing / final year students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
230	210	189	183	169
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

Number of first year Students admitted year-wise in last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
254	252	247	238	213
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
273	260	212	248	263
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
273	260	212	248	263
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
5321.49	4797.91	4371.94	3412.71	4512.10
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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.

Response:

PES Institute of Medical Sciences and Research (PESIMSR) ensures effective curriculum delivery, and evaluation through a meticulously designed process, adhering to the guidelines prescribed by the NATIONAL MEDICAL COMMISSION AND Dr YSR University of Health Sciences (Dr.YSRUHS) respective regulatory council and the affiliating university. This structured approach guarantees that the educational standards and objectives are consistently met, fostering an environment conducive to comprehensive medical education.

Curriculum planning

The college has constituted various committees such as curricular committee, phase wise sub curricular committees, alignment-integration topics (AIT) committee and AETCOM committee as per the guidelines of NMC and Dr.YSRUHS for curricular planning, its effective implementation and evaluation through a well-defined process.

Curriculum Delivery

Based on the inputs from above committees, an annual time table for every phase is prepared in line with Dr.YSRUHS and NMC GUIDELINES, and is distributed to all departments .

Effective implementation of curriculum is ensured by

- **Experiential learning**
- **Participatory learning**
- **Extensive use of ICT in classroom teaching**
- **Small group Teaching Methods such as Small group discussion, Tutorials, Bedside clinics, Seminars, Demonstration, etc.,**
- **Problem- & case- based learning**
- **DOAP (Demonstration Observation - Assistance - Performance) sessions**
- **Patient-centric & evidence-based learning**

- **Hands-on clinical training**
- **Encouraging Individual Presentation**
- **Integrated Teaching**
- **Community based learning**

To promote active learning various programs such as quiz programs, self-directed learning, role play, electives and skills, etc. are regularly organized. The college has also implemented the AETCOM (Attitude Ethics Communication) module and Foundation course as per guidelines of NMC (NATIONAL MEDICAL COMMISSION). This module addresses for helping students acquire necessary competence in the attitudinal, ethical and communication domains.

Evaluation Process

The PESIMSR ensures the effective evaluation of the curriculum by formative and summative evaluation process. The college conducts formative evaluation every week, to assess the performance of the students. Unit tests/ monthly tests and tutorials are also conducted to evaluate the students' performance. Periodic internal assessment examinations are conducted as per the guidelines of Dr.YSRUHS, Vijayawada and NMC, New Delhi. The summative evaluation is carried out at the end of each phase (theory and practical examinations) as per the guidelines of Dr.YSRUHS, Vijayawada.

Quality Assurance

Feedback from students and faculty is systematically collected to identify areas for enhancement. The curriculum committee meetings, proceedings and all the details pertaining to the curriculum delivery and evaluation is submitted to the Assigned nodal center i.e Christian Medical College VELLORE, every quarterly as per the regulations of the NMC.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

1.1.2

Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 5.68

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
13	13	13	14	18

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 97.74

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 650

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

Response: 665

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 41.28

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
376	431	517	394	342

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

1.3.1

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 regulative councils

Response:

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 Dr.YSR UHS and NMC.

Gender Sensitivity

PESIMSR promotes gender equity and there is no gender discrimination in sports, Cultural and other Co-curricular activities. The institute conducts orientation programmes every year for newly admitted students, where gender sensitization and gender equality is discussed. Gender equality is a part of the curriculum offered for the students that highlights gender issues and women empowerment in courses like Community Medicine. The psychosexual and gender identity disorders are emphasized in the subject of Psychiatry.

Environment and Sustainability

The courses like Community Medicine, General Medicine and Forensic Medicine highlights the various important issues related to Environment and Sustainability like;

- **Health hazards of air, water, noise, radiation and pollution**
- **Water purification and water quality**
- **Water conservation and rainwater harvesting**
- **Solid waste, human excreta and sewage disposal**
- **Prevention of deafness, cancer, noise & environmental pollution**
- **Impact of environmental factors on Diabetes, Obesity, etc.**
- **Toxic pollution & toxic hazards of occupation and industry.**

Human Values and Professional Ethics

The issues related to human values are addressed in the curriculum through various AETCOM modules as per the directives of the Dr.YSRUHS and NMC. The various phases of the Undergraduate program human values are incorporated to the students.

The NMC lays a great emphasis on various issues related to professional ethics in the curriculum.

The courses like Pharmacology, FMT, General Medicine, General Surgery, Anesthesiology addresses these issues includes:

- Communication with empathy & ethics on use of drug
- Medical Ethics & historical emergence
- Code of Medical Ethics 2002: Conduct, Etiquette & Ethics in medical practice and unethical practices & dichotomy
- Ethical issues related to HIV patients
- Principles of Bioethics
- Principles of Ethics pertaining to General Surgery & Professionalism and empathy to patient undergoing General Surgery
- Medico-legal issues in surgical practice
- Responsibility & work ethics in healthcare team
- Principle of ethics in Anesthesiology

Health Determinants and Right to Health

The concept of holistic health including spiritual health and the relatedness & determinants of health is highlighted in the curriculum of Community Medicine.

Emerging Demographic Issues

The Emerging Demographic Issues like population explosion, declining sex ratio, urbanization, dependency ratio, etc. are covered in the curriculum of Community Medicine, Obstetrics and Gynecology and General Medicine.

Implementation Strategies

To effectively integrate these cross-cutting issues, PESIMSR employs a variety of teaching methodologies, including lectures, group discussions, case studies, and experiential learning. Our faculty members are trained to incorporate these themes into their teaching and to create an inclusive and supportive learning environment.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 4

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

Response: 4

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3

Average percentage of students enrolled in the value-added courses during the last five years

Response: 42.25

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2023-24	2022-23	2021-22	2020-21	2019-20
550	550	525	510	499

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	View Document

1.3.4

Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 99.53

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 1048

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Community posting certificate should be duly certified by the Head of the institution	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

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 reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.4.2

Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

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

Response: 100

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
136	158	153	150	123

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

2023-24	2022-23	2021-22	2020-21	2019-20
136	158	153	150	123

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

Average percentage of seats filled in for the various programmes as against the approved intake

Response: 95.69

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2023-24	2022-23	2021-22	2020-21	2019-20
254	252	247	238	213

2.1.2.2 Number of approved seats for the same programme in that year

2023-24	2022-23	2021-22	2020-21	2019-20
264	264	258	248	224

File Description	Document
The details certified by the Head of the Institution 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
Any other relevant information	View Document

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 11.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	32	35	40	22

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

- 1. Follows measurable criteria to identify slow performers**
- 2. Follows measurable criteria to identify advanced learners**
- 3. Organizes special programmes for slow performers**
- 4. Follows protocol to measure student achievement**

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document
Link for any relevant information	View Document

2.2.2

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

Response: 3.86

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

Other Upload Files

1 [View Document](#)

2.2.3

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)

Response:

PES Institute of Medical Sciences and Research (PESIMSR), believes that education extends beyond the confines of the classroom.

Student Clubs and Societies

PESIMSR hosts a variety of student clubs and societies that cater to a wide array of interests.

These clubs provide platforms for students to explore their passions, develop new skills, and collaborate with like-minded peers. Whether it's a photography club for nature lovers, music club for budding musicians, or a debate club to hone communication and assertiveness skills, each club is designed to nurture specific talents and foster a sense of community.

Cultural Activities

PESIMSR organize numerous events throughout the year. Our annual college day is a much-awaited event for students where they can showcase their creative talent. It includes cultural events like stage events (dance, singing, dramatics, fashion show), literary events (debate, essay writing, poem writing) and art (photography, painting, clay modeling, short videos competition). There is also a student's cultural society which oversees the activities of the annual day.

Sports and Physical Education

Recognizing the importance of physical fitness and teamwork, PESIMSR offers a robust sports program. Students can participate in various sports, from cricket to, badminton, volleyball and throw ball. The interest and physical skills are further exemplified through various events like the DOCTOR'S PREMIER LEAGUE for cricket and VOLLEYBALL PREMIER LEAGUE and THROWBALL PREMIER LEAGUE. These events are unique to our institute wherein faculty and students shed all reservations and play as a team to beat their opposition. The annual day also organizes sports activities like track events (100-meter, 200-meter, slow cycling), tug of war and Kho Kho.

The sports facilities are top-notch, and students are encouraged to engage in regular physical activity through the gym facilities to promote a healthy lifestyle and build essential life skills such as discipline, perseverance, and teamwork.

Leadership and Professional Development

Students can take on leadership positions within clubs and societies, participate in workshops and seminars, and engage in community service projects. These experiences help students build confidence, enhance their communication skills, and develop a strong sense of social responsibility.

Community Engagement

PESIMSR believes in the power of giving back to the community. The students are encouraged to participate in community service and outreach programs. These initiatives not only help students develop empathy and compassion but also provide them with a broader perspective on societal issues and the role they can play in making a positive impact.

Research and Innovation

For those with a keen interest in research and innovation, PESIMSR provides ample opportunities to engage in cutting-edge projects. The institution supports student-led research initiatives and offers resources such as labs, funding and mentorship. The students actively take up ICMR research projects and STS (short term studentship) research projects. This environment fosters critical thinking, problem-solving skills, and a spirit of inquiry among students

File Description	Document
Link for any other relevant information	View Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

2.3.1

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

- **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**

Response:

PES Institute of Medical Sciences and Research, is dedicated to foster an educational environment that emphasizes student-centric methodologies.

Experiential Learning: This method emphasizes learning through experience. Students engage in hands-on activities that allow them to apply theoretical knowledge to real-world situations. Clinical rotations, Practical, simulations, field visits, museums, hands on training workshops on basic and advanced life support and internships are prime examples where students gain practical experience, reinforcing their understanding and skill sets

Integrated/Interdisciplinary Learning: At PESIMSR the guidelines of competency based medical education in the implementation of horizontal and vertical integration at undergraduate level. By integrating multiple specialties, students can link concepts and make connections between different subjects that fosters a comprehensive learning experience. This approach encourages a more holistic understanding of complex concepts. It promotes collaborative learning and thematic based learning (choosing a central theme for discussion across specialties) experiences that blend subjects such as anatomy, physiology, and biochemistry, fostering a comprehensive grasp of medical science.

Participatory Learning: Active participation in the learning process is crucial. We encourage students to engage in discussions in interactive lectures, small group discussions, case discussions, participation in role plays and collaborative projects. This method not only enhances understanding but also builds communication and teamwork skills

Problem-Solving Methodologies: Encouraging students to tackle real-world problems helps develop problem solving, analytical and critical thinking skills. Case-based learning and problem-based learning (PBL) are integral parts of our curriculum. These methodologies challenge students to apply their knowledge to diagnose and solve medical cases, preparing them for future clinical practice

Self-Directed Learning: PESIMSR empowers students to take charge of their own learning. By setting personal learning goals, seeking out resources, and assessing their progress, students develop lifelong learning skills. Our faculty provides guidance and support, fostering an environment where students are encouraged to explore and learn independently. SDL'S are incorporated in seminars, group discussions, clinical case discussions.

Patient-Centric and Evidence-Based Learning: Our curriculum emphasizes the importance of patient care and evidence-based practice. Students learn to integrate clinical expertise with the best available research evidence and patient values.

Learning in the Humanities: Understanding the humanistic aspects of medicine is vital. AETCOM module as per CBME is being implemented which focuses on medical ethics, attitude and communication skills of medical students. Other aspects like doctor patient relationship, empathy are integrated in the curriculum. This holistic approach nurtures empathy and cultural competence.

Project-Based Learning: Students engage in projects that require them to apply their knowledge to real-world challenges. These projects can range from research initiatives to community health interventions. This method helps students develop practical skills and contributes to their overall

professional growth.

Role Play: Role-playing exercises are used to simulate clinical scenarios, allowing students to practice their clinical and communication skills in a safe and supportive environment. This method helps in building confidence and competence in patient interactions.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2

Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.3

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

Response:

The Role of ICT-Enabled Tools in Enhancing Teaching and Learning Processes: Insights from PES Institute of Medical Sciences and Research (PESIMSR)

Information and Communication Technology (ICT) has revolutionized the educational landscape, bringing innovative tools and resources that significantly enhance the teaching and learning process. At PES Institute of Medical Sciences and Research (PESIMSR), the integration of ICT-enabled tools has become a cornerstone in providing a dynamic and effective educational experience.

Enhanced Learning with E-Resources

Online e-resources such as digital libraries, e-books, and educational websites offer students at PESIMSR a wealth of information that is readily accessible. These resources support self-paced learning, allowing students to delve deeper into topics of interest and access the most up-to-date information in their field. The vast repository of e-journals and research papers enables students to stay abreast of the latest advancements in medical science, fostering a culture of continuous learning and curiosity.

Interactive Learning Platforms

ICT tools such as Learning Management Systems (LMS) and online collaboration platforms have

transformed traditional classroom dynamics. At PESIMSR, platforms like Google Classroom facilitate interactive learning experiences. These systems enable teachers to upload course materials, assign homework, and conduct quizzes, while also providing a forum for discussion and feedback. The interactive nature of these platforms promotes engagement and ensures that learning extends beyond the classroom.

Simulation and Virtual Labs

For medical students, practical experience is invaluable. ICT-enabled tools such as simulation software and virtual labs provide realistic and immersive learning experiences. These tools allow students at PESIMSR to practice surgical procedures, diagnostic techniques, and patient interactions in a controlled, risk-free environment. By simulating real-world scenarios, students can build their skills and confidence before transitioning to clinical settings.

Multimedia and Visual Aids

The use of multimedia in teaching has been shown to enhance understanding and retention of information. At PESIMSR, educators employ videos, animations, and interactive presentations to explain complex medical concepts. Visual aids can simplify intricate processes and structures, making it easier for students to grasp challenging material. These multimedia resources cater to various learning styles, ensuring that all students can benefit from the content.

Remote Learning and Flexibility

The COVID-19 pandemic underscored the importance of remote learning capabilities. ICT tools have enabled PESIMSR to offer flexible learning options, ensuring continuity of education despite disruptions. Online classes, webinars, and teleconferencing tools have allowed educators to deliver lectures and interact with students in real time, regardless of geographical constraints. This flexibility has been crucial in maintaining academic progress during challenging times.

Assessment and Feedback

ICT-enabled tools also streamline the assessment and feedback process. Online assessment platforms allow for efficient administration of exams and quizzes, with automated grading systems providing immediate feedback. This timely feedback helps students at PESIMSR identify areas for improvement and track their academic progress. Furthermore, data analytics from these assessments can guide educators in tailoring their teaching strategies to better meet student needs.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for any other relevant information	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 4.15

2.3.4.1 Total number of mentors in the preceding academic year

Response: 254

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Any other relevant information	View Document
Link for any other information	View Document

2.3.5

The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

At PES Institute of Medical Sciences and Research (PESIMSR), the teaching-learning process is meticulously designed to nurture creativity, analytical skills, and innovation among students.

Holistic Curriculum Design

The curriculum is structured to provide a comprehensive education that goes beyond traditional classroom learning which is possible due to the new CBME curriculum. It integrates theoretical knowledge with practical applications, ensuring that students are well-prepared to face real-world medical challenges. This blend of theoretical and practical learning encourages students to think creatively and develop innovative solutions to healthcare problems.

Interactive Teaching Methods

Problem-based learning (PBL), case studies, group discussions. These methods require students to analyze complex medical scenarios, fostering their analytical skills and encouraging them to think outside the box.

Simulation based teaching

This provides hands-on experience to students in simulated environments replicating real life scenarios. Students engage in active learning in a safe environment and develop skills and are required to use their critical thinking and decision-making capabilities.

Video demonstration

Pre recorded videos demonstrated to students for effectively used where appropriate to enhance interest and improve the conceptualization of the topic delivered.

Group discussions

Discussions from case-based learning, problem-based learning, role playing are actively used where students participate to improve communication skills and enhance their creativity and critical thinking.

Health day celebrations

The institute promotes the celebration of various health day celebrations like world mental day, International Breastfeeding Week, blood donation day to increase awareness among the medical fraternity and general public. students participate in such events where activities like poster presentation, essay writing, debates, quiz competitions are conducted where they have an opportunity to put their creative hats on.

Research and Innovation

PESIMSR places a strong emphasis on research and innovation. We encourage our students to participate in research projects, attend conferences, and publish their findings in reputable journals. This involvement in research activities helps students develop a scientific mindset, enhances their problem-solving abilities, and fosters a spirit of innovation.

Faculty Excellence

Faculty use their expertise to mentor students, guide them in their research endeavors, and inspire them to pursue excellence. The faculty's commitment to continuous learning and adaptation of new

teaching methodologies ensures that students receive the best education possible.

Collaborative Learning Environment

This teamwork enhances their communication skills, fosters creativity, and allows them to learn from each other's perspectives. Collaboration also encourages students to challenge each other's ideas, leading to deeper analytical thinking and innovation.

Extracurricular Activities

PESIMSR offers a wide range of extracurricular activities that complement the academic curriculum. These activities, such as medical camps, community service, and health awareness programs, provide students with opportunities to apply their knowledge in real-world settings. They also help in developing leadership skills, empathy, and a sense of social responsibility.

Continuous Evaluation and Feedback

Regular assessments, student feedback, and performance reviews help us to identify areas for improvement and adapt our strategies to better foster creativity, analytical skills, and innovation.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2

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

Response: 28.53

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.

2023-24	2022-23	2021-22	2020-21	2019-20
67	71	78	67	71

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

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

Response: 10.48

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

Response: 2861.80

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Link for additional information	View Document

2.4.4

Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 29.61

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
50	94	93	46	82

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Link for additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5

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

Response: 1.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	2	4	6	3

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

In line with the stipulation of the YSR University of Health Sciences, Vijayawada, Continuous Internal Evaluation: Robust and Transparent Adherence to the Academic Calendar

“PES Institute of Medical Sciences and Research (PESIMSR) upholds a rigorous and transparent Continuous Internal Evaluation (CIE) system aligned with the academic calendar.

Adherence to the Academic Calendar

The academic calendar is meticulously planned and disseminated at the beginning of each academic year through college notice boards and college websites incorporating all key activities, including CIE timelines. The institute follows the academic calendar issued by YSR university.

This proactive scheduling allows students and faculty to align their efforts with institutional expectations, facilitating a smooth and efficient academic journey.

Key Features:

- **Structured Timeline:** The calendar clearly outlines periods for formative assessments, internal assessments, practical assessments ensuring no overlap and adequate preparation time.
- **Faculty Coordination:** Regular faculty meetings ensure all educators are synchronized with the calendar, which allows for alignment and horizontal and vertical integration fostering a cohesive approach to evaluation.
- **Student Awareness:** Continuous communication through digital platforms and notice boards keeps students informed about upcoming evaluations, reducing last-minute anxieties and promoting preparedness.

Post Graduate (PG)

Academic activity schedule of the post graduates is prepared by the respective departments. Post graduates maintain log books with entries regarding their academic and clinical activities including their participation and presentation of poster and paper and conferences. It also has a record of the progress of their dissertation. Post graduates have a quarterly internal assessment through the YSR university and departmental clinical presentations with feedback and summative assessment at the end of their course.

Measures to Ensure Transparency in evaluation

- **Clear Criteria:** Evaluation criteria and rubrics are shared with students beforehand, providing clarity on what is expected and how they will be assessed.
- **Feedback Mechanism:** Constructive feedback is provided for all assessments, enabling students to understand their strengths and areas for improvement.
- **Grievance Redressal:** A robust grievance redressal mechanism allows students to raise concerns regarding their evaluations, ensuring their issues are addressed promptly and fairly.
- **Digital Platforms:** Online portals are used for the submission and assessment of assignments, maintaining a transparent record of students' work and evaluations.

Continuous Improvement

With “PESIMSR is committed to continuously improving the CIE system through regular reviews and stakeholder feedback. Periodic audits of the evaluation process and student performance analyses helps in identifying areas for enhancement, ensuring our evaluation methods remain relevant and effective

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Standard operative procedure for exam related grievances at PESIMSR

Introduction: This SOP provides a detailed procedure for addressing various grievances related to examinations at PESIMSR. The aim is to ensure transparency in evaluation and provide a structured platform for students to address their grievances regarding internal and University examinations.

Aim: To establish a clear SOP for handling examination-related grievances and conducting relevant disciplinary proceedings post-enquiries.

Mechanisms for Redressal of Grievances:

1. At Institutional Level – Internal Evaluation.

- **Guidelines Compliance:** The institute adheres strictly to the guidelines issued by the affiliating university for conducting internal examinations.
- **Question Paper setting and answer key development:** Head of the Department and the faculty finalize the question paper based on the University and NMC guidelines. Once the question paper is set, the answer key is prepared for the question paper.
- **Discrepancy Reporting:** Once the internal exams are conducted, students are given a stipulated time to raise any discrepancies in question papers (e.g., incorrect options, repetitions, out-of-syllabus questions). In case of any valid discrepancies found, the Head of the Department will have a meeting with the staff and come to a conclusion to award grace marks if required for that particular discrepancy.
- **Paper Evaluation:** Experienced staff including HOD conducts strict evaluations as per Dr YSRUHS guidelines. Answer sheets are shown to students for self-assessment, and their signatures are obtained for transparency.
- **Grievance Reporting and action against it:** Students can report evaluation grievances to the HOD for resolution. Using the answer key, final decisions will be taken by the HOD and final assessment reports are shown to students for immediate grievance resolution.

2. At University Level – External Evaluation

- **Right to Challenge:** Students are informed about their rights to apply for verification or challenge the evaluation of answer books. Assistance is provided for these processes.
- **Result Objections:** Students with result objections (photocopies of answer sheets, revaluation, and recounting of marks) directly report to the University as per the University guidelines

- **Communication of Resolution:** University decisions are communicated to the concerned departments and students through class coordinators and faculty.

By adhering to this SOP, PESIMSR ensures a fair and transparent process for addressing exam-related grievances, fostering a trustworthy academic environment.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3

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

Response:

Reforms in Examination Procedures and Processes Integrating IT

Examination Procedures

To modernize the internal evaluation and examination system, significant reforms have been implemented. These include the automation of examination processes, integrating advanced IT solutions to ensure efficiency, accuracy, and transparency.

Processes Integrating IT

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.

Continuous Internal Assessment System

Continuous internal Evaluation (CIE) systems have been adopted according to the university and NMC guidelines with formative assessments being conducted regularly apart from the summative assessments.

Formative Assessments

Regular internal assessment tests, both in theory and practical as per university norms.

- **Monthly tests**
- **Viva voce**
- **Lab tests**
- **Assignments**
- **Seminars**
- **Certifiable skills assessments through OSCE/OSPE**
- **MCQs - Computer Based Test (CBT)**

Feedback is provided promptly, enabling students to identify their strengths and areas for improvement.

Competency-Based Assessment

- **Competency-based assessments focus on evaluating students' ability to apply knowledge and skills in practical scenarios. With the implementation of the CBME shift to now on competency-based assessments.**
- **Competency-based assessments like simulations and role-playing exercises are introduced to test students' ability to handle real-life situations.**
- **Learning outcomes are clearly defined, and assessments are aligned to ensure that students achieve the desired competencies**

Workplace-Based Assessment

- **Workplace-based assessments (WBAs) is an approach providing a realistic context for assessing clinical competencies, professional behaviors, and practical skills**
- **In both undergraduates and postgraduates work based assessment enhances learning opportunities in a real life setting.**
- **Direct Observation of Procedural Skills (DOPS), Case-Based Discussion, Mini-Clinical Evaluation Exercise (mini-CEX), Objective Structured Clinical Examination (OSCE) and clinical log books are being used.**
- **Students are required to complete an internship as part of their curriculum. Their performance in real work environments is assessed by academic supervisors**

- **Research projects and dissertations are mandatory, allowing students to demonstrate their ability to apply theoretical knowledge to practical problems**

Self-Assessment

Self-assessment encourages students to reflect on their own learning and identify areas for personal growth. Postgraduates are given an opportunity at self-assessment after both theory and clinical case discussions

Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE)

- **OSCE and OSPE are standardized methods to assess clinical and practical skills.**
- **Students rotate through a series of stations, each designed to assess specific skills or knowledge areas.**
- **Stations are timed and include standardized scenarios to ensure consistency and fairness.**
- **In OSCEs, standardized patients (actors) are used to simulate real clinical scenarios.**
- **In OSPEs, practical tasks and experiments are designed to evaluate hands-on skills.**

These reforms in the evaluation and examination processes ensure a comprehensive, fair, and effective assessment of students' knowledge and skills, aligning educational outcomes with industry standards and real-world requirements.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

- 1. Timely administration of CIE**
- 2. On time assessment and feedback**
- 3. Makeup assignments/tests**
- 4. Remedial teaching/support**

Response: B. Any 3 of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Learning Outcomes and Graduate Attributes at PESIMSR

PES Institute of Medical Sciences and Research (PESIMSR) follows the defined learning outcomes and graduate attributes in accordance with the guidelines provided by relevant regulatory bodies such as the Medical Council of India (MCI) and Dr.YSR university of health sciences which is the affiliating university. The academic programs and assessment at our institute aligns with the learning outcomes and methods of assessment and graduate attributes prescribed by the regulatory body and the affiliating university.

Program-Specific Learning Outcomes

MBBS Program

For the MBBS course the general and subject specific goals, competencies and learning outcomes as defined by Graduate Medical Education Regulation 2023 of the national medical council is being followed. It includes a comprehensive coverage of knowledge, psychomotor and affective domain with necessary skills and professionalism to be acquired by a medical undergraduate. It also

mentions the alignment and integration both vertically and horizontally of the subjects for better delivery of the subject matter to improve the comprehension of the medical students.

The methods of assessments are also carried out to meet the course outcomes prescribed by the YSR University and the Statutory Regulatory Authority (National Medical Council - NMC). Assessment of the under-graduate students is done by conducting regular internal assessment, both in theory and practical as per university norms.

Teaching and assessment have to be in the context of learning outcomes. There is a need for both formative and summative assessments to meet this requirement. The goal of assessment is to develop a habitual and consistent use of knowledge, technical skills, clinical reasoning, communication, emotions, values and reflection in daily practice.

In addition to the internal assessments, students are also assessed by short tests, MCQ's, quizzes, assignments, viva voce, discussion during postings, and practical record completion which constitute the formative assessment

The summative assessment includes the end of the academic year exams which include both theory and practical/viva voce with appropriate use of OSCE and OSPE.

Student Feedback: Regular feedback from students on teaching methodologies, curriculum and assessment processes.

Postgraduate Program (MD/MS)

The major components of the PG curriculum shall be:

- Theoretical knowledge**
- Practical/clinical Skills**
- Training in writing thesis/research articles**
- Attitudes, including communication.**
- Training in research methodology, medical ethics & medicolegal aspects**
- Teaching skills to the undergraduates, juniors and support teams**

PESIMSR ensures that the learning outcomes and graduate attributes are communicated effectively to students and teachers through:

Institutional Website: Detailed information on learning outcomes and graduate attributes is available on the PESIMSR website.

Academic Handbooks and Prospectus: Printed and digital documents provided to students and faculty at the beginning of each academic year.

Orientation Programs: Sessions conducted at the start of academic terms to brief students and faculty about the expected outcomes and assessment methods.

File Description	Document
Link for any other relevant information	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document

2.6.2

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

Response: 91.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
230	210	189	183	169

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

2023-24	2022-23	2021-22	2020-21	2019-20
238	216	208	203	186

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

At PESIMSR, the teaching, learning, and assessment processes are meticulously designed to align with the CBME & institution's stated learning outcomes. The institute follows the curriculum guidelines of the NMC & YSR university of health sciences. As per the CBME curriculum laid by NMC, follow the goals & objectives of regulations on graduate medical education 2023 (GMR). The undergraduate medical education program is designed with a goal to create "Indian Medical Graduate" (IMG) possessing requisite knowledge, skills, attitude, communication, professionalism, values & ethics

MBBS COURSE

PESIMSR ensures effective delivery of teaching learning methods & assessment as per the specified norms under the guidance of curriculum committee. Attainment of subject specific outcomes is evaluated by conducting formative assessments including internal assessment regularly as per the university guidelines by the respective departments.

The institute creates awareness of social & therapeutic aspects of the diseases by imparting the knowledge of the human body, body functions, curative, preventive & palliative aspects of the diseases, knowledge of the national health programs, record keeping & documentation for the

students. The teachers use active learning principles where students are involved in the teaching learning process using newer methods like Early Clinical Exposure, Case Based Learning, Problem Based Learning, integrated teaching & seminar.

The clinical and practical skills are taught to the students in practical halls, laboratories and bedside clinics & out-patient departments. Performance of the students during practical classes are assessed and signed by the faculty. Students gain hands-on experience through clinical rotations, where they apply theoretical knowledge to real-life scenarios under the supervision of experienced faculty. Simulation labs provide a safe environment for students to practice clinical skills & procedures, Integrated teaching programs and demonstrations using departmental museums are also incorporated.

Self-Directed Learning: Students are encouraged to take responsibility for their learning through self-study & research, promoting autonomy and critical inquiry.

Collaborative Learning: Group activities, peer discussions, and teamwork projects cultivate collaborative skills & expose students to diverse perspectives.

Regular feedback from faculty helps students identify their strengths and areas for improvement, facilitating learning & growth.

Interns are assessed during their internship by the respective departments & log book containing information about an intern's activity and assessment is maintained by each intern following the university guidelines.

POST-GRADUATES

Subject specific outcomes as prescribed by the NMC & the affiliating university are continuously delivered in various formats. Seminars, journal reviews, case presentations, symposiums & group discussions are regularly conducted. The knowledge and skills achieved by a post-graduate resident are assessed continuously by the respective departments. Assessments are conducted quarterly theory tests under guidance of YSR university. Practical/ clinical tests being conducted at the departmental level. Emphasis is also given to work based assessments.

PG logbook: Post-graduate students maintain a logbook about of academic & clinical activities. Logbooks are prepared considering syllabus & course outcomes specified by the regulatory body. Completion of proposed activities mentioned in the log book is one of the requisites for writing university examinations.

Research and Dissertation: Students undertake research projects, culminating in a dissertation.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4

Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

At PES Institute of Medical Sciences and Research (PESIMSR), a structured mechanism for Parent-Teachers Meetings (PTMs) is implemented to ensure regular communication between educators and parents. This process aims to enhance student performance, address concerns proactively, and involve parents in their child's academic journey.

Structured Mechanism for Parent-Teachers Meetings

Objectives of Parent-Teacher Meetings (PTMs) are to:

- **Develop effective communication between parents and teachers.**
- **Discuss students' academic performance, behavioral issues and overall well being.**
- **Address concerns of the parents regarding students' performance and progress**
- **Collaborate on supportive strategies to enhance students' learning.**

Scheduling and Frequency: PTMs are scheduled periodically, typically twice an academic year preferably after the internal assessment. Dates are communicated well in advance (two weeks) to ensure maximum participation. Emergency PTMs can also be convened if there are urgent issues concerning a student's performance or behavior.

Preparation: Before the meeting, teachers prepare detailed reports on each student's academic progress, attendance, behavior, and participation in extracurricular activities. These reports highlight strengths, areas needing improvement, and specific concerns.

Communication: Parents receive notifications through multiple channels, including emails, WhatsApp, official letters and announcements on the college digital platforms. This ensures that all parents are aware of the meeting and can make arrangements to attend.

Meeting Structure: The PTMs are structured to maximize productive interaction. Typically, the meetings include:

- **Meetings are conducted in groups where common concerns, upcoming academic events, and college policies are discussed.**
- **Parents are encouraged to discuss any topics or concerns.**
- **Each PTM should be scheduled for a specific designated duration to ensure that all parents get adequate time for discussion.**

- **Punctuality by both parents and faculty is ensured.**
- **Discussion topics usually include students' academics, interpersonal development, student absenteeism, communication skills development, Safety of students, Action to be taken for defaulter students, Syllabus and Curriculum.**
- **One on one individual meetings are held with parents for students identified as slow learners or behavioral issues or disciplinary problems.**

Follow-Up Actions

Remedial Measures:

- **Extra coaching classes, personalized tutoring, and study groups are organized for students who need additional academic support with faculty monitoring.**
- **Counseling sessions with the counselor for students facing behavioral or emotional challenges.**
- **Other specific concerns raised by parents are addressed in a time bound manner and parents intimated after necessary action has been taken**

Feedback: Use the feedback to make necessary adjustments and improvements to the PTM process.

Outcome Analysis

Academic Performance:

- **Outcome analysis is the improvement in academic performance.**
- **Comparison of pre- and post-intervention scores helps in measuring the effectiveness of the remedial actions.**

Behavioral Improvements:

- **Behavioral changes are monitored through regular teacher observations and counseling reports.**
- **A noticeable improvement in student behavior and engagement in class activities indicates the success of behavioral interventions.**

Stakeholders Feedback

- **Surveys and feedback forms are used to gauge parent satisfaction with the PTMs and the follow-up actions.**
- **High levels of parental satisfaction typically correlate with improved student outcomes.**

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for any other relevant information	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.18

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 27.55

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2023-24	2022-23	2021-22	2020-21	2019-20
67	72	79	68	60

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

3.1.2

Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 8.48

3.1.2.1 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

2023-24	2022-23	2021-22	2020-21	2019-20
36	11	7	17	39

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
Link for Additional Information	View Document

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 19

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	11	1	1	0

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Any additional information	View Document
Link for funding agencies websites	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The organization has created a Research and Innovation Cell to nurture a research and innovation culture among students and faculty members. This cell actively promotes the students' and faculty's interdisciplinary research and development of solutions to basic and clinical medicine problems. It also facilitates the application and transfer of this evidence, which helps in better understanding of the problems in the medical field and develop feasible, cost-effective solutions for the rural population the institute serves.

Aligning with the institute's vision and mission, the organization has set up a Research and Innovation cell with the following objectives:

- To promote research interest amongst students (undergraduate & postgraduate) and faculty**
- To enable them to develop and create cost-effective solutions with minimal resources.**
- To foster entrepreneurship and innovation among students and faculty**
- To promote interdisciplinary and collaborative research**
- To encourage students and faculty to excel on national and international forums**
- To train students and faculty to tap external funds and grants**
- To ensure research and innovation adhered to core ethical values and professional conduct**

The institute has the following facilities for the same

- The college has a dedicated research and innovation cell.**
- The college has well-equipped National Accreditation Board for Hospitals & Healthcare Providers (NABH) and National Accreditation Board for Testing and Calibration Laboratories (NABL) accredited central diagnostic laboratories to support basic and advanced research.**
- The central research laboratory is well equipped with high-end diagnostic equipment, including automated hematology analyzers, fully automated biochemistry analyzers, a fully functional RT-PCR lab, and automated histopathology processing equipment to cater to patients' needs and support the institution's research activities.**
- Research and Innovation Cell: This is where all the institute's research projects, both faculty and students, are screened and approved.**
- Institutional Human Ethics Committee: This is a registered body of the Department of**

Health Research (DHR), Ministry of Health and Family Welfare, Government of India, where all the research proposals are reviewed for approval before data collection.

- **A dedicated Skills Lab with state-of-the-art simulation equipment and mannequins will provide students and faculty with a simulated learning and research experience.**
- **The institute has conducted regular capacity-building sessions, including training on research methodology for undergraduate, postgraduate, and faculty members.**
- **During the assessment period, around 20 capacity-building training programs were conducted, covering research methods, good clinical practice, Basic Cardiopulmonary Life Support, Ethics awareness programs, etc.**
- **Due to the training provided by the institute, students and mentors have been able to mobilize financial grants from various government agencies, such as the Indian Council of Medical Research (ICMR) and Dr. /YSR NTR University of Health Sciences, and in the last five years, 19 externally funded research projects have been executed.**
- **Innovation and research culture is inculcated and encouraged among faculty and students.**

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 31

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
8	6	7	5	5

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

Response: B. Any 3 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2

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: 5.12

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 302

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

Response: 59

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

3.3.3

Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 0.48

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 528

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
106	108	106	106	102

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2

Average percentage of students participating in extension and outreach activities during the last five years

Response: 49.73

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
720	616	656	217	306

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3

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

Response:

PES Institute of Medical Sciences and Research (PESIMSR), Kuppam, stands at the forefront of community engagement, continuously striving to improve public health through a variety of outreach and extension activities. These initiatives are conducted in collaboration with civic bodies, NGOs, schools, and colleges, reflecting the institution's unwavering commitment to social responsibility and community welfare.

Collaborative Community Engagement: The outreach efforts at PESIMSR are marked by a deep collaboration with a range of stakeholders, including local government bodies, non-governmental organizations (NGOs), and educational institutions. These collaborations ensure that the programs are well-rounded, addressing the diverse needs of the community. For instance, partnerships with civic bodies help in identifying key areas where health interventions are most needed, while NGOs provide on-the-ground support and resources to effectively implement these programs.

Comprehensive Health Awareness Programs: The Department of Community Medicine at PESIMSR plays a crucial role in promoting public health through dedicated health awareness programs through various methods. In collaboration with the National Service Scheme, the department designs and executes these initiatives, specifically targeting underserved populations in nearby villages and slum areas. Health education is the cornerstone of these programs, with the department's faculty and students conducting awareness talks on various essential health topics. By providing this vital education, the Department of Community Medicine empowers individuals to take charge of their health and well-being.

Multi-specialty health camps: Clinical departments at PESIMSR contribute by organizing multi-specialty health camps. These camps, conducted in association with various NGOs, provide comprehensive healthcare services, ensuring that the diverse medical needs of the community are addressed in a holistic manner. Together, these efforts reflect PESIMSR's commitment to improving public health.

Family Adoption Programme: As mandated by the National Medical Commission (NMC), PESIMSR conducts a regular Family Adoption Programme as part of its outreach activities. Under this initiative, students adopt families from the community and take on the responsibility of monitoring their health and well-being. This program not only helps in early detection and prevention of diseases but also fosters a strong bond between the institution and the community it serves.

Ophthalmology's Role in Vision Care: The Department of Ophthalmology at PESIMSR conducts regular eye camps, specifically aimed at diagnosing and treating cataracts, a prevalent condition among the elderly in rural areas. These camps are often organized in collaboration with various non-governmental organizations (NGOs), ensuring that they reach those who are most in need of vision care.

Pathology's Role in Community Health: The Department of Pathology at PESIMSR conducts blood donation camps with NGOs, ensuring critical blood supply to the patients in need.

The Institute is committed to its social responsibility, consistently organizing these outreach and extension activities for the betterment of society, which are generally recognised and awarded by government / government recognised bodies such as Primary Health Centres, Government Degree colleges, Village and Gram Panchayats and so on. The efforts of the faculty and students are recognized and appreciated by collaborating authorities, which further motivates them to continue their work with increased dedication.

File Description	Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document
Link for list of awards for extension activities in the last 5 year	View Document

3.4.4

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:

Enhancing Community well - Being: our commitment to social responsibility

The impactful social responsibility initiatives undertaken by our community Medicine Department. These endeavor's, led by both student (UG/PG) and staff, reflect our commitment to holistic community development.

KEY AREAS:

- Education:**
- Disease prevention:**
 - We emphasize preventive measures against diseases like malaria, Tuberculosis (TB), and water borne infections. It also covers hygiene practices, vaccination and early detection.**
 - We educate about risk factors (tobacco use, physical inactivity, unhealthy diet) leading to Non – Communicable diseases.**

- **Promoting Awareness:**
 - **Diet and nutrition-** we organize sessions on balanced diet, micronutrients and healthy eating habits.
 - **Physical activity** – encourage physical activity through awareness campaigns.
 - **Breastfeeding** – we advocate for exclusive breastfeeding, it covers techniques and benefits
- **Community Events:**
 - **World Health Day** - like World TB days, AIDS day, World Rabies Day, World Population Day etc... We conduct rallies, role play, street plays. These events raise awareness about health issues and promote positive behavior.
 - **Family Adoption Program (FAP)** – through FAP, we engage with villages interact with families, understand the needs and provide health related guidance
- **Arogya Shree scheme:**
 - **Under this scheme, we offer comprehensive services to expectant (ANC) and postpartum mothers.** This includes baselines investigations, hospital stay, free deliveries and essential medicine
 - **Activities related to environmental issues:**
- **Swachh Bharat Mission (Clean India):**
 - **We actively engage in cleanliness drives. Our students engage in street cleaning**
 - **promote proper waste disposal and educate about segregating waste, recycling.**
 - **Sensitization about the importance of using toilets and maintaining hygiene.**
- **Green Initiatives:**
 - **We promote environmental consciousness by planting trees, organizing eco-friendly events and advocating for sustainable practices.**
 - **Health and hygiene awareness:**
- **Health camps:**
 - **Throughout the year, we organize multidisciplinary health camps. These camps reach diverse settings (urban, rural centers)**
 - **School and college outreach** – we collaborate with local schools, colleges conducting

awareness programs on health- related topics.

- **Community engagement:**
 - **Our street play and role play address health themes, spread awareness about sanitation, immunization and mental health.**
 - **Socio economic development:**
- **Needs assessment:**
 - **Through Family Adoption Program - our students adopt families, understands and identifies community needs (access to health care, nutrition, sanitation)**
 - **We provide information and guidance to enhance their well-being.**
 - **Based on the assessment – we organize health camps and awareness sessions. We track progress, address challenges and adapt solutions as needed.**

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years

Response: 11.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
18	15	12	4	7

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2

Total number 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. for last five years

Response: 26

3.5.2.1 Number 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. for the last five years

Response: 26

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

Response:

PES Institute of Medical Sciences and Research infrastructure and resources available at PESIMSR ensure an optimal eco – friendly environment for teaching and learning, adhering to the standards stipulated by MCI / NMC.

Classrooms and ICT-Enabled Classrooms

PESIMSR boasts well-designed classrooms equipped with modern amenities to enhance the learning experience. These classrooms are ICT-enabled, featuring advanced audio-visual aids, interactive whiteboards, with high-speed internet connectivity. Each department is provided with computers, which are connected with internet facilities are used for academic purposes.

Seminar Halls

The institute has seminar halls as per MCI / NMC requirements and are equipped with cutting-edge audio-visual systems, providing an ideal setting for conferences, workshops, guest lectures, and other academic events. These halls are designed to accommodate large audiences and support a variety of presentations and discussions.

Facilities for Clinical Learning

PESIMSR provides extensive facilities for clinical learning, crucial for hands-on training in medical education. The teaching hospital associated with the institute offers a wide range of clinical departments and specialty units, ensuring students gain practical experience across various medical disciplines. The hospital is equipped with modern diagnostic and therapeutic tools, providing an immersive clinical learning environment.

Learning in the Community

Community-based learning is an integral part of the curriculum at PESIMSR. The institute organizes regular health camps, outreach programs, and field visits to RHTC located in V.Kota [20 KM away from the campus] and urban health centre (UHTC) located in Kuppam city. These initiatives enable students to apply their knowledge in real-world settings, understand public health challenges, and develop a sense of social responsibility. Free transportation for students is arranged during these postings.

Teleconferences

To keep pace with the advancements in medical science and global learning trends, PESIMSR has facilities for teleconferences. These allow students and faculty to participate in international conferences, collaborate with peers worldwide, and stay updated with the latest research and clinical practices.

AYUSH-Related Learning cum Therapy Centre

PESIMSR recognizes the importance of integrative medicine and has established an AYUSH-related learning cum therapy centre. This center promotes the study and practice of Ayurveda, Yoga, Unani, Siddha, and Homeopathy, offering students a holistic perspective on healthcare. The therapy center is equipped with facilities for various traditional treatments and therapies, facilitating hands-on learning and research in alternative medicine.

Well-Equipped Laboratories

The institute houses several well-equipped laboratories as per MCI / NMC guidelines, which support a wide range of medical and scientific experiments. These labs are furnished with the latest instruments and technologies, enabling students to conduct advanced research and practical sessions. Specialized labs, such as the Anatomy Dissection Hall, Microbiology, Physiology, Biochemistry and Pathology Labs, provide focused learning environments for different medical disciplines.

Skills Labs

PESIMSR has established a skills lab located in the college building designed to enhance the clinical and procedural skills of students, equipped with high-fidelity simulators and mannequins, allowing students to practice and refine their skills in a supervised, controlled and safe environment.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2

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

Response:

1. Outdoor Sports Facilities:

PES Institute of Medical Sciences and Research (PESIMSR) provides comprehensive outdoor sports facilities to ensure holistic development and physical well-being of its students and staff.

- **Cricket Ground:** The cricket ground is meticulously maintained and is large enough to host full-scale matches. It serves as a practice field for the college's cricket team and is also used for inter-college tournaments.
- **Football Field:** The football field is equipped with standard goalposts and a well-maintained pitch. It supports regular training sessions and matches.
- **Basketball Court:** PESIMSR has a full-sized basketball court with proper marking and lighting, facilitating both practice sessions and competitive games.

2. Indoor Sports Facilities:

To cater to the needs of students during inclement weather and for indoor sports enthusiasts, PESIMSR has developed several indoor sports facilities.

- **Badminton Courts:** The indoor badminton courts are of standard size and equipped with proper lighting, allowing for year-round play.
- **Table Tennis:** Tables are available for students to play table tennis, fostering competitive and recreational play.
- **Chess and Carrom:** Designated areas for chess and carrom are provided, promoting strategic thinking and relaxation.

3. Gymnasium:

The gymnasium at PESIMSR is well-equipped with modern fitness equipment, catering to a variety of fitness needs. It includes:

- **Cardio Machines:** Treadmills, elliptical trainers, and stationary bikes for cardiovascular workouts.
- **Strength Training Equipment:** Free weights, resistance machines, and functional training gear for strength and conditioning.
- **Yoga and Aerobics Area:** A spacious area dedicated to yoga and aerobics, promoting mental and physical wellness. Girls hostel has separate Gym facilities. A qualified psychical director is in charge of maintaining and managing these facilities.

4. Cultural Activities and Auditorium:

Cultural development is a vital part of student life at PESIMSR. The institution provides ample facilities to support a range of cultural activities.

- **Auditorium:** The auditorium is a central venue for cultural events, seminars, and guest lectures. It is well-equipped with advanced audio-visual equipment, a spacious stage with side preparation rooms and comfortable seating to accommodate a large audience.
- **Open-air Theatre:** An open-air theatre is available for organizing cultural fests, dramas, and musical events. This venue fosters creativity and provides a platform for students to showcase their talents.

Recreational Spaces and Yoga Centre:

To ensure the mental well-being and relaxation of students and staff, PESIMSR offers various recreational spaces.

- **Yoga Centre:** A dedicated yoga centre provides a serene environment for practicing yoga and meditation. Regular yoga sessions are conducted by trained instructors. Yoga day is celebrated every year (June 21) enthusiastically.
- **Recreational Rooms:** Lounges and recreational rooms are available where students can unwind and socialize.

User Rate and Engagement:

The facilities at PESIMSR are heavily utilized by students and staff alike. Regular sports events, inter-college competitions, and cultural fests witness high participation rates. The gymnasium and yoga centre see daily usage by a significant portion of the student body and staff, emphasizing the institution's commitment to promoting a balanced lifestyle. In all these activities the facilities act as mentor, guide and supervisors.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

The PES Institute of Medical Sciences and Research in Kuppam boasts a state-of-the-art auditorium that serves as a hub for academic, cultural, and artistic events. This spacious and well-equipped venue is designed to accommodate a large audience, making it an ideal setting for:

- **Lectures and seminars**
- **Conferences and workshops**
- **Cultural programs and performances**
- **Award ceremonies and graduations**

Facilities:

- **Seating capacity for over 1000 attendees**
- **Advanced sound and lighting systems**
- **Large stage with green room facilities**
- **Projection screens and audio-visual equipment**
- **Comfortable seating and ample parking**
- **Accessibility features for differently-abled individuals**

Events:

- **Cultural events, including music, dance, and drama performances**
- **Guest lectures by renowned medical professionals**
- **Award ceremonies and graduations**
- **College festivals and celebrations**

The auditorium at PES Kuppam aims to provide a platform for students, faculty, and guests to share knowledge, ideas, and creativity. It serves as a vital space for academic and extracurricular activities, fostering a sense of community and collaboration among the college's stakeholders.

Availability of Bank, ATM and Guest House on PESIMSR Campus

Sports facilities:

The PES Institute of Medical Sciences and Research in Kuppam recognizes the importance of

sports and physical activity in the overall development of its students. To foster a healthy and active lifestyle, the college has invested in top-notch sports facilities

Yoga hall:

The Institute has state of the art Yoga cum prayer hall in which more than 300 people can perform Yoga at a time.

Cultural and sports facilities:

Sl.No.	Name of the game	Area	Type
1	Cricket	12100 Sq. M	Outdoor
2	Volleyball	190 Sq. M	Outdoor
3	Table tennis	66 Sq. M	Indoor
4	Badminton	900 Sq. M	Indoor
5	Gymnasium	539 Sq. M	Indoor
6	Carom board	26 Sq. M	Indoor
7	Yoga	1369 Sq. M	Indoor

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

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

Response: 52.72

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

2023-24	2022-23	2021-22	2020-21	2019-20
2621.87	2836.59	2646.04	1785.65	1911

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

1. Teaching Hospital:

PES Institute of Medical Sciences and Research (PESIMSR) boasts a state-of-the-art teaching hospital that meets and exceeds the standards set by MCI / MNC. 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 & PG. The facility includes modern operation theatres, intensive care units (ICUs), neonatal ICUs, and emergency care units, all designed to cater the poor rural patient needs and complex medical cases of this area.

2. Equipment:

The hospital and associated clinical departments are furnished with advanced medical equipment that aligns with regulatory requirements. This includes high-resolution imaging equipment such as MRI and CT scanners, digital X-ray machines, ultrasound devices, and endoscopy units. Laboratory services are equipped with automated analysers for biochemistry, haematology, microbiology, and pathology, ensuring precise and timely diagnostic services.

3. Clinical Teaching-Learning:

PESIMSR emphasizes hands-on clinical training, integrating theoretical knowledge with practical skills students are posted to each department on rotation basis as per university norms. The clinical teaching-learning process is supported by simulation labs equipped with high-fidelity mannequins and virtual reality setups for procedural training. Students gain real-world experience through bedside teaching, patient rounds, case discussions, and involvement in diagnostic and therapeutic procedures. Regular workshops, clinical conferences, and guest lectures by renowned medical professionals enhance the learning experience. Students academic performance is monitored by formative assessment's end posting tests. Depending on their performances,

required measures are taken for slow learners and encouragement for advanced learners.

4. Laboratory Facilities:

The laboratory facilities are well-structured to support both undergraduate and postgraduate medical education. The anatomy dissection halls, histology labs, and pathology museums are designed to provide comprehensive learning experiences. Biochemistry and microbiology labs are equipped with advanced instruments and reagents, allowing students to conduct various experiments and research projects. The central research laboratory supports faculty and student research with state-of-the-art equipment and resources. PCR lab was added during COVID period. In addition there are research labs in each department for research and innovation.

5. Regulatory Compliance:

PESIMSR adheres to the guidelines and standards prescribed by the Medical Council of India (MCI), now the National Medical Commission (NMC), and YSRUHS AP. The infrastructure, faculty qualifications, student-teacher and patient students ratios are maintained as per the norms. Regular audits and inspections ensure continuous compliance and quality improvement.

6. Student Support and Learning Resources:

Institutions have adopted student centric measures to support teaching and learning outcomes. The institute provides extensive support to students through a well-stocked library with a vast collection of medical textbooks, journals, and digital resources. E-learning modules and access to online medical databases supplement traditional learning methods. The mentorship program pairs students with experienced faculty, providing guidance and support throughout their academic journey.

7. Community Engagement and Outreach:

PESIMSR is committed to serving the community through various outreach programs and health camps. These initiatives provide students with opportunities to apply their knowledge and skills in real-world settings, addressing the healthcare needs of underserved rural populations of this area.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

4.2.2

Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

Response: 617373.4

4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
425354	640654	584334	410367	745870

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
50355	64261	56734	37650	71288

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training.	View Document
Any additional information	View Document
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	View Document

4.2.3

Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 518.4

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
523	536	601	345	562

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
5	5	6	6	3

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

- 1. Attached Satellite Primary Health Center/s**
- 2. Attached Rural Health Center/s other than College teaching hospital available for training of students**
- 3. Residential facility for students / trainees at the above peripheral health centers / hospitals**
- 4. Mobile clinical service facilities to reach remote rural locations**

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

At PES Institute of Medical Sciences and Research (PESIMSR), the library is managed using Libsoft Integrated Library Management System (ILMS) designed to streamline library operations and enhance user experience. Here are the key aspects of the library management system at PESIMSR:

SL.NO.	PHYSICAL DESCRIPTIONS	DATA OF AVAILABILITY
1	Name of the ILMS software	Libsoft (Environ Software Pvt.Ltd)
2	Nature of automation (Fully or partially)	Fully Automated
3	Version	Version 12.1
4	Year automation	2010
5	AMC for software	8000.00

1. Name and Features of the ILMS Software

The ILMS software used at PESIMSR is Libsoft. It is an Integrated Library Management System that is widely used in libraries worldwide due to its comprehensive features and flexibility. Key features of Libsoft include:

- **Cataloging:** Allow librarians to catalog books, journals, and other resources efficiently with Machine Readable Catalog (MARC) records support.
- **Circulation:** Manages the check-in and check-out processes, renewals, reservations, and fines.
- **OPAC (Online Public Access Catalog):** Enables users to search for and locate library resources online.
- **Acquisition:** Handles the purchasing process of new materials, including orders, budgeting, and invoicing.
- **Serials Management:** Manages the subscription and arrival of journals and periodicals.
- **Patron Management:** Maintains detailed records of library users, including borrowing history and personal information.
- **Reporting and Statistics:** Generates various reports on library usage, catalog status, circulation activities, and more.
- **Integration with Other Systems:** Supports integration with third-party applications and digital libraries.

2. Nature and Extent of Automation

The library at PESIMSR is fully automated using the Libsoft ILMS software. This means that all core library functions, including acquisition, cataloging, circulation, serials management, and reporting, are managed through the ILMS. The full automation extends to the following:

- **Cataloging and Classification:** Ensures standardized format and ease of access.
- **Digital Circulation System:** The check-in and check-out processes are streamlined through the digital system, reducing manual errors and improving efficiency.
- **Online Access to Resources:** Users can search the library catalog, place holds, and renew borrowed items online through the OPAC interface.

- **Acquisition and Budget Management:** The acquisition module handles ordering, invoicing, and budget tracking, providing a seamless procurement process.
- **Electronic Management of Journals and Serials:** Subscriptions and arrivals are tracked electronically, ensuring timely updates and availability.

3. Year of Commencement and Completion of Automation

The automation of the PESIMSR library using the Libsoft ILMS began in 2010. The process involved transitioning from a manual system to a fully digital platform, which included digitizing existing records, training staff, and integrating the ILMS with other institutional systems. The full automation was completed in 2011, within a span of one year. Since then, the library has been operating with enhanced efficiency, providing seamless access to information resources for students, faculty, and researchers.

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2

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

Response:

Library Resources at PES Institute of Medical Sciences and Research (PESIMSR)

1. Textbooks and Reference Volumes

- The PESIMSR library houses a substantial collection of textbooks and reference volumes, particularly focusing on medical and allied health sciences. The collection is continually updated to include the latest editions and publications to support the curriculum and research needs of students and faculty.

2. Print Journals

- The library subscribes to a diverse range of national and international journals, both in print and electronic formats. This ensures access to the latest research and developments in

the medical field. The journal collection covers 21 mandatory specialties and subspecialties in the field of medicine.

3. Bound Volumes of journals

- **The Central Library has a huge collection of back volumes which are bound and stacked. The previous issues are gathered together once in two years; these are bound in volumes and given separate accession and classification numbers. Students and faculty members can borrow these bound journals for their research purposes.**

4. 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.**

5. 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.**

6. CD/DVD Services

- **PESIMSR's Central Library has over 800 DVD's as e-resources such as audio and videos for medical cases. Needy students and faculty members can utilize this facility by borrowing the DVD's as per their requirements.**

7. Theses/Dissertations

- **Central Library of PESIMSR maintains students' theses and dissertations in both soft and print formats. Students and faculty members can refer and borrow the same for their research purposes.**

8. Magazines & Newspapers

- **The Central library subscribes to newspapers and magazines every year. All the Students and faculty members of the PESIMSR can utilize this service.**

9. Digital Resources and Automation:

- **The PESIMSR library has embraced modern technology to enhance its services. The**

implementation of Libsoft (automation software) an Integrated Library Management System (ILMS) facilitates the efficient management of library operations. Digital resources, including e-books, e-journals, and online databases, are accessible to the PESIMSR community, ensuring that users have access to the most current information and research materials.

The library at the PES Institute of Medical Sciences and Research is a well-equipped resource center that supports the academic and research needs of its users. With a diverse collection of textbooks, reference volumes, journals, and digital resources, it plays a crucial role in the educational environment at PESIMSR.

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for any other relevant information	View Document
Link for data on acquisition of books / journals / Manuscripts / ancient books etc., in the library.	View Document

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: A. All of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Any additional information	View Document
Link for additional information	View Document

4.3.4

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

Response: 50.15

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

2023-24	2022-23	2021-22	2020-21	2019-20
56.44	63.87	46.36	8.12	75.95

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

4.3.5

In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

In-Person and Remote Access Usage of Central Library at PESIMSR

The Central Library of the PES Institute of Medical Sciences and Research (PESIMSR) is a cornerstone of academic support for both students and faculty to provide a conducive environment for study and research. The library houses a comprehensive collection of textbooks, reference volumes, print and e-journals, bound journals, and other educational materials that are essential for medical professionals.

Usage Statistics:

- **Daily Visitors:** On average, the library sees approximately 100-150 visitors per day. This includes students from various medical disciplines, faculty members, and researchers.
- **Reading Rooms:** The central library has an external reading room for all the students and faculty members, it is equipped with comfortable seating and adequate lighting,

Remote Access:

In addition to its physical resources, PESIMSR has invested in a robust 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.

Digital Resources:

- **E-Books and E-Journals:** The library offers access to a wide range of e-books and e-journals through various academic databases. which are accessible 24/7 from any location.
- **Online Databases:** Subscriptions to major medical databases such as EBSCO host, Access Medicine, Proquest, Ovid Discovery, and CBS e-book portal, etc. All the students and medical professionals are utilizing above mentioned databases through the MyLoft Mobile application for remote access.
- **The Integrated Library Management System (ILMS)** allows users to search the catalog, and access digital content seamlessly.

Usage Statistics:

- **Digital Access:** About 60% of the student body utilize remote access facilities. The library recorded over 2,000 logins to its digital platforms, There were plenty of downloads of e-books and journal articles for academic and research purposes.

Awareness Sessions/Library Usage Programmes:

Central Library of PESIMSR organizes orientation and Training sessions to enhance library usage and literacy among students and faculty members.

- **At the beginning of the academic year,** new students participate in library orientation sessions. These sessions aim to familiarize users with the available resources and services of the library.
- **Awareness sessions on digital resources, research methodologies, academic writing, and citation management** are conducted to support students in their academic pursuits.

The PESIMSR library remains a vital resource for both in-person and remote learning, providing extensive support through its physical and digital collections. The various programs and sessions organized for students and faculty ensure that users can effectively utilize the library's resources to enhance their academic and research capabilities.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for any other relevant information	View Document

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 37

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

Response: 37

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Any additional information	View Document
Links to additional information	View Document

4.4.2

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

Response:

Computer Availability and IT Facilities at PESIMSR

Computer Availability

- **Computer Labs:**

PESIMSR has well equipped computer / digital facilities with high-performance desktops. These are available to students for academic research, project work, and other educational activities. The labs are open during college hours and are managed by qualified IT staff who assist students with technical issues.

- **Library Computers:**

The institution's library is furnished with computers that provide access to online journals, e-books, and various educational resources. These computers are strategically placed to ensure easy access for all students.

- **Departmental Computers:**

Each department within PESIMSR has dedicated computers for student use. These computers are used for department-specific software and research tools. They are connected with E library facilities.

IT Facilities

- **Wi-Fi:**

PESIMSR offers campus-wide Wi-Fi, enabling students to access the internet from anywhere within the institution. The Wi-Fi network is designed to support a large number of concurrent users, ensuring stable and fast internet connectivity for all students.

- **Software and Applications:**

Students have access to various educational and research software, including statistical tools, medical imaging software, and reference management systems. The institution ensures that all software is regularly updated to the latest versions.

- **E-Learning Platforms:**

PESIMSR has integrated several e-learning platforms into its curriculum, providing students with online lectures, virtual labs, and digital libraries. These platforms are accessible both on-campus and remotely, facilitating continuous learning.

Security:

To prevent an unauthorized access, theft all systems are protected by SOPHOS firewall device.

Recent Updates

- **July 2023 – Wi-Fi Network Upgrade:**

In July 2023, PESIMSR undertook a major upgrade of its Wi-Fi infrastructure. The upgrade included the installation of high-speed routers and additional access points to enhance coverage and connectivity across the campus. The new network supports higher bandwidth and provides seamless internet access in all academic buildings, hostels, and common areas.

- **March 2023 – Computer Lab Expansion:**

In March 2023, the institution expanded its main computer lab, increasing the number of available desktops from 50 to 80. The new systems are equipped with the latest processors, ample RAM, and SSD storage, ensuring efficient performance for all academic tasks. Additionally, ergonomic furniture was introduced to improve the comfort and productivity of students.

- December 2022 – Library IT Resources Enhancement:**

In December 2022, the library’s IT resources were significantly enhanced. This included the addition of 20 new computers and the upgrade of existing systems to support faster processing speeds and better graphics capabilities. The library also integrated a new digital library management system, offering improved access to a vast array of online resources.

June 2022 – E-Learning Infrastructure Development:

In June 2022, PESIMSR invested in developing its e-learning infrastructure. The initiative included the deployment of a new Learning Management System (LMS) that offers a user-friendly interface, robust content management features, and seamless integration with existing educational tools.

Ongoing IT Support:

PESIMSR maintains a dedicated IT support team that continuously monitors and updates the institution’s IT infrastructure. Regular maintenance checks, software updates, and security enhancements are performed to ensure the smooth operation of all IT facilities.

File Description	Document
Link for any other relevant information	View Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 24.18

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)

2023-24	2022-23	2021-22	2020-21	2019-20
1597.19	952.53	776.33	682.42	1500.64

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for any additional information	View Document

4.5.2

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Response:

At PES Institute of Medical Sciences and Research (PESIMSR), robust systems and procedures are in place to maintain and utilize physical, academic, and support facilities, ensuring optimal functioning and availability for students, faculty, and staff. The department is managed by qualified and skilled man power.

Laboratories

1. Maintenance and Upkeep:

- **Regular Inspections:** Laboratories undergo routine inspections to ensure all equipment is functioning properly.
- **Scheduled Servicing:** Equipment is serviced periodically by trained technicians. AMC in place for all important and sensitive equipment's.
- **Calibration and Validation:** Instruments are calibrated and validated according to standardized protocols by qualified technicians on regular intervals .

2. Utilization:

- **Booking System:** A structured booking system allows faculty and students to reserve lab time, ensuring equitable access.
- **Safety Protocols:** Safety procedures are strictly enforced, including the use of personal protective equipment (PPE) and emergency protocols.
- **Training:** Regular training sessions are conducted to educate users on proper handling and usage of equipment.

Library

1. Maintenance and Upkeep:

- **Digital and Physical Collection Management:** Regular audits and updates of both physical books and digital resources.
- **Infrastructure:** The library environment, including furniture and digital equipment, is maintained to provide a conducive learning atmosphere.

2. Utilization:

- **Integrated Library Management System (ILMS):** The library uses advanced ILMS software for cataloging, circulation, and managing digital resources.
- **Access and Training:** Workshops and orientation programs help students and faculty maximize library resources. Remote access ensures availability of digital resources outside campus.
- **Extended Hours:** The library operates with extended hours during examination periods to support student needs.

Sports Facilities; Qualified Physical director is taking care of these facilities

1. Maintenance and Upkeep:

- **Regular Maintenance:** Sports facilities and equipment are inspected and maintained regularly.
- **Professional Oversight:** Coaches and trainers ensure the upkeep of equipment and facilities.

2. Utilization:

- **Scheduled Access:** Timetables are established for various sports activities, ensuring fair usage.
- **Organized Activities:** Regular sports events, competitions, and fitness programs promote active engagement among students.

Computers and IT Facilities

1. Maintenance and Upkeep:

- **Regular Updates and Upgrades:** Systems and software are updated regularly to ensure smooth operation and security by our dedicated IT department staff
- **Technical Support:** A dedicated IT support team addresses technical issues promptly.

2. Utilization:

- **Computer Labs:** Equipped with the latest hardware and software, labs are available for scheduled classes and individual use.

- **Wi-Fi Access:** Comprehensive Wi-Fi coverage across campus facilitates access to online resources.

Classrooms

1. Maintenance and Upkeep:

- **Regular Cleaning and Inspections:** Classrooms are cleaned daily and inspected for any maintenance needs.
- **Up-to-date Equipment:** Projectors, smart boards, and other classroom technologies are regularly checked and serviced.

2. Utilization:

- **Timetabling:** Efficient weekly / monthly scheduling ensures optimal use of classroom spaces.
- **Resource Availability:** Teaching aids and materials are readily accessible to faculty and students.

Policy Enforcement

- **Maintenance Schedules:** Clearly defined schedules for maintenance activities across all facilities.
- **Feedback Mechanisms:** Regular feedback is collected from users to identify and address issues.
- **Resource Allocation:** Adequate budget allocation for maintenance and upgrades of facilities.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 21.81

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2023-24	2022-23	2021-22	2020-21	2019-20
183	184	224	259	231

File Description

Document

List of students who received scholarships/
freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and
number of beneficiaries duly attested by the Head
of the institution

[View Document](#)

Attested copies of the sanction letters from the
sanctioning authorities

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill 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: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.3

Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 27.35

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2023-24	2022-23	2021-22	2020-21	2019-20
284	274	280	265	261

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document
Link for additional information	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document

5.1.4

The Institution has an active international student cell to facilitate study in India program etc.,

Response:

The International Student Centre (ISC) at PES Institute of Medical Sciences and Research (PESIMSR) Kuppam is a dedicated facility designed to support international students who choose to study at the institution. Here's a summary report highlighting its key features and offerings:

1. Purpose and Mission

The ISC aims to provide a supportive environment for international students, fostering their academic and personal growth. Its mission is to ensure a smooth transition for international students into the Indian education system and culture while offering comprehensive support services to enhance their educational experience.

2. Services Offered

The International Student Centre provides a wide range of services, including:

- **Orientation Programs:** To help international students adjust to life at PESIMSR, the ISC organizes orientation sessions that cover academic expectations, campus life, cultural nuances, and local community information.
- **Academic Support:** The ISC offers academic advising, tutoring services, and workshops to assist international students in achieving their educational goals.

- **Cultural and Social Integration:** The Centre organizes various cultural exchange events, social gatherings, and language classes to help students adapt to the local culture and interact with the broader student community.
- **Visa and Immigration Assistance:** The ISC provides guidance on visa processes, renewals, and compliance with Indian immigration regulations, ensuring that students remain in good standing with local authorities.
- **Health and Wellness Services:** The Centre coordinates with campus health services to offer international students access to medical care, counseling, and wellness programs.
- **Accommodation Support:** The ISC assists students in finding suitable housing on or off campus, ensuring their living arrangements are comfortable and conducive to their studies.

1. Facilities and Resources

The ISC is equipped with several facilities to support international students:

- **Information Desk:** A resource hub for all inquiries related to international student services and campus life.
- **Study Areas:** Quiet spaces for studying and group work, equipped with internet access and necessary academic resources.
- **Lounge and Recreational Space:** Areas where students can relax, socialize, and participate in ISC-hosted events.
- **Meeting Rooms:** Available for one-on-one advising sessions and small group meetings.

4. Student Engagement and Community Building

The ISC actively promotes student engagement through:

- **International Student Clubs and Associations:** These clubs provide a platform for students

File Description	Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5

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

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**
- 3. Periodic meetings of the committee with minutes**
- 4. Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 46.78

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2023-24	2022-23	2021-22	2020-21	2019-20
13	6	10	12	10

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
20	18	21	27	23

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.2

Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 73.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
148	127	124	144	169

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

5.2.3

Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 20.87

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 48

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 11

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	3	7

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The Student Council at PES Institute of Medical Sciences and Research (PESIMSR) plays a pivotal role in fostering a vibrant campus environment, enhancing student welfare and ensuring appropriate representation in academic and administrative bodies. Student council comprises elected student representatives from various academic years. The council serves as a bridge between the student community and the institution's administration.

Key Activities and Initiatives

Student representation

Student council represents the academic and non-academic difficulties, concerns and problems faced by students to authorities which influences the decisions in policy making of the institute

Student council makes suggestions to improve the facilities provided, academic programs and extracurricular activities at the institute.

Peer communication by informing students of academic events, announcements of research activities, and cultural events.

Representation in Academic and Administrative Bodies

The Student Council at PESIMSR actively participates in the institution's various academic and administrative committees as representatives. These includes:

Disciplinary Committee: Involvement in maintaining campus discipline and addressing student grievances related to conduct and behavior.

Library Committee: Collaborating with the library staff to enhance resources, services and facilities based on student feedback.

Hostel and Accommodation Committee: Addressing issues related to student housing, maintenance and facilities in hostels.

Academic Support:

Study Groups and Tutoring: Setting up peer-led study groups and tutoring sessions to help students with difficult subjects and exam preparation.

Collaboration in academic events: Student council plays a vital role in boosting the organizing committees in the smooth proceedings of CME's, guest lectures, conferences hosted in campus that expose students to the latest developments in the medical field.

Feedback Mechanism: Collecting and conveying student feedback on curriculum, teaching methods and academic resources to the faculty and administration for continuous improvement.

Extracurricular and Cultural Activities:

Cultural Festivals: Organizing annual cultural festivals, talent shows, and inter-college competitions to celebrate diversity and foster creativity.

Sports and Recreation: Promoting sports activities, organizing tournaments and maintaining recreational facilities to ensure a balanced student life.

Clubs and Societies: Supporting various student-run clubs and societies focused on arts, literature, science and community service which encourages holistic development.

Community Engagement and Outreach:

Social Responsibility: Leading community service initiatives such as blood donation drives, health awareness campaigns and volunteering at local healthcare centers.

Environmental Sustainability: Conducting environmental awareness programs, tree plantation drives and waste management projects to promote sustainability on campus and beyond.

The Student Council at PESIMSR is a valuable and significant body that not only advocates for student welfare but also plays an integral role in shaping the academic and administrative landscape of the college. Through its diverse activities and representation, the council ensures that the voices of students are heard, their needs are addressed, and their overall experience at PESIMSR is enriching and fulfilling.

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3

Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 11

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	11	11	11	11

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

5.4.1

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.

Response:

Over the past five years, the Alumni network at PES Institute of Medical Sciences and Research (PESIMSR) has played a significant role in the institution's growth and development. The Alumni meetings are conducted at least once a year. The Alumni Network has made numerous contributions, enhancing both the academic and infrastructural landscape of PESIMSR. Here is an overview of their contributions:

Financial Support and Scholarships

One of the major contributions of the Alumni network has been the provision of financial support to the institution thereby fostering an inclusive academic environment among the students and the Institute.

Career Guidance and Mentorship

Recognizing the importance of career development, the Alumni network has established robust mentorship programs. Alumni members regularly engage with students through seminars, workshops, and one-on-one mentoring sessions, providing guidance on career choices, higher education opportunities, and professional development. These interactions help bridge the gap between academic training and industry expectations, preparing students for successful careers.

Networking Opportunities

The Alumni Network has facilitated numerous networking opportunities for students and graduates. Through alumni reunions, professional meetups, and virtual networking platforms, current students can connect with former graduates, gaining insights into various professional fields and building valuable connections. These networks often lead to internships, job placements, and collaborative projects, significantly benefiting the students' professional trajectories.

Academic Contributions

Alumni members have contributed to the academic enrichment of PESIMSR by participating in guest lectures and contribution of books to the present students. Their involvement brings real-world perspectives to the academic curriculum, exposing students to current trends and practices in the medical field.

Technological Advancements

Understanding the importance of technology in modern education, the Alumni network has contributed to the integration of advanced technological tools and platforms. This includes the enhancement of digital libraries, the implementation of e-learning modules, and the upgrade of IT infrastructure. These advancements have improved the overall learning experience and accessibility for students and faculty alike.

The contributions of the Alumni network at PESIMSR over the last five years have been multifaceted and impactful. Their financial support, career guidance, academic involvement and technological enhancements have collectively played a crucial role in the institution's development, ensuring that PESIMSR continues to excel as a premier medical education institution.

File Description	Document
Link for audited statement of accounts of the Alumni Association	View Document
Lin for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for Additional Information	View Document

5.4.2

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

PES Institute of Medical Sciences and Research (PESIMSR) envisions being a premier institution dedicated to providing excellent medical education, fostering innovative research, and delivering comprehensive healthcare services with a commitment to ethical practices and societal welfare.

MISSION : To provide students with a sense of history, an understanding of values and ethics, a commitment to law and morality, an appreciation of human creativity and an analytical inquiring mind.

VISION : To create professionally superior and ethically strong global workforce.

QUALITY POLICY : Our policy is to develop highly skilled human beings with an ability to adapt, to an intellectually and technologically changing environment, through the contribution from all the stakeholders.

To provide optimal, timely and cost-effective care through continuous quality improvement.

PESIMSR's goal is to "Create technologically superior & ethically strong global workforce," a path for progressive nation building.

Core Values: Trust, Optimism, Professionalism, Compassion, Respect, Enthusiasm, Diligence, Integrity & Team work (TOPCREDIT)

Nature of Governance

PESIMSR adheres to a robust governance structure designed to ensure transparency, accountability, and participatory decision-making. The governance framework includes:

- Governing Council: The highest decision-making body responsible for strategic planning, policy formulation, and overseeing the institution's overall functioning.**
- Academic Council: Focuses on maintaining and enhancing academic standards. It formulates academic policies, and research agendas. The council includes senior faculty members, department heads, and student representatives.**
- Administrative Committees: Various committees manage the institution's day-to-day**

administrative functions, including finance, infrastructure, and human resources.

Perspective Plans

PESIMSR has developed comprehensive perspective plans to guide its growth and development the Key components which include:

- **Infrastructure Development:** Expanding and upgrading facilities to provide a conducive learning environment and state-of-the-art healthcare services.
- **Academic Excellence:** Continuously enhancing teaching methodologies to meet global standards.
- **Community Engagement:** Strengthening community outreach programs to address local healthcare needs
- **Technology Integration:** Leveraging technology to enhance teaching, research, and healthcare delivery.

Stakeholders' Participation

PESIMSR values the participation of various stakeholders in its decision-making processes. Key mechanisms include:

- **Faculty Involvement:** Faculty members are involved in contributing to academic development, policy formulation, and research initiatives.
- **Student Representation:** Students are represented in various academic and administrative bodies, ensuring their voices are heard in decision-making processes related to academic policies, campus facilities, and student welfare.
- **Alumni Engagement:** The Alumni Association plays a vital role in providing feedback, mentoring students, and supporting institutional development through contributions and collaborations.
- **Community Participation:** Community representatives are included in advisory boards and committees to ensure that the institution's activities align with societal needs and expectations.

Activities Leading to Institutional Excellence

PESIMSR engages in numerous activities aimed at achieving institutional excellence:

- **Quality Education:** Continuous improvement of teaching methodologies, faculty development programs, and student-centered learning approaches.
- **Research and Innovation:** Encouraging faculty and students to undertake cutting-edge research, publish in reputed journals, and participate in conferences and workshops.
- **Healthcare Services:** Providing comprehensive healthcare services through its teaching hospital, including specialized clinics, health camps, and preventive care programs.
- **Accreditations and Recognitions:** Pursuing accreditations from reputed bodies like NABH & NABL to validate and enhance the quality of education and services offered.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

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

Response:

Organogram of the College Management Structure at PESIMSR

- The organizational structure of PES Institute of Medical Sciences and Research (PESIMSR) is designed to facilitate effective leadership through decentralization and participative management. The primary components of this structure include the Board of Governors, Dean & Principal, Heads of Departments (HoDs), faculty members, administrative staff, and student representatives.

Board of Governors

- **The Board of Governors is the highest decision-making body at PESIMSR. The Board comprises eminent personalities from academia, industry, and other fields, ensuring a diverse and experienced leadership responsible for setting the strategic direction of the Institution.**

Dean & Principal

- **The Dean & Principal acts as the executive head of the institution, implementing the policies and decisions made by the Board of Governors. The Dean & Principal oversees the day-to-day operations, academic activities, and administrative functions. He serves as a bridge between the Board of Governors and the other stakeholders within the institution.**

Heads of Departments (HoDs)

- **HoDs play a crucial role in decentralized management who oversee academic and research activities, faculty development, and student progress within their department.**

Faculty Members

- **Faculty members are involved in research, and student mentorship. They participate in departmental meetings, contribute to decision-making processes, and implement departmental policies.**

Administrative Staff

- **The administrative staff supports the academic process & tasks related to admissions, examinations, finance, human resources, and infrastructure management.**

Student Representatives

- **Student representatives are included in various committees to provide input on matters affecting the student body & ensuring that student voices are heard and considered in institutional governance.**

Outcomes in Institutional Governance

- 1. Enhanced Decision-Making: The involvement of various stakeholders leads to well-rounded decisions that are more likely to address the needs of the entire institution.**
- 2. Increased Accountability: Decentralization ensures that decision-making power is accompanied by accountability at every level, leading to improved performance and responsibility.**
- 3. Improved Communication: Regular interactions and participatory forums enhance communication between different levels of the institution, fostering a culture of transparency and trust.**
- 4. Greater Innovation: Empowering departments and individuals to make decisions encourages innovation and creativity, as those closest to the issues are often best positioned to develop effective**

solutions.

5. Higher Morale and Motivation: Involving faculty, staff, and students in governance increases their sense of belonging and commitment to the institution, leading to higher morale and motivation.

In conclusion, the organogram and functioning system at PESIMSR exemplify effective leadership through decentralized and participative management. This approach not only enhances institutional governance but also fosters a collaborative, innovative, and responsive educational environment.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

PES Institute of Medical Sciences and Research (PESIMSR) has established a robust organizational structure to ensure efficient management and governance. The structure is designed to promote a decentralized and participatory approach, fostering a collaborative environment among all stakeholders

Organizational Structure

The organizational structure at PESIMSR is hierarchical and comprises various statutory bodies and committees that oversee different aspects of the institution's functioning. The key components of this structure include:

- 1. Governing Council: The apex body responsible for the overall governance and strategic direction of the institution. The council meets periodically to review institutional performance and make critical policy decisions.**
- 2. Academic Council: This body is responsible for academic affairs and research activities. It consists of senior faculty members, department heads, and external academicians.**
- 3. Finance Committee: Tasked with overseeing financial management, budgeting, and resource**

allocation enabling the institution to allocate resources effectively to various departments and initiatives.

4. Research and Ethics Committee: This committee reviews and approves research proposals, ensuring they meet ethical standards and regulatory requirements.

5. Library Committee: Responsible for the management and development of library resources & providing access to a wide range of academic materials and learning resources.

Statutory Bodies and Committees

PESIMSR has several statutory bodies and committees that play a crucial role in institutional governance. These include:

- **Internal Quality Assurance Cell (IQAC):** Ensures continuous quality improvement in academic and administrative processes.
- **Grievance Redressal Committee:** Addresses grievances from students, faculty, and staff in a fair and transparent manner.
- **Anti-Ragging Committee:** Implements measures to prevent ragging and ensures a safe and welcoming environment for new students.
- **Student Council:** Provides a platform for student representation in academic matters & organizes various student welfare activities and promotes student engagement in institutional development.

Strategic Plan

PESIMSR has a well-defined strategic plan that outlines the institution's vision, mission, and goals. The strategic plan is developed through a participatory process involving input from all stakeholders, including management, faculty, students, and alumni. The plan focuses on key areas such as:

- **Academic Excellence**
- **Research**
- **Community Engagement**

Deployment of Strategic Plan

The strategic plan is effectively deployed through regular monitoring and evaluation mechanisms. Progress is reviewed periodically, and necessary adjustments are made to ensure that the institution remains on track to achieve its goals. The decentralized management structure allows for greater involvement of faculty and staff in decision-making processes, fostering a sense of

ownership and accountability.

In conclusion, PESIMSR's well-defined organizational structure, statutory bodies, and strategic plan collectively ensure effective governance and continuous improvement. This framework supports the institution's mission of providing high-quality medical education and research while contributing positively to the community and society at large.

File Description	Document
Any additional information	View Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for additional information	View Document

6.2.2

Implementation of e-governance in areas of operation

- 1. Academic Planning and Development**
- 2. Administration**
- 3. Finance and Accounts**
- 4. Student Admission and Support**
- 5. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff

Response:

PES Institute of Medical Sciences and Research (PESIMSR) offers several effective welfare measures for both teaching and non-teaching staff. These welfare measures are designed to ensure a supportive and conducive working environment. Some of the key welfare measures typically include:

- 1. Healthcare Benefits: Comprehensive health insurance coverage and regular medical check-ups.**
- 2. Professional Development: Opportunities for attending conferences, workshops, and seminars to encourage continuous learning and professional growth.**
- 3. Leave Policies: Generous leave policies including maternity, paternity, and sabbatical leaves.**
- 4. Retirement Benefits: Gratuity**
- 5. Housing and Accommodation: Provision of staff quarters**
- 6. Educational Benefits: Scholarships and fee concessions for the education of staff children.**
- 7. Recreational Facilities: Access to sports facilities, gymnasium, and cultural events.**
- 8. Financial Assistance: Interest-free loans or advances for personal needs.**

9. Transport Facilities: Subsidized or free transportation for staff.

10. Counseling Services: Professional counseling services for mental health and well-being.

These measures aim to enhance the overall job satisfaction and well-being of the staff at PESIMSR, contributing to a positive work environment.

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

6.3.2

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

Response: 25.95

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

2023-24	2022-23	2021-22	2020-21	2019-20
139	68	38	39	50

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 25.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
29	24	9	26	39

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

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

Response: 0

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Any additional information	View Document

6.3.5

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

Response:

At PES Institute of Medical Sciences and Research (PESIMSR), the Performance Appraisal System (PAS) for teaching and non-teaching staff is designed to ensure continuous professional development, improve institutional efficiency, and enhance the overall educational experience.

Teaching Staff

1. Criteria for Evaluation:

- **Teaching Effectiveness:** Evaluated based on student feedback, classroom observations, and the ability to use innovative teaching methods.
- **Research and Publications:** Assessment of research contributions, including publications in peer-reviewed journals, participation in conferences, and successful grant applications.
- **Professional Development:** Participation in workshops, seminars, continuing education, and other professional development activities.
- **Administrative and Community Service:** Involvement in administrative duties, contribution to institutional governance, and participation in community outreach programs.

2. Appraisal Process:

- **Self-Assessment:** Faculty members complete a self-evaluation form, reflecting on their achievements, challenges, and areas for improvement over the assessment period.
- **Peer Review:** Colleagues provide feedback on teaching effectiveness, collaboration, and professional conduct. Peer reviews are conducted confidentially to ensure honest feedback.
- **Student Feedback:** Structured surveys and questionnaires are used to gather student opinions on the quality of instruction and learning experiences.

- **Administrative Evaluation:** Department heads and senior administrators review the collected data, considering the faculty member's overall contribution to the institution.

Non-Teaching Staff

1. Criteria for Evaluation:

- **Job Performance:** Assessment of the efficiency, accuracy, and quality of work performed. This includes punctuality & adherence to procedures
- **Professionalism and Conduct:** Evaluation of behavior, communication skills, teamwork, and adherence to institutional policies and ethics.
- **Skill Development:** Participation in training programs, workshops, and other professional development activities to enhance job-related skills.

2. Appraisal Process:

- **Self-Assessment:** Non-teaching staff members complete a self-evaluation form, providing an overview of their achievements and areas for development.
- **Supervisor Evaluation:** Immediate supervisors conduct detailed assessments, considering various performance metrics and providing feedback.
- **Feedback Mechanism:** Regular feedback sessions are held to discuss performance, set objectives, and identify training needs. These sessions ensure continuous communication and alignment with institutional goals.
- **Performance Improvement Plans:** For staff members needing improvement, customized performance improvement plans are developed, outlining specific goals & resources.

Outcomes and Benefits

The Performance Appraisal System at PESIMSR is designed to promote a culture of excellence and accountability. By systematically evaluating teaching and non-teaching staff, the institution ensures that all employees are aligned with its mission and goals, fostering an environment of continuous improvement and professional growth. The system not only recognizes and rewards high performers but also identifies areas needing support, ensuring a balanced approach to staff development and institutional progress.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

PES Institute of Medical Sciences and Research (PESIMSR) has developed a comprehensive and systematic approach to fund mobilization and resource utilization, ensuring financial sustainability and effective support for its educational, healthcare, and research initiatives. The institution follows a multi-pronged strategy to secure funds from various internal and external sources, coupled with strict governance mechanisms for optimal resource allocation.

Mobilization of Funds

- **Government Grants and Funding Agencies:** PESIMSR actively seeks grants from government bodies such as the National Medical Council and various state and central health ministries. These grants are targeted at developing infrastructure, upgrading medical education facilities, and promoting research.
- **Research Grants:** PESIMSR places a strong emphasis on research, encouraging faculty to apply for project grants from national and international funding agencies. This approach not only generates funds but also promotes innovation in healthcare and medical education.
- **Alumni Contributions:** The Alumni Association plays a significant role in fund mobilization, contributing to both academic and infrastructural development. Alumni are actively involved in supporting scholarships, student welfare programs, and institutional research.
- **Philanthropy and Endowments:** The institution attracts donations from philanthropists, charitable organizations, and corporate social responsibility (CSR) initiatives. These funds are often directed towards student scholarships, healthcare outreach programs, and the establishment of specialized departments or research units.
- **Tuition Fees and Self-Financed Programs:** A substantial portion of the institution's revenue is generated through tuition fees, especially from self-financed medical and paramedical programs. PESIMSR ensures that these programs remain financially viable while maintaining quality education.

Optimal Utilization of Resources

- **Budgeting and Financial Planning:** PESIMSR follows a well-structured budgeting process, with clear financial planning aligned with institutional goals. The institution prepares annual budgets that forecast income and expenses, ensuring resources are allocated efficiently across departments and projects.
- **Internal and External Audits:** To maintain transparency and accountability, PESIMSR regularly conducts both internal and external audits. These audits help in identifying financial discrepancies and optimizing the use of funds. Audit mechanisms also ensure that any objections or recommendations are promptly addressed to improve financial management.
- **Infrastructure Development:** The institution prioritizes the optimal use of infrastructure by implementing modern practices such as energy-efficient buildings, cost-effective maintenance, and maximizing the use of existing facilities. Regular upgrades to equipment, laboratories, and IT infrastructure ensure that resources are used effectively without unnecessary financial strain.
- **Sustainable Resource Allocation:** PESIMSR employs a resource allocation strategy that balances academic, research, and healthcare priorities. This includes investment in faculty development programs, upgrading medical equipment, expanding healthcare services, and enhancing student facilities such as libraries, hostels, and sports complexes.
- **Monitoring and Evaluation:** To ensure optimal resource utilization, PESIMSR has established monitoring mechanisms that track the progress of projects and initiatives. This helps in evaluating whether resources are being used as intended and provides data for future planning.

File Description	Document
Any additional information	View Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for any other relevant information	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Frequency and Scope:

? **Quarterly Audits:** Internal audits are conducted quarterly to review and monitor financial transactions, budget utilization, and compliance with institutional financial policies.

? **Special Audits:** Occasionally, special internal audits are conducted to address specific concerns or to review financial areas, such as procurement processes or capital expenditures.

Process:

1. Preparation: The internal audit team from the institution's finance department, prepares an audit plan outlining the scope and objectives.

2. Execution: Auditors review financial records, verify transactions, and assess compliance with policies and procedures.

3. Reporting: A detailed report is prepared, highlighting findings and areas of improvement.

4. Action: The report is submitted to the finance committee and relevant departments for review and action.

Mechanism for Settling Objections:

? **Initial Review:** Any audit objections or discrepancies are first reviewed by the internal audit team

? **Rectification:** The departments are given a timeline to rectify the issues and implement corrective actions.

? **Follow-Up:** Follow-up audits are conducted to ensure that the objections have been adequately addressed and that the necessary changes have been implemented.

External Financial Audits

1. Frequency and Scope:

? **Annual Audits:** External financial audits are conducted annually by independent chartered accountants or certified audit firms

? **Regulatory Audits:** Periodically, audits are carried out by government bodies or regulatory agencies to verify compliance with tax laws, funding regulations, and other statutory obligations.

2. Process:

? **Engagement:** The institution engages a reputable external audit firm with a clear mandate and terms of reference.

? **Execution:** External auditors review financial statements, accounting records, and supporting documentation to verify accuracy and compliance.

? **Reporting:** The external auditors prepare an audit report summarizing their findings, which is presented to the institution's management and governing body.

? **Action:** The report is reviewed, and necessary actions are taken to address any issues or recommendations.

3. Mechanism for Settling Objections:

? **Discussion:** Initial audit objections are discussed between the external auditors and the institution's management

? **Resolution Plan:** A resolution plan is developed to address valid objections

? **Compliance Check:** The external auditors may perform follow-up reviews to ensure that the institution has resolved the objections and complied with the recommendations.

Settling Audit Objections

The mechanism for settling audit objections at PESIMSR involves a structured process of review, rectification, and follow-up. Both internal and external audit objections are addressed through collaborative efforts between auditors and the institution's management. Corrective actions are implemented, and subsequent audits ensure compliance and resolution of issues. This robust audit framework ensures that PESIMSR maintains financial integrity, transparency, and accountability in all its operations.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 60

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
5	20	25	5	5

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Internal Quality Assurance Mechanism at PESIMSR

PES Institute of Medical Sciences and Research (PESIMSR) has established a robust Internal Quality Assurance Cell (IQAC) as part of its commitment to maintaining and enhancing quality standards in all aspects of institutional functioning

Objectives of IQAC

- 1.To develop a system for conscious, consistent, and catalytic improvement in the performance of the institution.**
- 2.To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.**

Key Functions of IQAC

- Development and Application of Quality Benchmarks:**
- Establishing and maintaining quality benchmarks for academic and administrative**

activities.

- **Facilitating a Learner-Centric Environment:**
 - **Creating an environment conducive to quality education.**
 - **Facilitating faculty development to adopt modern teaching methodologies.**

- **Feedback Mechanism:**
 - **Implementing a structured feedback system from students, parents, and other stakeholders incorporating it into the improvement process.**

- **Documentation and Reporting:**
 - **Systematic documentation of all activities and processes.**

- **Dissemination of Information:**
 - **Organizing workshops, seminars, and conferences to disseminate information on quality parameters.**

- **Innovative Practices:**
 - **Encouraging the adoption of innovative practices in teaching, learning, and evaluation & promoting research**

Activities of IQAC

Quality Enhancement Initiatives:

- **Conducting regular internal audits to ensure adherence to quality standards.**
- **Implementing measures based on audit findings to enhance quality.**

Professional Development:

- **Organizing faculty development programs, workshops, and training sessions.**

Student Support and Progression:

- **Implementing student support services. and providing necessary interventions for their academic and personal development.**

Research

- **Promoting a research culture & facilitating research projects among faculty and students.**

Community Engagement:

- **Encouraging participation in community service and extension activities.**

Infrastructure and Learning Resources:

- **Ensuring the availability and optimal utilization of learning resources.**
- **Regularly upgrading infrastructure to support the teaching-learning process.**

Impact of IQAC

- **Continuous Improvement: The efforts of IQAC have led to continuous improvement in academic and administrative processes**
- **Enhanced Stakeholder Satisfaction: The structured feedback mechanism ensures that the needs and expectations of stakeholders are met, leading to higher satisfaction levels.**
- **Quality Culture: IQAC has successfully inculcated a quality culture within the institution, making quality enhancement a part of everyday institutional activities.**

The Internal Quality Assurance Mechanism at PESIMSR, driven by the IQAC, ensures the Institution's commitment to quality and excellence. Through its various initiatives and activities, the IQAC has significantly contributed to the institution's growth and development, making it a center of quality medical education and research

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 39.28

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
243	26	81	44	109

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Link for Additional Information	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 12

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	2	1	3

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

PESIMSR is committed to gender equality and inclusivity in all its operations, ensuring that merit and performance are the sole criteria for advancement, free from any bias based on gender, race, or region. Respect and dignity are core values instilled in all staff and students.

The faculty and student population maintains a nearly equal ratio of males and females, indicating a strong commitment to gender parity. This balance fosters healthy competition and camaraderie among all students, motivating everyone to excel regardless of gender. PESIMSR's nurturing environment empowers female students to excel in academic, co-curricular, extra-curricular, and

research activities, evident both during their studies and in their careers post-graduation.

At PESIMSR, a safe and secure environment is a priority for female students. The Institute is dedicated to empowering women through quality education, values, and life skills, transforming them into competent individuals. Female counselors are available to help female students overcome anxieties and resolve issues. 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, a tradition that will continue. The number of female teaching staff, support staff, and maintenance staff is progressively increasing, and the Institute is committed to maintaining this upward trend. Maternity leave policy is in place for female staff and postgraduate students as per the University guideline to support their work-life balance.

The Institute celebrates Women's Day annually and provides awareness programs on sexual harassment to all faculty, staff, and students. An internal complaints committee is in place to address any grievances swiftly. The issues are being dealt with sensitivity and confidentiality. These measures have made the Institute a non-discriminatory environment that values gender equity, merit, and performance without any barriers.

File Description	Document
Any additional information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Link for any other relevant information	View Document
Annual gender sensitization action plan	View Document

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.4

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:

PESIMSR manages and handles various types of degradable and non-degradable waste, with a comprehensive and systematic approach to ensure environmental sustainability and compliance with regulatory standards. Below is an overview of the facilities and processes in place for different waste management categories:

1. Solid Waste Management

PESIMSR employs a robust 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.

2. Liquid Waste Management

The institution manages liquid waste through a well-structured sewage treatment plant (STP). Wastewater from laboratories, kitchens, and other facilities is channeled to the STP, where it undergoes primary, secondary, and tertiary treatment processes. The treated water is then reused for gardening, landscaping, and other non-potable purposes, minimizing the environmental impact and conserving water resources.

3. Biomedical Waste Management

PESIMSR strictly adheres to the Biomedical Waste Management Rules established by regulatory authorities. Biomedical waste is meticulously segregated at the point of generation into categories such as sharps, infectious waste, and pathological waste, using color-coded bins and containers for accuracy. The waste is then collected, transported, and treated by M/S AWM Company, whose representatives periodically collect the waste from our premises as per our agreement. The collected waste is then transported to the Pachikapallm facility for final disposal.

4. E-waste Management

The institution is acutely aware of the growing challenge posed by electronic waste (e-waste) and has implemented a dedicated e-waste management protocol. Unusable electronic devices, such as computers, printers, and medical equipment, are collected and stored in a designated area. We actively engage in e-waste management through buyback offers, ensuring that old systems are recycled whenever new computers are purchased. Additionally, electronic devices are used to their full potential, with minor repairs being handled by the staff to extend their lifespan.

5. Waste Recycling System

The institution has established a comprehensive waste recycling system to enhance sustainability. Materials such as paper, plastics, metals, and glass are systematically segregated and sent to recycling centers. The institution also encourages the reuse of materials whenever possible. For example, used paper is often repurposed for note-taking or internal documentation, effectively reducing the overall waste footprint.

6. Hazardous Chemicals and Radioactive Waste Management

Managing hazardous chemical waste requires stringent procedures to ensure safety and regulatory compliance. Hazardous chemicals from laboratories are carefully neutralized or treated before disposal and are then handed over to M/S AWM as part of the biomedical waste disposal process. The institution maintains a comprehensive inventory and detailed usage records of all hazardous materials. As for radioactive waste, none is generated on campus. Radiation levels in the Radiology department and operation theatre are rigorously monitored and certified by an authorized agency M/S AVANTTEC LABORATORIES (P) LTD., to be within permissible limits, in accordance with the Radiation Protection Rules.

File Description	Document
Any additional information	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.5

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	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document

7.1.6

Green campus initiatives of the Institution 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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7

The Institution has disabled-friendly, barrier-free environment

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal 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).

Response:

PESIMSR is committed to fostering an inclusive environment that promotes tolerance, harmony, and respect for cultural, regional, linguistic, communal, socio-economic, and other diversities. The institution recognizes the significance of diversity in enriching the educational experience and preparing students to serve in a multicultural society. Several initiatives and efforts have been undertaken by PESIMSR to ensure inclusivity and leverage its location for community services.

Promoting Cultural and Regional Diversity

PESIMSR hosts a diverse student body, with individuals hailing from various cultural and regional backgrounds. The institution actively celebrates this diversity through numerous cultural events and festivals that highlight the traditions and practices of different regions. These events, such as cultural fests, language days, and regional celebrations, provide a platform for students to showcase their heritage and learn about the customs of others. This fosters an environment of mutual respect and understanding, breaking down cultural barriers and promoting unity among the student community.

Linguistic and Communal Harmony

Recognizing the linguistic diversity within India, PESIMSR ensures that language is not a barrier to education. The institution offers support for students who may face challenges due to language differences, including language learning sessions and peer support groups. By encouraging multilingual communication and providing resources in multiple languages, PESIMSR facilitates better integration of students from various linguistic backgrounds.

To further communal harmony, the institution organizes interfaith dialogues, religious festivals, and awareness programs that promote understanding and respect for different religious beliefs. These initiatives aim to cultivate a spirit of coexistence and to counter communal biases that may exist.

Socio-Economic Inclusivity

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.

Leveraging Location for Community Services

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. These initiatives are designed to provide essential healthcare services, raise awareness about public health issues, and educate the community on preventive healthcare practices.

PESIMSR’s community engagement also includes collaborations with local NGOs, government agencies, and other organizations to address the needs of the local population. These partnerships have led to the successful implementation of programs that address critical issues such as maternal and child health, nutrition, sanitation, and disease prevention.

Inclusivity in Education and Beyond

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. These educational programs are aimed at sensitizing students to the diverse needs of the populations they will serve as healthcare professionals.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 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 and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Any other relevant information	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

7.1.10

The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

1. National Festivals:

PES Institute of Medical Sciences and Research (PESIMSR) takes pride in celebrating significant national festivals with great enthusiasm and fervor. Key among these are Independence Day and Republic Day. These events are marked by flag hoisting ceremonies, patriotic speeches, and cultural programs that instill a sense of national pride and unity among students and staff. Such celebrations not only honor the nation’s history but also encourage a collective reflection on the values of freedom, democracy, and patriotism.

2. International Days:

PESIMSR actively commemorates important international days designated by the United Nations and other global organizations. World Patient Safety Day, World Health Day, World Environment Day, and International Yoga Day are celebrated with various activities. World Health Day includes health awareness programs, free health camps, and expert talks on pressing health issues. Tree plantation drives, campus clean-up activities, and seminars on environmental conservation are held. Yoga sessions promoting physical and mental well-being are regularly held among the campus community.

3. Cultural and Religious Festivals:

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. These celebrations foster a spirit of inclusivity and respect for different traditions. Cultural programs, traditional music and dance performances, and festive decorations bring vibrancy to the campus, enhancing the overall cultural experience.

4. Professional and Academic Events:

PESIMSR also places a strong emphasis on professional and academic commemorations. Doctors' Day, Nurses' Day, and Teachers' Day are celebrated to honor the contributions of medical professionals and educators. These events include felicitations, seminars, and workshops that highlight the importance of these professions and provide opportunities for professional development and networking.

5. 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. These campaigns include awareness programs, rallies, and guest lectures that educate the community on relevant issues and advocate for positive change.

6. Student-Led Initiatives:

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.

7. Collaboration with External Bodies:

The institution often collaborates with external organizations, NGOs, and government bodies to enhance the impact of these celebrations. Such collaborations help broaden the scope of the events, ensuring a wider reach and a more significant impact on the community.

Through these varied celebrations and commemorations, PESIMSR not only enriches the cultural and social fabric of its campus but also instills values of unity, respect, and awareness among its community members. These efforts reflect the institution's commitment to holistic education and its role in fostering a vibrant, inclusive, and socially conscious environment.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Title of the Practice Integrating Curricular and Sports Activities for Holistic Development of Medical Students

Objectives of the Practice

- **Promote the physical, mental, and social well-being of medical students.**
- **Enhance teamwork, leadership, and time management skills through sports and extracurricular activities.**
- **Create a balanced environment fostering academic excellence and personal growth.**
- **Reduce stress and burnout among medical students by encouraging regular physical activity.**
- **To foster a deep understanding of medical knowledge and skills.**
- **To enhance critical thinking and problem-solving abilities.**
- **To instill a sense of social responsibility and ethical practice.**

The Context

In the rapidly evolving field of medicine, it is essential for doctors to be well-versed not only in clinical skills but also in interpersonal and management skills. Recognizing this, PESIMSR has designed a comprehensive program that integrates both curricular and extracurricular activities. The challenge is to balance the demanding academic schedule with meaningful extracurricular engagements, which we addressed through strategic planning and student feedback.

The Practice

- **Structured Sports Programs:** PESIMSR prioritizes sports and physical activity, offering a range of facilities and programs. The college has a cricket ground, football field, volleyball and athletic tracks. Indoor facilities include table tennis, shuttle badminton, a gym, and yoga hall. Students participate in inter-college tournaments and intra-college competitions. The college fosters a competitive spirit, teamwork, and sportsmanship, producing talented sportsmen and women. Sports events and festivals are regularly organized, promoting a healthy and active lifestyle among students.
- **Annual Sports Day:** Annual Sports Day is a vibrant celebration of athleticism and teamwork. The event showcases student's sporting talents in various disciplines, including track and field events, cricket, throw ball and volleyball. The day begins with a colorful procession, followed by the lighting of the sports torch. Students compete in their respective categories, vying for medals and awards.
- **Fitness Facilities:** PESIMSR has state-of-the-art fitness facilities, catering to the physical well-being of its students. The college has a fully equipped gymnasium with modern machinery and free weights, allowing students to engage in strength training and cardio exercises. Additionally, a dedicated yoga and meditation hall provides a serene space for mindfulness and flexibility practices.
- **Extracurricular Clubs:** PESIMSR has a vibrant cultural scene, with various clubs and associations that cater to diverse interests. The college has music, dance, drama, and literary clubs, providing platforms for students to showcase their talents. The cultural clubs organize events, competitions, and festivals throughout the year, celebrating regional and national heritage.
- **Workshops and Seminars:** Regular sessions on stress management, time management, and the importance of physical fitness educate students on maintaining a balanced lifestyle.
- **Mentorship Programs:** Faculty and senior students mentor new students, encouraging participation in sports and extracurricular activities while guiding them in balancing these with academic responsibilities. Fresher's Day is a joyous occasion where seniors warmly welcome juniors, marking the beginning of a lifelong journey together..

- **Evidence of Success**
- **Improved Academic Performance**
- **Increased Participation**
- **Enhanced Well-being**
- **Achievements in Sports**
- **Problems Encountered and Resources Required**
- **Time Management**
- **Awareness and Motivation**

Title of the Practice: Perseverance, Excellence, and Service: Affordable State-of-the-Art Tertiary Healthcare to Rural Populations from the Tristate Junction of Andhra Pradesh, Tamil Nadu, and Karnataka

Objectives of the Practice

- 1. Provide Affordable, High-Quality Tertiary Healthcare Services:**
To ensure that the rural populations in the tristate junction have access to affordable, high-quality tertiary healthcare services.
- 2. Bridge the Healthcare Gap:**
To address the disparities in healthcare by offering state-of-the-art medical facilities and services to underserved communities in the region.
- 3. Foster a Culture of Perseverance, Excellence, and Service:**
To inculcate values of perseverance, excellence, and service among medical students and healthcare professionals, ensuring they are committed to serving the community.
- 4. Promote Preventive Healthcare and Health Education:**
To actively promote preventive healthcare and health education in rural areas, empowering the community to take charge of their health.

The Context

The rural populations at the border states face significant challenges in accessing quality healthcare due to geographic isolation, limited resources, and socio-economic disparities. These factors result in inadequate medical services and hinder residents from obtaining advanced care. The region's difficult terrain, poor road connectivity, low income, illiteracy, and traditional beliefs further exacerbate these issues. Recognizing these challenges, our institution launched an initiative to provide affordable, high-quality medical services to this underserved area. Beyond offering medical care, the initiative empowers the community with knowledge, promotes health consciousness, and establishes a sustainable healthcare model for similar regions.

The Practice

- **Mobile Health Clinics:**

One of the cornerstone practices of our healthcare initiative is the operation of mobile health clinics. These clinics travel to the most remote and inaccessible villages, providing essential medical services, health check-ups, and screenings. Equipped with modern diagnostic tools, these mobile units bring the hospital to the doorstep of those who need it the most.

- **Subsidized Treatment Plans:**

To make advanced medical procedures and treatments accessible to low-income patients, our institution offers subsidized treatment plans. These plans significantly reduce the financial burden on patients and their families, allowing them to receive the care they need without the fear of financial ruin.

- **Health Education Programs:**

Education is a powerful tool in preventive healthcare. Our institution conducts regular health camps and educational programs in rural areas, focusing on preventive healthcare, hygiene, nutrition, and common diseases.

- **Collaboration with Local Authorities:**

Collaboration with local health departments and non-governmental organizations (NGOs) is a critical component of our healthcare initiative. By working closely with these entities, we are able to identify specific healthcare needs and implement targeted interventions that address these needs effectively.

Evidence of Success

The success of our practice is evident through several key indicators:

- **Increased Access to Healthcare**
- **Improved Health Outcomes**
- **Community Engagement**
- **Recognition and Awards**

Problems Encountered and Resources Required

While our practice has been successful, it has not been without its challenges:

- **Logistical Challenges**
- **Cultural Barriers**

File Description	Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Institutional Context

PESIMSR, located at the strategic tri-state junction of Andhra Pradesh, Karnataka and Tamil Nadu serves a predominantly rural population, bridging the healthcare gap in this region. As an NABH and NABL accredited institution, we are dedicated to providing high-quality medical education and healthcare services, uniquely tailored to the needs of rural communities.

Mission

Our mission is to provide students with:

- **A sense of history, fostering a deep understanding of the medical field and its impact on society.**
- **An understanding of values and ethics, ensuring that our graduates are not only skilled professionals but also principled individuals committed to ethical practices.**
- **A commitment to law and morality, emphasizing the importance of legal and moral standards in healthcare.**
- **An appreciation of human creativity, encouraging innovative thinking and problem-solving.**
- **An analytical and inquiring mind, nurturing curiosity and the drive to continually seek knowledge and improvements in medical science.**

Vision

Our vision is to create a professionally superior and ethically strong global workforce. We aim to produce healthcare professionals who excel in their fields, uphold the highest ethical standards, and contribute positively to global health.

Quality Policy

Our quality policy is centered around the development of highly skilled human resources who can adapt to an intellectually and technologically changing environment. This is achieved through the participative efforts of our management, staff, students, and parents. We focus on continuous improvement and innovation in our educational and healthcare practices.

Distinctiveness

Our institution stands out due to the following distinct features:

1. Rural Healthcare Focus:

- **We are uniquely positioned to address the healthcare needs of rural communities at the tri-state junction. Our outreach programs, mobile clinics, and health camps ensure that underserved populations receive essential medical services.**

2. Comprehensive Medical Education:

- **Our curriculum integrates rigorous academic training with practical clinical experience, ensuring that students are well-prepared to meet real-world challenges. The emphasis on rural health issues prepares our graduates to serve in diverse settings.**

3. Community Engagement:

- We maintain strong ties with local communities, involving them in health initiatives and educational programs. This engagement not only benefits the communities but also enriches our students' learning experiences.

4. Ethical and Moral Training:

- We prioritize ethics and morality in our training programs, ensuring that our graduates are not only competent but also compassionate and ethical practitioners. This focus on values sets our alumni apart in the medical field.

5. Research and Innovation:

- Our institution is a hub for research and innovation, particularly in areas relevant to rural healthcare. We encourage our faculty and students to undertake research projects that address pressing health issues and contribute to advancements in medical science.

6. State-of-the-Art Infrastructure:

- Our hospital is equipped with modern facilities and advanced technology, providing a conducive environment for both education and patient care. This infrastructure supports our mission of delivering high-quality healthcare services.

7. Supportive Learning Environment:

- We offer a supportive and nurturing environment for our students, with facilities such as female counselors, dedicated sports facilities, and secure hostels. This holistic approach ensures the well-being and all-round development of our students.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8. Medical Part

8.1 Medical Indicator

8.1.1

NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

Response: 90.34

8.1.1.1 Institutional mean NEET percentile score

Response: 90.34

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.2

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.

Response:

PESIMSR integrates theoretical education with practical exposure to ensure that students develop a comprehensive understanding of quality care and patient safety issues. Here's an overview of the procedures followed by PESIMSR Teaching Hospital.

Theoretical Education

Curriculum Design: adheres to the curriculum designed by NMC & Dr YSR University which includes modules specifically dedicated to quality of care and patient safety. These modules are typically integrated into various courses throughout the medical program. Methods of Quality of Care for Patients is taught during the AETCOM session along the MBBS program in various phases with a total of 27 modules with a specific focus on Patient safety, quality, and infection control with theoretical & practical sessions.

Didactic Lectures: Students attend didactic lectures which are as a part of the curriculum on patient safety practices and infection control measures followed in the hospital delivered by experienced faculty members during regular theoretical, practical sessions. These lectures cover topics such as medical ethics on patient safety, hand hygiene, quality improvement methodologies, patient-centered care, and error prevention in diagnosis which are distributed in every phase of the curriculum.

Case Studies and Discussions: Case-based learning is employed to facilitate critical thinking and decision-making skills. Students analyze real-life scenarios related to quality of care and patient safety, discuss potential challenges, and propose solutions.

Workshops and Seminars: PESIMSR organizes orientation programs, workshops, and seminars where students engage in interactive sessions and role-plays. These activities focus on communication strategies, teamwork, conflict resolution, and ethical dilemmas in healthcare settings.

Practical Exposure: Clinical Rotations: Students undergo clinical rotations at the teaching hospital. During these rotations, they work under the supervision of attending physicians, residents, and nurses, gaining hands-on experience in patient safety procedures, and infection control practices.

Observation and Shadowing: Students observe healthcare professionals delivering care to patients, paying attention to clinical protocols, safety procedures, and communication practices. They also have the opportunity to shadow physicians during rounds, outpatient visits, and surgical procedures.

Patient Safety Rounds: The NABH quality manager & patient safety officer conducts regular patient safety rounds where faculty members, residents, and students review clinical cases, identify potential risks or errors, and implement preventive measures where the students are exposed to training.

Quality Improvement Projects: Students collaborate with healthcare teams to initiate quality improvement projects aimed at enhancing patient outcomes, reducing medical errors, and optimizing healthcare delivery processes.

NABH Orientation sessions: PESIMSR is accredited with NABH and follows protocols laid down in the NABH patient safety manual and infection control manual. Postgraduates undergo regular training sessions which are conducted at the start of the course through an orientation program. Faculty and the associated NABH team undertake regular monitoring with updates on infection control quality practices.

Patient Safety Week will be conducted every year and the faculty, students & nursing staff participate in the sessions, and regular monitoring and follow-up will be done

File Description	Document
Any additional information	View Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document
Link for Additional Information	View Document

8.1.3

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)

Response: 2.12

8.1.3.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

2023-24	2022-23	2021-22	2020-21	2019-20
10	8	3	6	6

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.4

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

Response:

To certify the attainment of clinical competencies by MBBS students and interns, PESIMSR implements objective methods outlined by the National Medical Commission (NMC) in accordance with the undergraduate curriculum. These methods ensure that students have acquired the necessary knowledge, skills, and attitudes to practice medicine competently.

Some of the common objective methods adopted by colleges

Objective Structured Clinical Examination (OSCE): OSCE is a widely used assessment tool that evaluates students' clinical skills and competencies in a structured and standardized manner. It consists of multiple stations where students interact with simulated patients or standardized patients to perform specific tasks or procedures. Each station is designed to assess different aspects of clinical competence, such as history taking, physical examination, communication skills, and procedural skills. Trained examiners use predetermined checklists or rating scales to objectively evaluate students' performance at each station.

Mini Clinical Evaluation Exercise (Mini-CEX): Mini-CEX is a formative assessment method that provides real-time feedback on students' clinical performance during supervised encounters with actual patients. Students are observed by faculty members or preceptors while they conduct clinical assessments, make diagnostic and management decisions, communicate with patients, and demonstrate professionalism. Feedback is provided immediately after the encounter based on predefined criteria, allowing students to identify strengths and areas for improvement.

Direct Observation of Procedural Skills (DOPS): DOPS is a structured assessment tool used to evaluate students' procedural skills in clinical settings. Students perform specific procedures under the direct observation of trained assessors, who assess their competency based on predetermined criteria. Procedures commonly assessed through DOPS include venipuncture, suturing, catheterization, and basic life support. Feedback is provided to help students refine their skills and ensure patient safety.

Case-based Discussions: Case-based discussions provide students with opportunities to demonstrate their clinical reasoning and problem-solving abilities. Students present and discuss clinical cases they have encountered during their rotations, focusing on history taking, differential diagnosis, investigations, treatment plans, and follow-up care. Faculty members facilitate discussions, ask probing questions, and provide feedback to enhance students' understanding of clinical concepts and decision-making processes.

Multisource Feedback (MSF): MSF, also known as 360-degree feedback, involves gathering feedback from multiple sources, including peers, supervisors, nurses, patients, and other healthcare professionals, to assess students' clinical performance and professionalism. Anonymous surveys or questionnaires are used to collect feedback on various aspects of students' behavior, communication skills, teamwork, and clinical competence. The aggregated feedback helps students gain insight into their strengths and weaknesses from different perspectives and identify areas for improvement.

Standardized Patient Examinations: Standardized patient examinations involve interactions between students and trained actors who portray specific medical scenarios or clinical conditions.

These encounters assess students' clinical skills, communication abilities, empathy, and professionalism in a controlled environment. Standardized patients provide feedback based on their interactions with students, contributing to the comprehensive evaluation of clinical competencies.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Additional Information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document

8.1.5

Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Response:

The instructional sessions introduced by PESIMSR on the medical, legal, ethical, and social issues involved in organ transplantation are crucial for preparing students to navigate the complexities of this field with integrity and sensitivity.

Sessions for students include:

1. Medical Aspects of Organ Transplantation: These sessions provide students with a deep understanding of the medical aspects of organ transplantation, including:

- **Anatomy and physiology of organs involved in transplantation.**
- **Indications and contraindications for transplantation.**
- **Evaluation and selection of donors and recipients.**
- **Surgical techniques and perioperative care.**
- **Immunosuppressive therapy and management of post-transplant complications.**
- **Advances in transplant medicine and emerging technologies.**

2. Legal Framework: These sessions focus on the legal aspects governing organ transplantation, covering: National and international regulations and guidelines governing organ procurement, allocation, and transplantation.

- Legal requirements for organ donation, consent, and allocation.
- Laws related to brain death, organ trafficking, and transplant tourism.
- Ethical and legal considerations in living donation and deceased donation.
- Documentation and legal responsibilities of healthcare professionals involved in transplantation.

3. Ethical Considerations: These sessions delve into the ethical dilemmas inherent in organ transplantation, including:

- Principles of medical ethics, such as autonomy, beneficence, non-maleficence, and justice. Allocation of scarce resources and prioritization of candidates on transplant waiting lists. Ethical issues in living donation, including donor autonomy, coercion, and psychological impact.
- Ethical challenges in pediatric transplantation, including decision-making for minors and parental consent.
- Cultural, religious, and socioeconomic factors influencing attitudes toward organ donation and transplantation.

4. Case Studies and Ethical Debates: These sessions employ case-based learning and ethical debates to stimulate critical thinking and ethical reasoning skills among students.

Students analyze real-life cases involving ethical dilemmas in organ transplantation, engage in discussions, and explore different perspectives to develop well-rounded insights.

These sessions not only prepare students for clinical practice but also foster a deeper understanding of the broader societal and ethical implications of organ transplantation.

5. Social and Cultural Perspectives: These sessions explore the social and cultural dimensions of organ transplantation, addressing:

- Public perceptions and attitudes toward organ donation and transplantation.
- Cultural beliefs, taboos, and religious perspectives on death, organ donation, and transplantation.
- Disparities in access to transplantation based on socioeconomic status, ethnicity, and

geographic location.

- **Challenges in communication and decision-making within families regarding organ donation.**
- **Strategies for promoting public awareness, education, and organ donation advocacy.**

6. Interdisciplinary Collaboration: These sessions emphasize the importance of interdisciplinary collaboration in transplantation care, involving:

- **Collaboration among transplant surgeons, physicians, nurses, social workers, ethicists, and legal experts.**
- **Team-based approaches to patient evaluation, pre-transplant assessment, and post-transplant care.**
- **Effective communication and shared decision-making among multidisciplinary team members.**
- **Role-play exercises and case discussions to simulate interdisciplinary interactions and address complex clinical scenarios.**

File Description	Document
Any additional information	View Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	View Document
Link for National/State level policies on organ transplantation as adopted by the Institution	View Document
Link for Additional Information	View Document

8.1.6

Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

The Immunization Clinic of PES IMSR is fully functioning and providing vaccination for all age groups including, neonates, infants, children, adolescence and adults to reduce and eliminate the spread of vaccine preventable diseases. According to the National Immunization Schedule

vaccination is done at free of cost. The clinic also provides vaccines for medical indications and to those who are exposed to occupational risk. Vaccines available for immunization are...

- **BCG vaccine**
- **Oral PolioVaccine, Inactivated Polio Vaccine**
- **Hepatitis-B vaccine**
- **DPT/DT vaccine**
- **Tetanus toxoid**
- **Rotavirus vaccine**
- **MR vaccine**
- **Haemophilus influenza type-B**
- **Vitamin A**

Institute also provides following vaccines as per Indian Academy of Paediatrics (IAP) schedule for the prevention of medical diseases. The vaccines available are...

- **Pneumococcal vaccine**
- **Hepatitis A vaccine**
- **Varicella vaccine,**
- **MMR vaccine**
- **Typhoid vaccine and**
- **HPV**

Immunization clinic functions on every Wednesday. All the vaccines are stored as per the WHO guidelines in Ice lined Refrigerator (ILR) and record of temperature is maintained vigilantly by staff nurse.

Under the guidance and supervision of Assistant professor and senior resident, CRRI and Staff nurse are giving vaccines to the children visiting the Immunization clinic. In special cases CRRI and the staff nurse in-charge assist the specialist in administering the vaccine. An Immunization card is provided to all the children at the first dose of Immunization and they carry the card on subsequent visits. After vaccination staff nurse briefs the parents about post vaccination care.

Pulse Polio Immunization is conducted and all the children coming to paediatric OPD are immunized. We extend our services inside the campus and to nearby areas and vaccinate the children staying at Staff Quarters as well as children of nearby villages, in and around urban health centres. Vaccine carrier is available to carry the vaccine for outreach sessions. CRRIs and the postgraduate doctors of community medicine take part in the Pulse Polio Immunization activity.

File Description	Document
Any additional information	View Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	View Document
Link for report on the functioning of the Immunization Clinic	View Document
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	View Document
Link for Additional Information	View Document

8.1.7

The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

Medical graduate attributes

PESIMSR ,KUPPAM on its website has displayed and described the Medical Graduate Attributes with a system of evaluation of attainment of same with special emphasis on:

- 1. Clinician**
- 2. Leader and member of the healthcare team and system**
- 3. Communicator**
- 4. Lifelong learner**
- 5. Professional**

The College has adopted various methods to implement Medical graduate attributes as follows:

Clinician: Clinician who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.

Leader: Leader and member of the healthcare team and system who: Work effectively and appropriately with colleagues in an interprofessional health care team respecting diversity of roles, responsibilities. Recognize and function effectively, responsibly and appropriately as a health care team leader in primary and secondary health care settings.

Communicator: Communicator with patients, families, colleagues and community who: Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with patients in a language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.

Lifelong learner: Lifelong learner committed to continuous improvement of skills and knowledge who: Demonstrate ability to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills. Demonstrate ability to apply newly gained knowledge or skills to the care of the patient.

Professional: Professional who is committed to excellence, is ethical, responsive and accountable to patients, community and the profession: Practice selflessness, integrity, responsibility, accountability and respect. Respect and maintain professional boundaries between patients, colleagues and society.

Graduate attributes of the institution collectively reflect the institutional commitment to offer opportunities for a distinctive learning environment for all its students.

Assessment Criteria: MBBS: Term end examination and Preliminary examinations including both theory and practical.

Rotatory Internship: Record is maintained by the institute

Assessment: Assesses the learning level of the candidate after admission throughout the terms.
Formative evaluation: as per guidelines of DRYSRUHS, each department has separate policy:

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Assessment Criteria: Class test, Tutorials, Discussions and Mentoring Apart from the summative and formative evaluations as discussed earlier special programmes conducted by the institute for slow as well as advanced learners.

Subject mentoring: Remedial classes mentoring through Mentorship Programme, Soft skills workshop using Skill Laboratory, Personality Development Lectures.

File Description	Document
Any additional information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document
Link for Additional Information	View Document

8.1.8

Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

Response:

PES Institute Of Medical Sciences And Research, has one of the actively functioning Medical Education Technology (MET) Unit in the state.

Aims and objectives regarding “Faculty Development Programme” as envisioned by National Medical Commission and timely guidelines laid down by Nodal Centre in emerging trends in medical educational technology are fulfilled by Medical Education Unit of our institute by conducting various faculty development workshops with following aims and objectives.

Aim: To improve the quality of medical education by training the teachers.

Objectives:

- **Sensitize teachers about new concepts in teaching and assessment methods**
- **Develop knowledge and clinical skills required for performing the role of competent and effective teacher, administrator, researcher and mentor**
- **Assist clinicians to acquire competency in communication and behavioral skills Update knowledge using modern information and research methodology tools.**

By organizing lectures and workshops for all full time teachers with the help of Nodal Centre, CMC VELLORE, PESIMSR is playing an important role in following areas of Medical Education such as:

1. Shifting from conventional role of teachers to

- **Facilitator (of learning)**
- **curriculum and course planner**

- **Resource material creator**
- **Student assessor**
- **Mentorship provider**
- **Program evaluator**

2. Adopt and Acquire Changing Learning styles:

- **Student autonomy**
- **Self-learning**
- **Experiential learning,**
- **Reflective learning,**
- **Computer assisted learning,**
- **Distance learning,**
- **E- learning,**
- **Use of skill learning laboratories**

3. Innovative curriculum models:

- **Problem based Learning (PBL)**
- **Integrated Teaching**
- **Competency based curriculum**

4. New Assessment methods and tools:

- **OSCE & OSPE OSLER: Objective Structured Long Examination Record**
- **Mini CEX (Mini Case Evaluation Exercise)**
- **Case based Discussion**
- **DOPs (Direct Observation of Procedures) Portfolio Multi Source Feedback (360 degrees)
Patient Satisfaction Questionnaire**

The real strength of PESIMSR is its faculty members with 8 faculties having Advanced certificate in Medical Education Technology, and 120 having completed Revised Basic Course Workshop/Basic course in MET with AETCOM.

In addition to this as per the guidelines of Nodal Center, National Medical Commission,

Faculty members of PESIMSR have undergone Curriculum Implementation Support Programme (CISP) in two batches for effective implementation of competency based undergraduate medical curriculum (CBME).

In addition to this PESIMSR also conducts a continuous faculty development program and train the post graduates and also the senior residents in batches as per the need.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document

8.1.9

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Links for e-copies of Certificate/s of Accreditations	View Document
Link for Additional Information	View Document

8.1.10

Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 100

8.1.10.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
150	150	150	150	150

8.1.10.2 Number of first year Students admitted in last five years

2023-24	2022-23	2021-22	2020-21	2019-20
150	150	150	150	150

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.11

Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Present medico legal practices

Aim:

To prepare a policy statement concerning staff and students exposure to the insurance mechanisms, third party payers, present medico legal practices and medical indemnity insurance

Objectives:

To educate students about policy for indemnity insurance protection

To enlighten students about the various laws governing medical practices / profession

Procedures:

PESIMSR Kuppam has put lots of efforts to get the students and employees exposed and enlightened about the medico – legal matters that are applicable to medical practice . We educate them about various laws and indemnity insurance protection policies that will assist them avoid medical negligence suits throughout their profession as healthcare providers.

The faculty and students are made to be aware of the Bharatiya Nyaya Samhita[BNS] (Formerly IPC) and Nagarika Suraksha Samhita [NSS] [Formerly known as CrPC) requirements that medical practitioners are exposed to in their professional practice. In accordance with the recommendations made in competency – based medical education, special provisions are provided in teaching and learning sessions.

During UG and PG orientation programmes, students get introduced to medico legal aspects of medical practice , medical indemnity insurance, its mechanisms and importance of correct documentation to prevent negligence suits..

Teaching sessions are arranged for the faculty members to make them familiar with medical indemnity insurance schemes in the market b specialist’s in that field.

File Description	Document
Any additional information	View Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

- PESIMSR, Kuppam is a permanent recognized Medical College by NMC & Govt. of India, Ministry of Health & Family Welfare for both UG & PG courses.
- PESIMSR, is the first Medical College Hospital in Andhra Pradesh State to obtain both NABH & NABL Accreditation
- 3rd Revised Basic Course Workshop (RBCW) was held between 07.03.2023 to 09.03.2023 at PESIMSR, KUPPAM
- PESIMSR Hospital received the Certificate of Appreciation for exemplary performance under Dr.YSR Aarogyasri – Ayushman Bharat Pradhana Mantri Jan Arogya Yojana for the year 2020-21
- The ART Centre at PESIMSR is part of the government-supported national program aimed at providing free antiretroviral medications to HIV-positive patients. These centres are crucial in controlling the spread of HIV and improving the quality of life of those affected by the virus. They offer regular medical check-ups, counselling, and necessary drug therapy to individuals suffering from HIV/AIDS
- **The IVF Centre at PESIMSR provides specialized infertility treatments, including In Vitro Fertilization (IVF), to help couples facing difficulties in conceiving. IVF is one of the most advanced reproductive technologies, where eggs and sperm are combined outside the body in a laboratory, and the resulting embryos are transferred back to the uterus.**

Concluding Remarks :

PESIMSR established with a noble mission of producing highly qualified medical professionals, particularly with a focus on serving the rural population. Over the last 22 years, the institution has experienced tremendous growth, reflecting its commitment to excellence. With a robust curriculum and innovative, student-centric teaching and learning practices, PESIMSR has consistently achieved high pass rates in examinations.

The institute's advancements in research and the establishment of world-class facilities underscore its dedication to academic and clinical excellence. Furthermore, its student-focused initiatives have encouraged participation and success in extracurricular and co-curricular activities, fostering holistic development. The alumni, holding key positions worldwide, are a testament to the institution's quality education and strong foundation.

Through participatory and decentralised governance, PESIMSR continues to shape inclusive, tolerant, and ethical graduates. Given its achievements across various domains, including curricular development, teaching, research, community service, governance, and social responsibility, PESIMSR is on its way to being recognized as one of the premier medical institutions in Andhra Pradesh

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 25 Answer after DVV Verification: 4</p> <p>Remark : Input edited excluding repeated courses</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2023-24</th><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th></tr></thead><tbody><tr><td>683</td><td>686</td><td>697</td><td>644</td><td>606</td></tr></tbody></table> <p>Answer After DVV Verification :</p> <table border="1"><thead><tr><th>2023-24</th><th>2022-23</th><th>2021-22</th><th>2020-21</th><th>2019-20</th></tr></thead><tbody><tr><td>550</td><td>550</td><td>525</td><td>510</td><td>499</td></tr></tbody></table> <p>Remark : Input edited as per 1.3.2</p>	2023-24	2022-23	2021-22	2020-21	2019-20	683	686	697	644	606	2023-24	2022-23	2021-22	2020-21	2019-20	550	550	525	510	499
2023-24	2022-23	2021-22	2020-21	2019-20																	
683	686	697	644	606																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
550	550	525	510	499																	
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">1. Follows measurable criteria to identify slow performers2. Follows measurable criteria to identify advanced learners3. Organizes special programmes for slow performers4. Follows protocol to measure student achievement <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : Input edited as per supporting documents</p>																				
2.3.2	<p>Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning</p>																				

The Institution:

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

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification : 2369.5 years

Answer after DVV Verification: 2861.80 years

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 / academies during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
41	2	27	39	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	2	4	6	3

Remark : Input edited as per e copies of certificates uploaded by HEI

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as HEI has provided supporting documents only for 3 options.

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as per supporting documents

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	7	14	3	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
106	108	106	106	102

Remark : Input edited as per clarification documents

3.4.2

Average percentage of students participating in extension and outreach activities during the last

five years

3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
450	385	660	155	170

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
720	616	656	217	306

Remark : Input edited as per metric 3.4.1

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2621.87	2836.59	2646.04	1785.65	1911

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2621.87	2836.59	2646.04	1785.65	1911

4.3.6 E-content resources used by teachers:

1. NMEICT / NPTEL
2. other MOOCs platforms
3. SWAYAM
4. Institutional LMS
5. e-PG-Pathshala

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Three of the above

Remark : Input edited as HEI has provided supporting documents only for 3 options

4.5.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2643.17</td> <td>1897.45</td> <td>1679.54</td> <td>1618.95</td> <td>2525.16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>1597.19</td> <td>952.53</td> <td>776.33</td> <td>682.42</td> <td>1500.64</td> </tr> </tbody> </table> <p>Remark : Input edited as per supporting documents</p>	2023-24	2022-23	2021-22	2020-21	2019-20	2643.17	1897.45	1679.54	1618.95	2525.16	2023-24	2022-23	2021-22	2020-21	2019-20	1597.19	952.53	776.33	682.42	1500.64
2023-24	2022-23	2021-22	2020-21	2019-20																	
2643.17	1897.45	1679.54	1618.95	2525.16																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
1597.19	952.53	776.33	682.42	1500.64																	
5.1.1	<p>Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>114</td> <td>115</td> <td>138</td> <td>162</td> <td>144</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>183</td> <td>184</td> <td>224</td> <td>259</td> <td>231</td> </tr> </tbody> </table> <p>Remark : Input edited as per clarification documents</p>	2023-24	2022-23	2021-22	2020-21	2019-20	114	115	138	162	144	2023-24	2022-23	2021-22	2020-21	2019-20	183	184	224	259	231
2023-24	2022-23	2021-22	2020-21	2019-20																	
114	115	138	162	144																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
183	184	224	259	231																	
5.1.2	<p>Capability enhancement and development schemes employed by the Institution for students:</p> <ol style="list-style-type: none"> 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 																				

6. Personality and professional development

7. Employability skill development

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any three of the above

Remark : Input edited as per supporting documents

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

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

5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	6	10	12	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
13	6	10	12	10

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
54	51	48	45	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
20	18	21	27	23

Remark : Input edited as per clarification documents

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	7	3	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
1	0	0	3	7

Remark : Input edited excluding participation certificates

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
146	68	38	53	50

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
139	68	38	39	50

Remark : Input edited excluding financial support less than 2000

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..

6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
56	74	71	70	75

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20

0	0	0	0	0
---	---	---	---	---

Remark : Input edited excluding FDP's less than 5 days

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above

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

Remark : Input edited as HEI has provided supporting documents for 3 options only

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>293</td> <td>278</td> <td>265</td> <td>277</td> <td>262</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>260</td> <td>212</td> <td>248</td> <td>263</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	293	278	265	277	262	2023-24	2022-23	2021-22	2020-21	2019-20	273	260	212	248	263
2023-24	2022-23	2021-22	2020-21	2019-20																	
293	278	265	277	262																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
273	260	212	248	263																	
1.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>293</td> <td>278</td> <td>265</td> <td>277</td> <td>262</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>273</td> <td>260</td> <td>212</td> <td>248</td> <td>263</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	293	278	265	277	262	2023-24	2022-23	2021-22	2020-21	2019-20	273	260	212	248	263
2023-24	2022-23	2021-22	2020-21	2019-20																	
293	278	265	277	262																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
273	260	212	248	263																	

273	260	212	248	263
-----	-----	-----	-----	-----