SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VAAGDEVI PHARMACY COLLEGE

H.NO. 41-4-131, BOLLIKUNTA VILLAGE, KHILA WARANGAL MANDAL,
WARANGAL DISTRICT,
506005
https://vaagdevipharmacycollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vaagdevi Pharmacy College, Bollikunta, Warangal was established in 2007 to provide professional education in Northern Telangana region and surrounding states. This is sponsored by "VISWAMBHARA EDUCATIONAL SOCIETY" established in the year 1993 with an objective of providing technical education.

The Institution is located on National High Way NH- 563 in an area of 2.12 acres of scenic beauty atmosphere and greenery surroundings away from the buzz of the city. The district headquarters Warangal is just 6kms away from the institution. It is well connected by road/rail to various places of Telangana and other parts of India

The institute has expert administrative support, committed teachers and researchers to impart quality education for the development of the backward and drought prone area of Warangal District, Telangana State, presently offering courses of pharmaceutical Sciences in maximum intake viz., B.Pharmacy, M.Pharmacy 3 Spacializations (M.Pharm-Pharmaceutics, Pharmaceutical Analysis, Regulatory affairs)and Pharm.D Programs.

The Institution has well-designed multistoried buildings with built up area of 7161 Sq mts providing infra structure with latest facilities, ICT classrooms, well equipped laboratories and adequately furnished Auditorium, Computer Labs, Sport facilities (Indoor & Outdoor), Gymnasium, It has state of art Library with good collection of titles and e-books including a digital library. A 250 KVA capacity generator ensures uninterrupted power supply for effective conduct of academic activities.

Vision

Heading towards academic excellence of pharmaceutical education for endeavor to
impart best knowledge and practical skills to Pharmacy professionals

Mission

- Committed to create the best infrastructure for quality pharmaceutical education and research.
- Collaborate with the renowened organizations in the field of pharmacy
- Enhance the quality in terms of academic and advanced research.
- To create enterpreneurs and innovators in healthcare system.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The proactive management is always ready to transform the challenges into opportunities. Institution has well-qualified, experienced, and dedicated staff. The Principal and his team work with a motive to provide the best skill to the students and make them expertise in the field of pharmaceutical education and research.

The institute has a green campus with excellent infrastructure, Wi-Fi enabled campus, ICT enabled classrooms, spacious well-equipped laboratories, digital library, sports facilities. The institute organizes Conferences/ Seminars/ Workshops and encourages them to attend the same when organized by other institutes too.

The T & P Cell provide job opportunities on-campus and off-campus to the students. The mentor-mentee system allows us to identify advanced learners and slow learners. Slow learners are paired up with advanced learners, and additional tutoring sessions are arranged. Advanced learners get space for self-learning and improvement strategies, and receive coaching to appear for national and international entrance examinations.

Programs were attained to promote lthe professional development, human values and leadership qualities. Extracurricular, co-curricular and cultural activities were organised in the campus.

Institutional Weakness

- The majority of the students from rural backgrounds with low profeciency in the medium of instruction and communication skills.
- Industry-institution cell needs to be strenthened.
- The efforts are needed to get research funding from extramural and intramural agencies.
- More students and faculty will be encouraged to participate and present their reasearch works at various national and international conferences.
- Lack of autonomy in curricular design.

Institutional Opportunity

There is increased demand for pharmacy professionals in the pharmaceutical industries and health care system. There is a oppurtunity to use social media platforms to enhance the skills for the students and faculty.

The latest technology and innovation in pharmaceutical sciences can be exploited for skill improvement of students.The faculty and students should involve in consultancy work in the healthcare system.

A numerous oppurtunities are available for student exchange programmes with premier industries and institutions in India and foreign universities .

Institutional Challenge

The gap between industry and institution should be filled with curriculam enrichment.

The soft and communication skills to be strenghtened.

The biggest challenge is to motivate students for training and improve their skills to make them ready to employabilty

To strengthen research temperament among students in collaboration with Pharma industries

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Vaagdevi Pharmacy College (VPC) adheres to the guidelines issued by the Pharmacy Council of India and its affiliated university JNTUH in all aspects, including the design of its curriculum and the implementation of the modules that teach comprehensive knowledge on pharmaceutical sciences. The institute has a well-organized process for lesson planning and implementation and all the Heads of the department and the faculty work together in a deliberate way to coordinate everything. The students have access to official encyclopaedias, reference books, e journals and their most recent updates, as well as study and learning resources in the form of handouts, PDFs, and PPTs. Along with being encouraged to actively engage in off-campus projects, internships at hospitals, and field visits, students were also encouraged to present their projects at conferences and symposia on various platforms to broaden their expertise on the subject matter.

In order to improve teaching and learning, address concerns about employability, provide skill development programmes in behavioural and social issues, and improve human values, among other things, VPC implements universal methods. The academic year is developed so that several curricula that assist faculty in knowledge expansion and scaling. Through we were conducting yoga events, an annual cultural gathering, and sports competitions, VPC also conducts a number of programmes pertaining to professional growth for the students improved physical, mental, emotional, and spiritual welfare. The Best Practices under curricular features were career inclination programmes, advanced language laboratory facilitations, and certification programmes in the curriculum.

B. Pharm and all the three M. Pharm courses, excluding Pharm D use the choice-based credit system, which gives students more flexibility in selecting the open electives and other activities relevant to their professional interests. By providing in-depth knowledge on topics like gender, the environment, and professional ethics and the faculties diverse technical knowledge have helped to improve the curriculums output. Professionals, alumni, faculty, and students provide timely feedback on the curriculum and other issues are brought up with the head of the institute.

Teaching-learning and Evaluation

Admissions are handled for all UG and PG programmes in accordance with the State Government's and affiliated University's policies. The Telangana government's EAMCET is used to determine merit-based admissions for Pharm.D. and B.Pharmacy programmes, and roster-based reservation laws are carefully adhered to. The entire admission process is managed by an Admission Committee under the direction of the EAMCET chairman. Admissions to the M. Pharmacy programme are based on the GPAT test at the national level and the PGECET exam at the state level. According to the State Government's reservation policy, a mix of students from various social, economic, and cultural backgrounds are admitted.

Every year, at the start of the academic year, College hosts a induction programme to inform newly admitted students about the institution, courses, curriculum, evaluations, academic calendar, faculty members, institute policy against ragging, professional ethics, career prospects, and other topics. In addition to traditional classroom instruction and laboratory training, students participate in advanced skill improvement activities such technical paper presentations, seminar discussions, group discussions and debates, and remedial sessions.

The execution of the lesson plan is scheduled in advance and is meticulously followed. With well defined course objectives, a detailed academic calendar, and an introduction to an online learning environment, VPC has a dedicated faculty for carrying out the teaching and learning procedure. Along with keeping track of the students' academic and other concerns, mentoring activities at every level of the classroom help to improve the teacher-student relationship. The administration of the institute can monitor the development of student satisfaction with relation to any changes or improvements made to the classroom, laboratory, and other infrastructure facilities.

The internal evaluation procedure is rigorously followed by the rules, and the results of the internal exam are made public after seven working days following the start of the examination. The methods for external exams are determined by the examining authority. Under the supervision of JNTUH's controller of examinations, the entire examination process is transparent, and the university promptly announces the results within two months of the examination's start date.

Research, Innovations and Extension

The College designed a policy that promotes the growth and development of research activity amongst the faculty and students with an objective to encourage research activities. Faculty members encouraged to undertake Major and Minor Research Projects with financial assistance from the national funding agencies / college, in improving the existing infrastructure facilities both for academic and sponsored research and to pursue collaborative research with Universities / Research Institution / Industries. Created awareness among the faculty on IPR, Patents, Start-ups, Incubation centers through expert lectures. Animal experiments can be done in an animal house that has been approved by the CPCSEA. Institutional Animal Ethics Committee (IAEC) and Institutional Ethics Committee (IEC) make sure that ethics aren't broken during preclinical and clinical training and research projects in those areas. E-resources such as DEL NET, the National Digital Library (NDL), Shodhganga, a digital library, and subscriptions to national and international publications assist faculty and students in becoming familiar with the most recent developments in pharmaceutical sciences research. As part of R&D activities, the Journal club is developed so that teachers and students can discuss recently published works in the field of pharmaceutical sciences. Conferences/ Seminars/ Workshops held in the organization also encourage students and faculty to become connected with latest insights. Carrier guidance and counselling activities to mould them according to their future goals and ambitions. Sports and games are conducted regularly to students to make them strong physically and mentally which indirectly helps to improve the learning skills. Extension initiatives provided by the institution's NSS Unit reach out to the public and inculcate in students a sense of social responsibility. Frequent activities and health camps are organised by the institution in local, and rural areas in and around Bollikunta to improve the public's health and sanitation. The activities encourage students to acquire not only professional abilities, but also the basic life skills that are required at the present time.

Infrastructure and Learning Resources

Vaagdevi Pharmacy College sprawls across more than 7161 sq. mt of buildup area, nestled in over 2.1 acres of land. It is located in a rural location and is well connected to the city of Warangal and the surrounding villages. The institution has taken significant precautions to ensure round-the-clock safety and security on campus and has appropriate infrastructure facilities to meet the needs of its stakeholders. To meet the evolving needs of the modern academic era and to foster a successful teaching-learning process, colleges have always placed their best on the development and improvement of their infrastructures.

Digitally equipped Lecture halls & seminar rooms have been prepared with LCD projectors for students. College is also utilizing funds to improvise the ICT-enabled teaching process in a more effective way.

Instruments like UV - Spectrophotometers, HPLC, Dissolution and Disintegration apparatus, Bulk Density apparatus, Franz Diffusion Cell, Tablet Punching Machine, Flame Photometer, BOD Incubator, Inoculation Chamber, Fuming Chamber, Plethysmometer, Autoclaves, Auto analyzer, Spirometer, Crude drugs, Biological and human specimens present in the museum and much more aid in enhancing the practical knowledge of students.

Animal housing is managed in accordance with CPCSEA norms. The institution has a subscription to the Expharma software, following PCI and CPCSEA requirements.

The Graduate teaching programmes are supported by outstanding infrastructure facilities and well-equipped and sophisticated laboratories. The campus also houses facilities like Generator Room, Auditorium, Gym, play Grounds, Volley Ball, Table Tennis, Badminton etc., Hostels, Canteen, Medicinal Garden etc.

The institute has a fully functional Central Library with a seating capacity of more than 150. Library uses the New Gen Lib and is resourceful with books, National/International Journals, and e-Journals through DELNET subscription. Faculty are encouraged to pursue courses on NPTEL to update their knowledge status. Continuous monitoring and updating of the library are done by Institutional Library Committee.

A total number of more than 85 computer systems with configurations ranging from Celeron 1.70 GHz to Pentium 4 CPU 2.5 GHz are installed, with an internet facility of 100 Mbps provided by Vaishnavi online services. The institution follows policies and procedures for the maintenance of infrastructure.

Student Support and Progression

 Students are the primary stakeholders of the institution and the progression of the students is intern the progression of institution, It has been practicing several measures like student empowerment and skill development which are student supportive and student centric. The practice of social inclusion, financial incentives and welfare measures has been internalized in the institutional processes. The prospectus containing the different student scholarship and student services is given to all those who aspire to join the college and the best practice that we are practicing is providing Merit scholarship to meritorious and poor students.

 The student support services are displayed on the institutional website and updated regularly regarding co – curricular, extra – curricular and sports activities. Our campus has various sports amenities, playground and running track etc. to support the students to prepare for state/national level sports competitions. We have modern gym to improve physical fitness, our campus is providing sophisticated auditorium to encourage students performance in cultural activities. College was taken an initiative to improve physical and mental fitness by practicing Yoga and different motivational programs.

Many of our students are encouraged for higher education by conducting GPAT classes and Mock tests every year. Placement services are offered in the college by organizing pool campus placement drives for supporting the employment of the outgoing and skilled students.

Students are being accelerated towards NSS programmes in remote areas to improve their social wellbeing simultaneously students are indulging in health camps and prescribe and provide medicines for poor and needy people which enhances their professional responsibility.

The college and few departments have encouraged several students to hone their expressions and creativity skills by contributing articles on contemporary developments in educational and research arenas. The college ensures the prompt application schedule and payment of SC/ST/OBC scholarship provided by the State Government and the Government of India. The alumni of the college have been actively involved in various events of the college either as resource persons and facilitators for extra-curricular activities and guiding the juniors and supporting financially to college as well as poor students.

Governance, Leadership and Management

Governance and Leadership. The Vishwambhara Educational Society consists of well highly professional experts from various fields of education and also retired professors from different universities. The governing body consists of secretary and correspondent, chief administrative officer, director, AICTE Nominee, University Nominee, directors (academic and R&D) and principal. It is institute motive towards academic excellence in pharmaceutical education to impart best knowledge and practical skills to young pharmacy professionals who can contribute to the requirement of healthcare system. Institute 's Governing body has a progressive outlook for evolving and sustaining the quality policy and lays the guidelines for the academic growth of the institution. The principal executes the policy decisions taken by the Governing body through its staff by Decentralisation through various committees to achieve the goals and objectives as laid down by the Governing body.

 The principal considering the views of all the stakeholders formulates short- and long-term plans and executes to achieve the stated mission. The institute provides to its employee's various welfare measures like insurance, medical leaves, maternity leaves, advance salaries and fee concession for children of staff of Vishwambhara educational society.

The professional development activities like seminars/conferences/workshops/ orientation/training programmes are organized for teaching and non-teaching staff. A self appraisal report is submitted by the staff at the end of the academic session which is analysed by the Principal, Director and the Managing Committee. The pay scales prescribed as per the grades based on their performance. The good performers are encouraged and the low performers are advised and inspired to do better.

At the beginning of the academic year the annual budgets for finance as well as man power are prepared/ reviewed and approved by the governing body. The Institute has engaged an External Auditing Company for internal & external audit. All proposals for major purchases are approved by the purchase committee after full justification and old stock being taken into consideration.

The college has put in place the Internal Quality Assurance Cell as a requirement of Post-Accreditation of NAAC.The quality assurance processes with regard to academics, administrative are the integral part of the institutional policy.

Institutional Values and Best Practices

To better serve our students and accomplish our objectives, we at Vaagdevi Pharmacy College in Bollikunta, Warangal, provide a variety of programmes that will enhance their academic and personal skills. We have used various educational tactics and activities to encourage our students to think creatively and demonstrate their best abilities.

At Vaagdevi Pharmacy College in Bollikunta, Warangal, numerous events are scheduled and carried out annually to support gender equity and educate girl students about their legal rights and women's power. Students will gain soft skills such as leadership ability, compassion, social adaptation, dedication, and, most significantly, humanitarian values via participation in various social activities. Such as National Pharmacy Week, World Pharmacist Day, World Cancer Day, Yoga Day, International Women's Day, Traditional Day etc., are conducted annually.

Numerous initiatives, such as water harvesting, tree planting, energy saving, hazardous or toxic waste management, e-waste management, etc., are taken to ensure an environmentally friendly campus.The institute was associated with a corporate hospital for Pharm.D interns curricular for different activities. On the occasion of Inavolu Jatara, the NSS unit engages student volunteers in social service activities, including a free health check-up camp at Inavolu temple. The base comprised BMI assessment, blood pressure, random blood sugar readings, free physician consultation, and personal counselling. Around 300 persons used the camps amenities, while 25 Pharm. D 5th-year students volunteered for the program.

Two-thirds of all students are females from rural regions. As a result, inequity and backwardness have a twofold effect on them. As a result, the institution has resolved to encourage female student empowerment to empower women via women's rights, variety of our cultural heritage, and academic accomplishment. These talents allow them to become both influential professionals and good humanitarians. Our confidence in our ability to continually generate novel ideas that will give all of our research new dimensions keeps us moving forward.

The Institutes Vision, Mission, and Quality Policy clearly describe its distinctive approach to satisfying stakeholder expectations and resolving difficulties in the rapidly evolving pharmacy marketplace through its entire orientation towards Pharmacy education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VAAGDEVI PHARMACY COLLEGE
Address	H.NO. 41-4-131, BOLLIKUNTA VILLAGE, KHILA WARANGAL MANDAL, WARANGAL DISTRICT,
City	WARANGAL
State	Telangana
Pin	506005
Website	https://vaagdevipharmacycollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kamal Yadav Gadda	0870-2865444	7799096969	0870-2865185	principalpharmacy @vaagdevi.edu.in
IQAC / CIQA coordinator	M Swapna Reddy	0870-2864183	7799286899	0870-2865185	swapnareddy81mp harm@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	28-08-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Telangana	Jawaharlal Nehru Technological University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	03-07-2015	[View Document](#)
12B of UGC	03-07-2015	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
PCI	[View Document](#)	16-04-2021	12	NIL

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	H.NO. 41-4-131, BOLLIKUNTA VILLAGE, KHILA WARANGAL MANDAL, WARANGAL DISTRICT,	Urban	2.12	7161.66

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	BPharm,Pharmacy	48	Intermediate	English	100	100
PG	Pharm D,Pharmacy	72	Intermediate	English	30	30
PG	MPharm,Pharmacy	24	B. Pharmacy	English	15	11
PG	MPharm,Pharmacy	24	B.Pharmacy	English	15	10
PG	MPharm,Pharmacy	24	B. Pharmacy	English	15	12

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				3				5				38
Recruited	3	0	0	3	4	1	0	5	14	24	0	38
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				23
Recruited	10	13	0	23
Yet to Recruit				0

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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				4
Recruited	4	0	0	4
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	0	0	0	0
Ph.D.	3	0	0	3	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	14	24	0	39
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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
	0	0	0	0

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	20	20	0	0	40
	Female	60	0	0	0	60
	Others	0	0	0	0	0
PG	Male	19	6	0	0	25
	Female	40	0	0	0	40
	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	3	8	3	6
	Female	19	15	13	7
	Others	0	0	0	0
ST	Male	1	2	3	3
	Female	7	3	3	3
	Others	0	0	0	0
OBC	Male	19	19	17	19
	Female	55	45	52	44
	Others	0	0	0	0
General	Male	35	3	3	1
	Female	8	10	15	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		147	105	109	97

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Vaagdevi Pharmacy College is developing a system of practical assessment and evaluation to outgrow traditional methods of assessment and rote learning. The institute is planning to encourage students to pick up problem solving and other critical skills from the mode of evaluating students forced on text book learning. The institute takes all the measure of multi dimensional learning in teaching methods as the traditional approach confirms to evaluating answers that students are incorporated with necessary skills and good progress based on their research, problem solving, and activity based education. Apart from regular educational curriculars, importance is also given to skills like dynamic learning, problem solving, critical thinking, and analytical learning through practical situations. Multi-disciplinary/Intel del promotes overall growth in students and transforms the current education system, which is on core issues. At the institute, students volunteer and participate in problem solving and apply their textbook knowledge to real-life scenarios. Project work, enquiry-based learning, and skills are integral parts of education as explored in NEP 2020.Apply an analytical and holistic approach to the overall development and evaluation of students. Students are exposed to sets of skills and are not restricted to only one subject's knowledge and learning abilities. Teachers have been trained to forced on their lesson plans to ensure students are engaged, able for learn and motivated to ask during lecture sessions.
2. Academic bank of credits (ABC):	The institute has given importance to academic font credits (ABC) in live with NEP 2020. As a result of UGC-initiated programs, students now have more flexibility in academic programs, which encourages them to seek employment. The delitea discussed the topic of (ABC) during the given meeting, as this reduces dropout rates and improves gross enrollment ratio in higher education. r education During the meeting, it was discussed that ABC will provide learners with unique ABC accounts in digital games and access to standard operating procedures. The institute has passed a resolution to encourage blended learning mode, which allows students to earn credits under a scheme available for HEI and through SWAYAM. In one of the IQAC meetings, for B.Pharm and Pharm-D courses, at least a minimum period of 30 hours to a flourishing learning mode was

	proposed. Students are given orientation about one of the provisions of NEP 2020 for ABC and also given information to open a unique digital account on the ABC Website. The students whoever of it for online modes of education through national scheme like SWAYAM and NPTEL and any spedifiedprogramby Universities shall also be considered for credit accumulation student are encouraged to register to dndergo skill courses from registered higher education all institutes offering vocational degree for diploma programmes.
3. Skill development:	The institute develops the skills of and enpovers the students for a promising future. In accordance with NEP 2020, the institute established a skill development teaching and development program. Keeping an eye on educational eco-system reconstruction to improve the employability of VPC graduates and post-graduates.Due to technological advances in the last few decades, every aspect of the landscape now requires a good skill set by the employees. The state made major changes in the implementation of NEP 2020 to equip students to lead the charge. The in state is also forssing on the prime factor of NEP 2020 on the prime ability and rule of education in providing PG and UG students the right skill sets.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The pharmacy course consists of modern medical knowledge and an age-old system of traditional methods for treating patients in a holistic approach. The Indian culture and philosophy names had an impact globally on the continuation of medical knowledge through Ayrveda, Siddha, and Unani, recorded by millions across the globe via the well-supposed and conserved Indian system. Students have been taught in their classes and in their project work to respond to the nation's call for Atma Nirbhar Bharat and the current initiative to implement NEP 2020. The projects given to B.Pharm students reject the Indian traditional system of medicine. The latter part of the project produces working formulations needed by the industry. The Pharmacy course has all the ingredients of Indian traditional medicine and the knowledge necessary for a student to develop leadership and problem solving skills. Over a period of time, we have offered students who have developed curiosity in learning processes, leading to their transformation as well. The reason is simple:

	OBE methodology is focused around a set of goals, conandgoals, and culture, and if measures the students' performance, the traditional system of education depends on the theological aspects, and the rote system of learning just focuses on the memorization skills of the students, then their skills development institute strengthens the students to develop the skills which might be helpful to develop their careers.
5. Focus on Outcome based education (OBE):	The university has given students freedom to take the courses with a specific goal of skills and knowledge. The course length can range from a few days to a few weeks and must be completed by the courses end. This OBE has no specific style as it is the fire limit of learning and students can learn as per their choice. Teachers and students alike are encouraged to use this OBE for clarity among teachers and students. Some of the students from UG & PG courses have taken online courses from WHO, Uppasala monitering centers etc. The advantage of OBE learning in the institute, as per the teacher's observation, is that it reduces comparison among students as every student has a different target.
6. Distance education/online education:	The institute has a special focus on implementing NEP 2020 on online education for students and staff members. The following are the authorized universities and institutions offering digital learning programs based on online tools like SWAYAM and NPTEL incorporated into our regular curricula. The learnt students from their regular courses can practice a few of the courses comprised of experts from biostatics, pharmacorvigilance, dry signaling systems, etc., taught online on the basis of the needs of education and industry utilization. The institute is equipped with modern gadgets and high-speed internet, providing flexible online technologies to the students. As the online education system is more accessible, even to the less privileged groups, in comparison to the class-room education system, During the COVID-19 pandemic, due to the imposition of lockdown, the relevance of online education has come to the fore. Online classes are now the new normal and have become part of student life as the concept of education has transformed Students during their first year are encouraged to use more technology, particularly in using mobile and computer applications. Undergraduate courses

	connect with system medicine and realism to enable knowledge to be preached and simplified for a large population

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
162	160	159	129	115

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	3	3

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
444	395	314	287	272

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
87	87	87	80	70

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
100	94	21	77	75

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	44	43	46	43

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	52

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 18

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
197.83	71.68	48.74	270.50	54.18

4.3

Number of Computers

Response: 85

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Vaagdevi Pharmacy College(VPC) is affiliated to Jawaharlal Nehru Technological University Hyderabad. As a corollary, JNTUH develops and implements curriculum for all of its Undergraduate and Postgraduate courses in accordance with the regulations of regulatory bodies such as PCI and AICTE New Delhi. Members of the Board of Studies design each subject's curriculum based on a critical evaluation of the proposal by all stakeholders. The institution has modified its curriculum from a yearly to a semester-based system.

A.Precontrive:

The curriculum of Jawaharlal Nehru Technological University Hyderabad is followed strictly by the college. The institution, on the other hand, comprises the following actions to ensure that the curriculum is implemented effectively.

Timetables for curriculum implementation and examination schedules are well-planned in advance.

1. At the start of each semester, develop a course file that includes the calendar of events, syllabus and books for reference.

2. Forming relevant committees to ensure that administration and academic activities operate properly.

B.Effectual Implementation

1. Every year academic calendar is listed on the notice board.

2. Enroll students in extracurricular activities such as National service scheme.

3. Allocate the workload to every faculty member.

4. It is standard procedure to distribute educational diaries to faculty members at the start of each session.

5. Implementation of the curriculum as per the academic calendar is documented in each staff member's work diaries, which is reviewed by the principal on a regular basis.

Regular class assessments and sessional examinations have been used to assess students.

1. Evaluation of practical records and journals

2. Invites eminent academics to speak on present technological issues.

3. Various academic delivery techniques, such as traditional (lectures, tutorials, and laboratories) and ICT-assisted teaching (Power point presentation, Seminars, Webinars, Use of software program) we use multicultural education, which integrates lectures with online videos, as well as collaborative learning, which includes model-making and chart preparations, among other things.

4. Participative learning, learning through team projects, conversation during experimental labs, assignments, and problem-based learning through case studies, among other methods are used to provide the curriculum.

5. Printed journals are offered to UG students to minimize the tedium of writing and to enhance conceptual understanding.

1. **Interpretative Survey and Criticism Measures:**

1. The principal has regular class-by-class faculty meetings to examine the instructors' action plans, results, and attendance, among other things.

2. The class teachers gather the various types of Continuous Assessment (CA) assessments that each faculty intends to run for theory and practical purposes.

3. If there is any deviation from the specified plan of action, remedial measures and solutions are developed to fill in the gaps.

4. If necessary, extra classes are held to meet the needs of the pupils.

5. The institution hosts a variety of seminars, workshops, and development programmes, as well as encouraging faculty members to communicate with the outside world in order to ensure that the curriculum is completed effectively.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

• At the institutional level, CIE adheres to a number of improvements, including internal assessments for students.

• Students are given course-specific assignments. Assignments are kept at the library.

• SIF is also affiliated with the parent institution, which adds a semester end test and a project viva voce to the student's evaluation.

• Prior to the start of the academic year, the university creates and distributes a "Academic Calendar" that contains important information such as the teaching learning timetable, a list of holidays, internal examination dates, and semester end examination dates.

• The academic calendar is designed so that teachers are aware of all activities related to the ongoing internal evaluation process.

• The academic achievement of the kids is monitored on a regular basis by embracing the seminars, project work, and a semester-end assessment are all part of the constant internal review plan.

• The principle reviews the internal assessment on a regular basis.

• The examination branch provides the university with information about the students who are taking the examination.

• After obtaining the university's enrolled list of students, the college creates seating charts and a list of invigilators.

• At the college level, the record of internal assessment is nurtured.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 80

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

Response: 4

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 10

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
01	2	2	2	3

File Description	Document
List of Add on /Certificate programs	[View Document](#)
Brochure or any other document relating to Add on /Certificate programs	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 38.51

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
110	151	145	119	114

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

The college has taken the following efforts in recognition of the relevance of certain cross-cutting topics such as gender concerns, environmental and sustainability, human values, and professional ethics

Human Values and Professional ethics:

The programme incorporates topics such as pharmaceutical jurisprudence in order to raise understanding of professional, moral, and societal responsibilities. These courses provide a foundational understanding of key regulations governing the pharmacy profession in India. Also, instruct them to follow the Pharmacist's Code of Ethics in connection to their employment, trade, and oath. It provides details on how to avoid animal cruelty by following CPCSEA guidelines when conducting animal research, breeding, and stocking

animals. In addition, the Narcotic Drugs Act, which is part of the curriculum, teaches students how to manage drug usage and the prohibition of opium production.

Every year, the college hosts health camps to raise general health awareness among students and employees by offering appropriate health care services and counselling on basic healthcare and hygiene. In addition, as part of its community service programme, the college hosts blood donation camps to encourage students and workers to donate blood.

The College hosts special lectures in order to instil professional ethics in students' daily lives.

Gender Issues:

Through the co-educational system, the management places a specific emphasis on fostering value systems among students in order to remove gender bias on campus.

Develop students' awareness of gender issues in contemporary India. Encourage the students to engage in more gender-balanced interactions.

Students are interviewed about some key biological elements of genders.

The Women Empowerment Cell was established in accordance with the guidelines with the goal of encouraging women to participate in various activities.

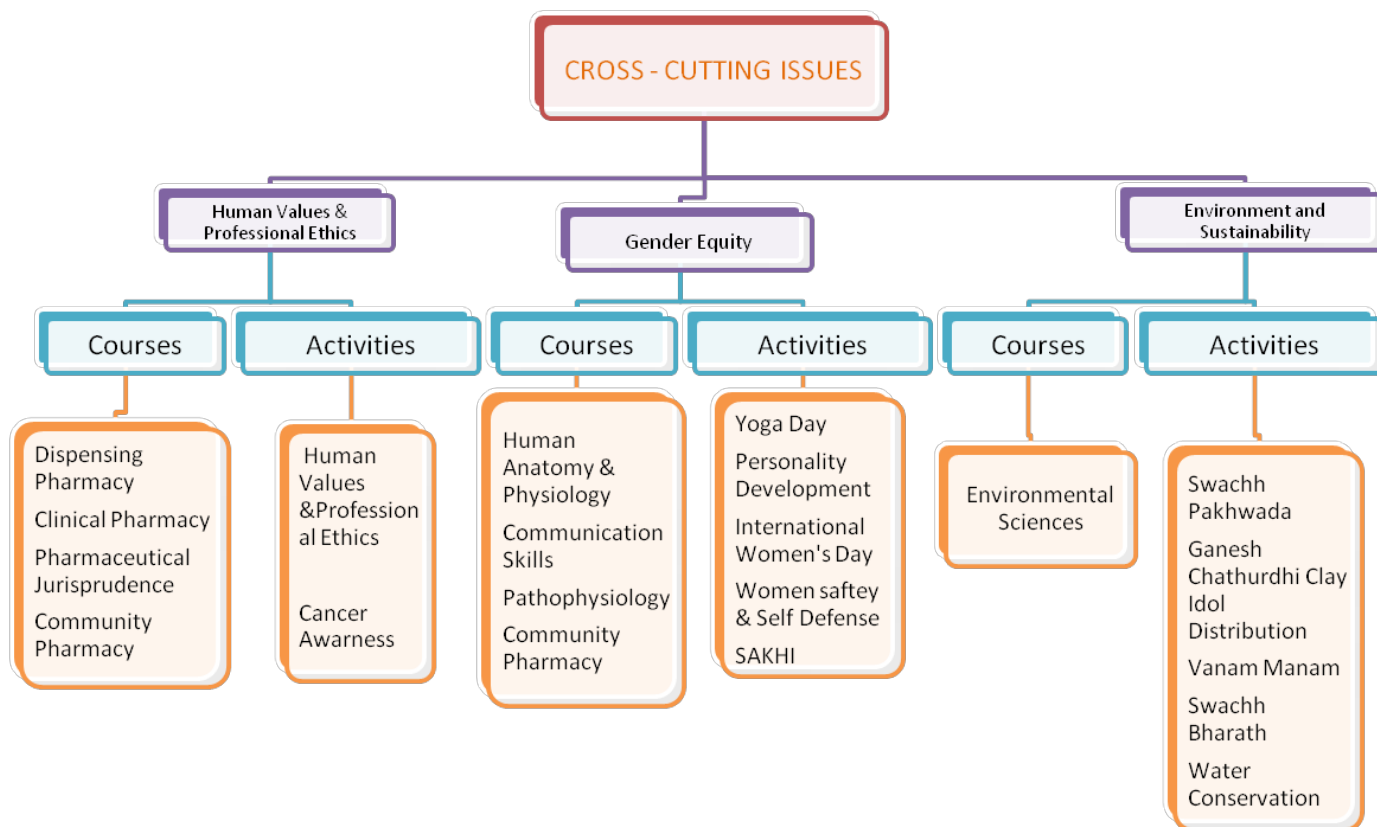**Environmental and Sustainability:**

Environmental sciences are a subject that is included in the curriculum to emphasize the importance of environmental education, environmental assets, and conservation. It is a scientific investigation of the state environment's inherent or produced alterations on organisms.

It encompasses not only the study of the environment's physical and biological characteristics, but also social and cultural issues, as well as man's impact on the environment.

It provides a broad overview of the effects of air, water, biological, and socioeconomic factors.By performing Haritha haram and Swachh Bharat as part of environmental pollution management, the organization cultivates an attitude of environmental concern and aims to achieve harmony with nature.

Pedagogy studies:

1.   Encourage students to be more motivated.

2.   Increased student participation in assignments and activities.

3.   Allow professors and students to come up with new ways to construct curriculum and instructional methods.

4.   Allows teachers to have a better grasp of their students need and expectations.

5.   Allows teachers and students to establish nice and friendly connections with one another.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 43.16

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
67	70	67	57	51

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 19.59

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 87

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: B. Any 3 of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

   1. **Feedback collected, analysed and action taken and feedback available on website**
   2. **Feedback collected, analysed and action has been taken**
   3. **Feedback collected and analysed**
   4. **Feedback collected**
   5. **Feedback not collected**

Response: C. Feedback collected and analysed

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 67.24

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
146	111	109	97	93

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
175	175	175	160	140

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 78.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
73	64	76	55	55

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)
Any additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Mechanism to identify slow learners

The institution evaluates learning levels of newly joined students at the start of classes. Based on their intermediate marks, students enrolled are classified as slow or advanced learners. The identification of slow learners for other students and designing customized tutorial sessions are organized based on the feedback provided by the mentors. The mentors of the individual classes provide valuable assistance in classifying students through reports based on observation and class examinations. Furthermore, the variety of continuous assessment components, such as Daily Assignments, Seminars and Group Discussions, Additional Assignments, Quizzes, Class Tests, Projects, Internships, Viva-voce examinations, and attendance, allows for effective measurement of students' learning levels. Slow learners are also recognized based on their performance in the preceding semester's university assessments and internal examinations. Furthermore, teacher-student interactions, Class Committee reports, and Proctorial meetings aid in the identification of different levels of learners. Faculty members and other committees examine students' academic progress on a regular basis and advise them on how to enhance their performance in order to assure their academic progression. Aside from that, activities are incorporated to instil a positive attitude and a competitive spirit. This procedure serves as a foundation for tracking the student's future progress.

Measures taken for improving academic performance of these students

- Remedial/Extra classes are conducted with appropriate focus on the subject/ topics in which the students are found to be slow learners.
- Individual academic counseling is done by concerned subject teacher.
- Personal counseling is done through mentoring scheme which takes care of the students.
- The mentors maintain the entire academic record of the student which is also conveyed to the parents time to time by the mentor.
- Through a mentor-mentee system, all kinds of support are provided to the slow learners.
- The strenuous efforts taken by the faculty towards the slow learners has resulted in student's understanding in their chosen domain, improved results.
- The mentor also identifies other skills and strengths and encourages them to hone them which helps build self-confidence resulting in improvement in academic performance also.
- The mentor takes extra effort to understand the socio-economic backgrounds also which is sometimes a reason for poor performance.
- All necessary emotional and professional counselling is also provided whenever required.
- The mentor also connects the weak learners for the subject teachers with whom they are comfortable for extra support. The Institute ensures that a slow learner clears all his courses within stipulated

Advanced Learners:

- Advanced learners are given numerous opportunities to expand their knowledge and abilities.

- Participants are encouraged to attend and present research papers at various seminars, conferences, workshops, and intercollegiate contests.
- They are encouraged to participate in extracurricular activities such as debates, problem solving, and experiential learning and so on.
- Guiding and encouraging to communicate research papers in conferences/Journals
- Guiding students for the GPAT/Competitive Examinations.
- Help in career planning.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 9.87

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

Experiential Learning

Faculty members promote a learning environment by engaging in rich experiential teaching content through experimentation, demonstration, visual aids, occasional industrial visits, organizing exhibitions, and delivering papers. The Student seminars are required in all programmes at the institute. Typically, students deliver seminars on current topics as well as cutting-edge technologies. All courses offered at the institute require project work. The implementation period lasts one to two semesters. The effective processes of survey, case study; implementation, testing, and report writing ensure that students receive the necessary project–based learning. Some disciplines are supplemented with learning while doing mini-projects. Projects and assignments are given to students in addition to the standard curriculum, which improves their capacity to absorb and convey additional information on a specific topic and gives them the chance to learn firsthand. Students tour the pharmaceutical sector and are given four weeks of training to help them learn the industrial manufacturing processes, quality assurance process, stability studies, and flow of the industry.

Participative learning:

In this type of learning, students participate in various activities such as seminar, group discussion, wall papers, projects, and the skill based add on courses. Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, hands-on practice sessions, Industrial Visits, Field Work and Projects are some of the means utilize by the Institution to provide experiential and participative learning. The case study method is a participatory, discussion based way of learning where students gain skills in critical thinking, communication, and group dynamics.

Role plays

Students take part in clinical activities like patient-guiding during their pragmatic hours and furthermore permitted to take part in mock counseling sessions where students consider themselves as Patients.

Project-based learning

The institute has established separate research committees that supports and helps students develop their research abilities in order to foster research activities by providing the required resources. The committee can be contacted by interested students via the research policy to help them with any of their research initiatives. In accordance with the research policy, students may also receive travel and/or registration reimbursements for presenting their research findings at conferences, seminars, and poster competitions. Additionally, students are encouraged to write research papers with the assistance of teachers.

Clerkship
During their curriculum, students will receive brief exposure to and training in a variety of practice settings, including businesses, pharmacies, and hospitals.

1. To give students a sense of what it would be like to work in the field.

2. To expose them; this will spark their interest in learning the material from a real-world standpoint.

3. To give students the chance to practise interacting and working with real-world experts.

4. The students would be exposed to "Patient" in various settings, which would help them understand the patients' requirements, the value of effective communication, and social, cultural, and emotional variables that cannot be replicated in a college setting.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses Information and communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute-

ICT Tools:

1. Projectors are available in different classrooms.

2. Desktop and Laptops- Arranged at Computer Lab and Faculty cabins all over the campus.

3. Printers- They is installed at Labs, and all prominent places.

4. Photocopier machines - Multifunction printers are available at all prominent places in the institute.

5. Scanners- Multifunction printers are available at all prominent places.

6. Seminar Rooms- Two seminar halls are equipped with all digital facilities.

7. Smart Board- One smart board is installed in the campus.

8. Auditorium- It is digitally equipped with mike, projector, cameras and computer system.

9. Online Classes through Zoom, Google Meet, Microsoft Team.

10. MOOC Platform (NPTEL, Coursera etc)

12. Digital Library resources (DEL NET, MYLOFT etc)

Use of ICT By Faculty-

A. **PowerPoint presentations**- Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors. They are also equipped by digital library, online search engines and websites to prepare effective presentations.

B. **Industry Connect**- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.

C. **Online quiz**- Faculties prepare online quiz for students after the completion of each unit with the help

of GOOGLE FORMS.

D. **Video Conferencing-** Students are counseled with the help of Zoom / Google meet applications.

E. **Video lecture**- Recording of video lectures is made available to students for long term learning and future referencing.

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 13:1

2.3.3.1 Number of mentors

Response: 35

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 87.74

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Any additional information	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 14.48

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	7	7	6	5

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.4

2.4.3.1 **Total experience of full-time teachers**

Response: 153

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

The Institution adheres to the JNTUH academic calendar. Academic calendars are distributed to professors in each department by HODs at the beginning of each semester. All staff members are given copies of the draught academic plan, which is provided in accordance with the academic calendar from the affiliated

university. As an introduction, each division would be asked to provide a preliminary plan that would be reviewed by the Academic Monitoring Cell. The personnel will rigorously adhere to the academic schedule approved by the principal. The handbook contains information about the topic's text, reference materials, and semester academic plan. The subject educator also clarifies these items before the beginning of the semester. The University calendar is shown on the notification board and is also available online, giving tentative dates for upcoming exams, public events, travel, and other activities. Circulars are provided by the Principal to improve the plan of action.

There are two stages of assessment:

1. Internal
2. External

With regard to assessment measures, the Institute abides by the guidelines established by the affiliating university and PCI. The Pharm. D. internal and external marks for theory and practical are 30 and 70, respectively. There are 25 and 75 marks total for both theory and practical for M. Pharm (PG) and B. Pharm (UG), respectively. Two internal exams and one make-up test are given to B. Pharm. students each semester. Three internal evaluations are requested for Pharm. D, and the top two will be taken into consideration.

Exam scripts, selected records, and guides are all very well safeguarded. If a student has any concerns about their scores or is dissatisfied with the results, they may request a recounting or reevaluation of their university exams. They might submit an application to the affiliated university for recounting or reassessment

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

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The institute has created an efficient procedure to deal with examination-related issues that is transparent in the pattern and conduct of CIE and grievance correction is time limited.

When conducting internals and semester-end exams, the college rigorously adheres to the criteria and rules established by the affiliating institution..

At Institute level:

An examination committee, comprised of a senior teacher as convener and other teaching and non-teaching personnel as members, is formed at the Institute level to manage assessment process difficulties.

The teacher provides graded answer scripts to pupils and addresses any clarifications or grievances. The internal grades are shown on the notice board. If the students detect any discrepancy, such as faults in the question paper, mark allocation, or correction, the appropriate teacher will settle the discrepancy and make the necessary corrections. If a student is dissatisfied with the grades awarded, even after the matter has been settled by the teacher, he may appeal to the HOD in question. All such representations are taken positively and, if necessary, reviewed by another teacher.

The faculty mentor counsels students, and remedial classes are held for those who have failed in examinations. Internal Assessment retests are given to students who are absent from internal exams for legitimate reasons.

Internal Assessment marks are entered in the University web portal within a time limit.

At University level:

If students have complaints about the evaluation of university answer scripts, they are forwarded to the examination grievance committee for further action.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

COURSE OUTCOMES (COs)

The learning objectives for the programmes and courses are spelled out in detail by the college. The institution uses the following approach to inform teachers and students about the learning outcomes. For the convenience of the teachers and students, hard copies of the syllabus and learning outcomes are available in the departments. The Program and Course Learning Outcomes are displayed on the walls outside of each Department. For reference, a soft copy of each program's curriculum and learning outcomes is also uploaded on the institution's website. Every IQAC meeting and College Committee meeting has discussed the importance of the learning outcomes with the teachers. Through tutorial meetings, the pupils are also made aware of the same.

PROGRAMME OUTCOMES (POs)

Knowledge of the pharmacy profession: comprising the biomedical sciences, pharmaceutical sciences, behavioural, social, and administrative pharmacy sciences, as well as manufacturing processes, is referred

to as pharmacy knowledge.

Planning Skills: Possess strong planning skills, particularly those for managing time, resources, delegating, and organisation. Create and carry out plans, and schedule tasks to meet deadlines.

Analysis of the problem: Apply scientific inquiry principles to problem-solving and decision-making in daily practise by thinking critically, analytically, and clearly. Make rational decisions by doing systematic information gathering, analysis, evaluation, and application.

Using modern tools: Learn, choose, and use suitable techniques, resources, and computing technologies for modern pharmacy while being aware of their limitations.

Leadership abilities: When planning changes necessary to satisfy practise, professional, and societal duties, understand and take into account the human reaction to change, motivation challenges, leadership, and team-building. Assume leadership responsibilities or active citizenship duties when necessary to promote improvements in health and wellbeing. **Professional Identity:** Recognize, assess, and express the significance of one's career in society (e.g. health care professionals, promoters of health, educators, managers, employers, employees).

Pharmaceutical Ethics: Uphold personal morals and use ethical guidelines in social and professional settings. Show conduct that acknowledges cultural and individual differences in values, communication, and lifestyles. Apply ethical principles while making judgments, use ethical frameworks when doing so, and accept responsibility for the results of your choices.

The pharmacist and society: Assess societal, health, safety, and legal issues, as well as the resulting obligations pertinent to the professional practise of pharmacy, using reasoning supported by contextual knowledge.

Environment and sustainability: Gain an understanding of how professional pharmaceutical solutions affect society and the environment, and show that sustainable development is necessary.

Life-long learning: Recognize the necessity of, and possess the necessary skills and abilities for, dependent and life-long learning in the context of technological development as a whole.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution

The institution's Programme Outcomes (POs) and Course Outcomes (COs) discuss the calibre of the education the college offers.

The institution's programme outcomes focus on developing students' abilities and skills for employment, research, problem-solving, social responsibility, ethics, environmental protection, and empowerment via education.

What the student should be able to do at the end of the course is measured by the course outcomes. It is an effective ability with traits, abilities, skills, and knowledge to carry out the stated action successfully.

The most crucial CO property should be observable and quantifiable. While achieving and rating POs and COs, the following factors are taken into account.

Direct Assessment and Indirect Assessment are used to evaluate CO and PO accomplishment.

Direct Assessment Method: Assignments, semester-end exams, and constant internal midterms are used to evaluate COs. The COs are mapped against each question, and faculty members do CO analysis for each course while also documenting their findings. Internal examination results, which represent an average of 75% of University exams and 25% of internal exams, are taken into account when evaluating COs. On a scale of 1 to 3, attainment is determined (High 3, medium 2 and low 1).

Seminars: A seminar about the study programme must be presented by the students. The goal of the seminar presentation is to evaluate how well students interact with their lecturers and peers on the topics they have been given. Assessments are made of the topic, preparation, presentation, and communication abilities.

Viva-voce: Throughout the practical lessons, the subject teacher routinely engages with the students to assess their level of knowledge and capacity for critical thought..

Project work: Under the faculty member's supervision, students begin group research projects in their final semester. Students' capacity to create a plan, carry it through through design and execution of experiments, analysis and interpretation of data, and timely delivery of results is evaluated. Attendance and track record in practise

Indirect Assessment Method: In addition to university exams, surveys and feedback from students, alumni, and employers are used as indirect assessment measures.

Programme-Exit Survey: This survey, which was completed by final-year students at the end of their degree, provides detailed feedback for the PO evaluation.

Alumni Survey: Every year, alumni participate in this survey to provide feedback and suggestions on how to improve PO achievement in the current societal situation.

Employer Survey: To assess the PO's accomplishments, the employer sent this survey. The college has established courses on skill development at various levels. The rating is greatly influenced by the number of students who enrol in certification programmes like SAS and pharmacovigilance (PV).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 73.72

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
68	79	14	37	61

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
100	94	20	61	71

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 0

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	05	04	05

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

Vaagdevi Pharmacy College, in its endeavour to serve the needs of students as well as college entrepreneurs with innovative thoughts of social relevance and thereby using disseminating a subculture of entrepreneurship on campus to raise our schooling device and thereby developing the country-wide monetary and social improvement, has reconstituted Institution Innovation Council Committee with effect from 15.07.2021. The College designed a policy that promotes the growth and development of research activity among the faculty and students to encourage research. Faculty members are encouraged to undertake Major and Minor Research Projects with financial assistance from the national funding agencies/college to improve the existing infrastructure facilities for academic and sponsored research and to pursue collaborative research with Universities / Research institutions / Industries. Created awareness among the faculty on IPR, Patents, Startups, and Incubation centres through expert lectures. Animal experiments can be done in an animal house that the CPCSEA has approved. Institutional Animal Ethics Committee (IAEC) and Institutional Ethics Committee (IEC) make sure that ethics aren't broken during preclinical and clinical training and research projects in those areas. E-resources such as DELNET, the National Digital Library (NDL), Shodhganga, a digital library, and subscriptions to national and international publications assist faculty and students in becoming familiar with the most recent developments in pharmaceutical sciences research. As part of R&D activities, the Journal club is developed so that teachers and students can discuss recently published works in the field of pharmaceutical sciences.

Objectives

1. To establish a mentor pool for student innovators.
2. To nurture and prototype new ideas.
3. To conduct various innovation and entrepreneur-related activities.
4. To interact with renowned business leaders and top-notch academicians.
5. To conduct periodic workshops/seminars with entrepreneurs, investors, and professionals.
6. Conduct Carrier Guidance and counselling activities as part of a regular timetable to help students acquire potential to mould them according to their future goals and ambitions.
7. Conduct add-on courses like Clinical Research, Clinical SAS, Soft skill development, and Spoken English to acquire additional knowledge.
8. The project development skills of students are improved by preparing proper screening schedules by the project review committees (PRC) for reviews and submission of the weekly / monthly /semester-end reports. After each inspection, necessary guidelines are provided to the students.
9. Assisting faculty in giving lectures at various events and conducting workshops, training programmes, seminars, conferences, symposia, and faculty development programmes.
10. Establishing MOUS with industry and academia to conduct certification programmes like Clinical SAS, CADD, Bioinformatics, Medical coding, Medical Transcription etc., helps the students to bridge the gap between the industry requirements and the concepts they obtained as a part of the core curriculum.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 14

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
01	03	04	02	04

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during last 5 years	[View Document](#)
Any additional information	[View Document](#)

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.02

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
18	07	09	05	06

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.07

3.3.3.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	0

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

- Vaagdevi Pharmacy College fosters teachers' and students' holistic and sustained development via social activities with the Lions Club of Warangal, Maxcare Hospital, and Hanamkonda.
- The institution investigates new and creative methods to reach out to the community, and its NSS unit executes various extension and outreach initiatives (National Service Scheme).
- The aforementioned units are operational and provide services in the surrounding rural regions under the supervision of faculty in creating and promoting broad public awareness and good health.
- Students participate in rural and urban public health initiatives as part of the institute's curriculum, which involves early and ongoing exposure to training in Clinical Practice and community service.
- Students are taught how to do specific therapeutic tests, nursing skills, and identify medical crises.
- Free health checkups were conducted under the supervision of qualified medical practitioners. The camp was conducted for two months continuously. Medicines were given to needy patients free of cost.
- A Cancer Awareness programme was conducted in nearby villages and on campus on red wear day every year. A rally will be conducted in and around Bollikunta to create cancer awareness among the public by distributing information brochures.
- In collaboration with Lions Club, Red Cross society & M.G.M hospital, Warangal, a Blood donation camp was organized on 25th September 2014 on World Pharmacist Day every year. Students and staff have participated actively in the programme.
- The students and faculty of our college have actively participated in the Haritha haram programme within and outside the campus. Five hundred saplings were planted. Proper care was taken in the maintenance of the plants.

Impact

- Through such extension and outreach initiatives, college involves exposing students to develop social ideals, broaden their duties, and increase their understanding of society's concerns and

challenges.

- In this regard, the institution created an excellent relationship with NGOs, collaborated with local community groups, and gained outstanding accolades.

The outcome of the Programme

- The outreach programmes aim to increase interest in social concerns such as personal health care and other challenges, as well as to discover answers by being involved in the lives of the general population.
- Professional skills, social skills, communication skills, management skills, leadership skills, analytical skills, perceptual skills, and the ability to establish competency are some talents cultivated by both the students and the teachers.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 25

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
02	09	02	06	06

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 59.3

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
130	245	247	111	239

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)
Any additional information	[View Document](#)

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 15

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	03	03	03

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	0	0	01

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Vaagdevi pharmacy college, Bollikunta, is situated on a sprawling 2.1 acres of campus in a rural setting near Bollikunta on the Warangal – Khammam Highway and is well connected to the city and nearby Villages.

The outstanding infrastructure facilities were supported for Under Graduate and Post Graduate teaching programs, including the state-of-the-art classrooms, equipment, aesthetically designed buildings and individual departments with lively shapes and outlooks.

The infrastructure was being facilitated in such a way that sureties its most excellent ideal utilisation according to JNTUH University, PCI norms.

The Management of the Institute strives to fulfil the stringent international standards of training the students to succeed in the state and national level examinations and become proficient at serving humanity at large.

The College sprawls across more than 7161 sq. mt. of buildup area. The modern building has excellent, well-designed lecture halls, convenient seating arrangements, and audio-visual facilities.

The Management has always ensured the availability of adequate physical infrastructure. It provides optimum infrastructure utilisation by meticulously planning the usage of all its facilities mainly for the benefit of all its students and staff and for the effective and smooth conduct of all its academic programs.

Response:

 Infrastructure set-up incorporates much-constructed study halls, all-around outfitted labs, 250 seated Auditoriums, 200 seated Seminar Hall, student conveniences, a spacious library, and staff rooms. The Management makes every attempt to meet the standards of world-class facilities in facilitating the stakeholders to prevail in the state and at general level assessments and become capable of serving humanity.

The Institute has exceptional operational labs with the required progressed infrastructural competence for efficient activities.

Students are prepared and encouraged to utilise profoundly sophisticated instruments like All-Purpose Equipment, HPLC, UV Spectrophotometer, Tablet punching machine, Tablet coating machine, Disintegration and Dissolution apparatus, Karl fisher Titrator, etc.,

A substantial concrete wall secured the Institute, and for security and wellbeing purposes, the Institute is under CCTV surveillance.

The administration has given our establishment facilities like furnished office rooms, individual rooms for HODs, refreshment rooms for staff and separate women's standard rooms.

The Institute has appropriately kept up SOPs for every one of the instruments and screens the utilisation through log books. In addition, computer labs were furnished with an adequate number of PCs with LAN connectivity.

1. Academic activities

Building Blocks - 01

Class Rooms – 15 (13 are equipped with ICT facilities)

 Total Laboratories -18 (facilitated with Wi-Fi)

Central Library - 01

Seminar Hall/Auditorium - 02

2. Co-Curricular Activities

The College is having central computing facility for ICT-enabled teaching and learning benefits for both the students and staff.

The College has 85 computers with an Internet facility & wi-fi facility. In addition, the Auditorium with 250 seating Capacity, Audio Visual Hall (Seminar Hall) with an internet connection, CDs, DVDs and other audio-visual aids are available for faculty use.

The language laboratory is equipped with all the required software.

Students and staff can access all the online journals and e-textbooks, and subscribed DELNET, NLIST and Micromedex.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

"A Sound Mind in a Sound Body" – Vaagdevi Pharmacy College encourages students to participate in all indoor, outdoor, and cultural activities while promoting holistic development and giving equal attention to academics, sports, and cultural activities.The campus' open play area supports numerous sports and games are supported by the campus' open play area. While a gym is available for both males and dormitory females

To find the students' innate skills and encourage them to compete in competitions and tournaments at the Zonal, State, and University levels, in addition to the college Annual, Get Together competitions on campus, each group is led by two faculty members. Numerous tournaments are organised by the Sports and Cultural Committee, and the jury members' decisions are duly respected. As a sign of respect for their accomplishments, winners and runners are given certificates and medals. For participation in various sporting events, pupils are given sports outfits.

There are play fields for Kho-Kho, Kabaddi, Throw Ball, Shuttle, Tennikoit, Running, Slow Cycling, Fast Walk, Shotput, and Discus Throw, among the physical and infrastructural amenities provided for sports and games. When competitions are taking place, tracks and courts are laid. There is a separate room where the instructors can conduct yoga courses and play indoor games like chess and carrom.

The exercise centre at the girls' hostel is furnished with a treadmill, a Twister, and dumbbells, and guests are permitted to use it in the morning and evening. Every year, the institute observes International Yoga Day to foster a yoga-centred culture among the staff and students. The schedule includes yoga lessons to help students learn self-control.

Cultural programmes are held in the seminar hall on numerous holidays and occasions, such as New Year's, Sankranti, Republic Day, Sport's Day, Women's Day, Farewell Day, and Annual Get-Together Celebrations. The multipurpose room (Seminar Hall) can accommodate about 250 people and is furnished with a stage, a podium, and an excellent audio system. On the previous occasions, many things happen, like:Competitions in singing and dancing on Farewell Day and Freshers day celebrations.

On Pharmacist's Day, there will be essay and debate competitions. Indoor and outdoor sports and games for the annual gathering Sports Day competitions include fast walking, running, slow cycling, and disc throwing. Competitions for designing rangolis, Mehendi, and face painting are held in conjunction with Sankranti celebrations.The welcoming setting and amenities encourage students' love of the fine arts and sportsmanship.

The facilities of the College conduct sports, games and cultural events.

Indoor games:

Table tennis, Yoga & Meditation, 12 station multi gym

Outdoor games:

 Volley-ball, Ball badminton,Throw Ball, Tennicoit, Cricket, Foot Ball

On-campus, the auditorium is available for promoting cultural events/activities with all the required audio-

visual facilities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 18

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 10.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	5	23	9

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The college library houses a sizable collection of books, journals, magazines, and periodicals and serves as the centre for knowledge resources. The library is equipped with all the necessary amenities. Its operation is partially automated thanks to the NEW GEN LIB software utilised by all students and academic staff to search for books by title, author, and other criteria. Undergraduate, graduate, and teachers all have access to separate reading areas. A different electronic library is also available, with features like National Digital Library access, Inflibinet and e-journal and book subscriptions.

Name of the ILMS Software:

- New Gen Lib ILMS software (Best Integrated Library System with both Enterprises and Open Source Editions)

Nature of automation (fully or partially):

Fully automated

Features of the Software:

Its functional modules are completely web-based and use Java Web StartTM technology.

It complies with International metada and interoperability standards.

It can access via search or URL retrieval and stores cataloguing data in machine-readable cataloguing. The user interface may be easily customised, versatile, and is multilingual.

Issue Policy:

The entire issue and return-related activity have been digitized. Every book has a barcode. New Gen Lib ILMS software is a fully integrated software solution that covers every facet of library management. This

software covers every aspect of circulation, cataloguing, serials control, and acquisition for effective information management. It simultaneously offers a priceless tool to all its users.

Year of automation:

Institute library introduced library automation during 2017, and open access has been used for many years. Later the Institution is decided to install the New Gen Lib latest version.

Highlights of facilities in Library:

The books are arranged and professionally classified.

Reference section: The library also offers a separate reference section for Books, Journals, and Thesis of M. Pharm. and B. Pharm. projects.

Journals: The institute has subscribed to about **25 N**ational and International Journals, which are arranged separately.

There is a separate E-Library section for e-recourses.

Newspaper section: There is a separate Newspaper Table.

Question Bank: Question papers for University Examination have been available for the past ten years for student reference.

More than 6411 textbooks, reference books, national/international magazines, periodicals, and other readable printed articles are available in the library.

The library can accommodate 150 pupils at once. Students and employees can use eight (08) computer terminals equipped with the newest software and free internet access.

It also has Wi-Fi, so users can access the internet with their laptops or notebook computers.

The students can print and copy materials from the library at their convenience. The students have access to national and international printed and online journals.

The details of library facilities are as follows

Library Working Hours

S. No.	Working hours	Period	
1	9.00 A.M. to 5.30 P.M.	Working Days	
2	9.00 A.M. to 6..00 P.M.	During Examinations	
3	9.00 A.M. to 5.30 P.M.	During Vacation period	

E-resources can only be accessed locally or remotely via the college network.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 1.64

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.43	1.27	0.87	2.60	3.04

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 35.17

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 172

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institution has a central office dedicated to ICT-enabled teaching and learning.

All classrooms are equipped with Internet-connected computers for creating educational and learning materials.

By replacing obsolete hardware with modern infrastructure, computer labs are being strengthened.

The organisation periodically updates its PC components as necessary.

A yearly budget is allocated to support the enhancement of computers. In addition, appropriate financial arrangements are made to update and refresh the PCs.

The entire campus is equipped with 60 Mbps Wi-Fi that is freely accessible to all students and faculty.

The Institute has a separate computer lab, a digital section in the library, and LAN-connected personal computers for all employees in their offices. The two computer labs contain 40 PCs and 30 PCs, whereas the library has 5 PCs and others located in various sections.

Most computers are maintained and outfitted with the most recent versions of software required for academic purposes.

The institution is continually modernising its IT infrastructure, including Wi-Fi. We have multiple Internet connections from various IP addresses to ensure continuous connectivity. Previously, we had a 10 Mbps connection, which was upgraded to 40 Mbps in the year 2019, and the Bandwidth has been increased to 100 Mbps currently.

Bandwidth typically ranges from 60 to 100 Mbps, depending on the location and type of router, and can be accessed without charge by students and faculty with their respective user credentials (2.4 GHz or five GHz).

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 5:1

File Description	Document
Upload any additional information	[View Document](#)
Student – computer ratio	[View Document](#)

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 6.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
23.84	3.31	5.03	2.9	2.23

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

Response:

Facilities on campus are safeguarded and maintained. The Infrastructure & Maintenance Committee oversees the campus maintenance, improvement planning, and expansion. Following discussion, the committee defines a procedure for reproving, and generating funding for implementation. In addition to the institutional committees, the support systems oversee the maintenance and utilisation of the institution's infrastructure.

 Infrastructure

The Maintenance Committee is responsible for the repair, maintenance, and general upkeep of the college's buildings, grounds, drainage facilities.

The committee advises, supports, and recommends to the Principal on the facility, management, and maintenance matters.

The physical infrastructure of the college campus is routinely inspected, and repairs may include painting, tiling, plumbing, or electrical work.

The housekeeping staff employees of College Facility Services handle maintenance and repair requests for facilities and equipment.

The standard room and restrooms for female students are well-maintained and staffed by a separate team. Dustbins are placed wherever they are required.

Skilled employees regularly monitor generators, air conditioners, and CCTV cameras. In addition, the maintenance members of the Vishwambhara education society perform electrical, plumbing, and carpentry repairs.

Classrooms

So as not to impede teaching and learning, the Classrooms Maintenance Committee ensures that classrooms are outfitted with comfortable benches, blackboards, fans, lights, LCD projectors, desks, and

chairs and are in good condition.

Every day, classrooms are cleaned and prepared for use.

Library

Members of the Library Advisory Committee assist in the optimal maintenance of the library's books, periodicals, furniture, computers, and printer and take the following actions:

The librarian and system administrator regularly maintain the library's books, a reference section, and computers.

In the library, reference books such as Indian Pharmacopoeia, British Pharmacopoeia, and United States Pharmacopoeia, as well as course-related and university-required texts, are maintained separately for faculty and students.

Periodically, old books are identified and sent for binding to prevent further damage. In addition, the system administrator performs routine checks on Internet connectivity.

Staff and student entry registers and digital library usage registers are maintained independently.

Laboratories

Department Heads are responsible for the laboratories' operation.

Lab technicians manage all laboratory inventories and records under the supervision of department personnel.

Lab attendants maintain the cleanliness of laboratories and instruments. In addition, the lab technician verifies the working condition of all appliances and keeps log books to track their usage and record any issues that may arise.

Maintenance and Improvement Policy and Procedure

Objective: This policy intends to preserve and enhance Vaagdevi Pharmacy College's campus structures, other infrastructural Facilities, instrumental facilities, and other crucial facilities to further our purpose.

Responsibilities and roles:

Campus facility services include security, campus health and safety, material handling, building and grounds upkeep, and utilities. Staff members can contact the heads of each department with standard service requests.

Campus buildings are secured with security measures and personnel placements. To meet existing and upcoming security risks, internal processes, policies, and procedures are regularly established and amended. The security supervisor conducts a routine operating brief outlining facility information and current security concerns, which is analysed and used for ongoing improvement.

Employees of College Facility Services handle maintenance and repair requests for facilities and equipment on a daily basis. Equipment suppliers and outside vendors were recruited to handle requests requiring highly specialised or advanced knowledge and skill.

By logging into the College maintenance register, staff personnel can request facility and equipment maintenance and repair. The Office Technician contacts the proper maintenance workers when a request is made to get a response. The status of open projects is discussed at regular staff meetings, the resources needed to finish them, and the workload that must be distributed to ensure quick response and resolution.

Supplies and Equipment:

Each year, requests are made for general facility equipment and supplies as part of the college budgeting process. The College Purchase Committee revises and prioritises facility supplies and equipment requirements before approving them. For specific crucial tools and services, In contrast, some lab equipment is periodically maintained by devoted technicians in the lab, usually over the summer break, under an annual maintenance contract where business representatives frequently visit for the same.

According to the policy on equipment and other resources, instructional materials and equipment must be timely acquired, repaired, or replaced to support continuous instruction and accomplish programme objectives. These materials must also be current, relevant, sufficient, and up to date. Instructors, directors, and programme advisory panels assess the program's equipment and supply needs and make annual budget proposals for necessary expenditures.

To verify that materials and equipment meet manufacturer specifications, codes, rules, and regulations relevant to specialised materials and equipment, as well as their intended usage, instructors are responsible for checking them to assure quality and safety standards.

Evaluation:

The College uses various techniques, such as internal surveys, reports, independent evaluations, and regulatory inspections, to assess the campus infrastructure and the operational systems that support it.

Summarised maintenance and repair procedure:

S.No.	Facility	Equipments	Maintenance Pr
1.	Infrastructure maintenance civil	Civil, plumbing, electrical furniture repair and other	A dedicated tea carpenters, gard
2.	Laboratories	Clean Room, Fuming Cup Board, Animal House,& etc.	Done through contracted time-
3.	Advanced Equipments	Sophisticated instruments like HPLC, FTIR, UV, Stability chamber etc.	Annual Mainte respective comp
4.	Small equipment	Balance, microscope, pH meter, dissolution apparatus, mixer, hot plate	Repaired from periodically by

5.	ICT tool	Computers, peripherals and networking	Checked by sys
6.	Soft wares	College management system, Library Management System, Stores management system etc.	Respective serv
7.	Internet & wi-fi	Internet, wi-fi	Partially by col major issues res

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 66.09

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
220	269	212	187	218

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 3.17

5.1.2.1 **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)**

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	24	5	0

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

     1.Soft skills
     2.Language and communication skills
     3.Life skills (Yoga, physical fitness, health and hygiene)
     4.ICT/computing skills

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 29.74

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
121	115	64	82	118

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

1. Implementation of guidelines of statutory/regulatory bodies
2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: C. 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	[View Document](#)
Details of student grievances including sexual harassment and ragging cases	[View Document](#)

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 6.19

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	4	1	1

File Description	Document
Upload any additional information	[View Document](#)
Self attested list of students placed	[View Document](#)
Details of student placement during the last five years (Data Template)	[View Document](#)

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 68

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 68

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 53.36

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, *etc.*)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
12	23	10	11	12

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
40	35	10	39	28

File Description	Document
Upload supporting data for the same	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

Anti-ragging Committee

The committee functions as per the latest UGC/AICTE guidelines, arranges seminars for both junior and senior students and educates senior students about what constitutes ragging. An anti-ragging squad is constituted to keep continuous vigilance on all student activities

NSS Unit

NSS Committee follows the instructions of NSS Cell, JNTUH, Hyderabad and organizes social activities. The committee members encourage fellow students to enroll as NSS volunteers

Alumni Association

The association has alumni of the college in responsible positions who try to strengthen the ties among alumni, the institution and the community through various activities.

Canteen Committee

The members check and supervise the services, quality and prices of food items available at the canteen.

Hostel Committee

The members are concerned about the safety of the hostel inmates and amenities made available to them.

IQAC Committee

Quality initiatives are the prime motto of the committee.

Library Committee

 The members organize orientation classes to the new students.

Transport Committee

College bus transport problems are brought forward and reported to the faculty coordinator.

Women's Grievance & Redressal Cell

The committee takes up complaints if any, attends to the discussion and provides solutions.

 Grievance and Suggestion Box Committee Suggestions dropped in the box are collected and problems are resolved

SC & ST Committee

The members are concerned about the safety and welfare of SC &ST students.

Internal complaint committee

The committee takes up internal complaints if any related to sexual harassment and women abuse.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 5

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	5	7	4

File Description	Document
Upload any additional information	[View Document](#)
Report of the event	[View Document](#)
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The institution has registered Alumni Association Vaagdevi Pharmacy College of which facilitates close interaction between the institution and alumni. Alumni are special stake holders for an institute as their prime interest would be to see the institute flourish and grow in stature. The Alumni Association is formed with the objective of sharing knowledge, experience, and opportunities among the alumni, faculty and students with the following objectives:

- To encourage the alumni to advise the current students on the enhancement of professional skills.
- To provide a platform for them to exchange their ideas on academic, cultural and social activities.
- To encourage them to provide opportunities in the corporate field and also to prepare the current
- Students for the competitive entrance exams like GPAT, MBA and also students going to MS, M. Pharmacy in institutions of national repute.
- To act as bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
- To encourage alumni to conduct national level seminars which will be beneficial to the budding pharmacists.
- To enrich the college library by donating books on different subjects.

The Annual Alumni Association meeting functions as a confluence to meet their friends, peers and teachers and to share their memorable experiences. The recollection of their rejoicing moments spent in the get together will keep them energized till the next meet. The various activities started the from the alumni and

their contributions includes:

- Prizes to the winners of various competitions conducted annually on the occasions of World

Pharmacist's Day & National Pharmacy Week

- Cricket Kits
- Free distribution of medicines to the needy during Health Camps
- Electronic Calling Bell
- E-waste and plastic waste bins.

Students of initial batches placed in reputed organizations have been the source of referrals to the next batch students. Many students have been pursuing studies abroad in the USA, the UK and Canada, where some of them have joined the institution to provide employment services to their mother institution.

Notable alumni are invited to interact and share their knowledge, views and ideas with current students and also guide them on career planning. Their feedback is also an important contribution to develop an organized system. The Alumni Association establishes a well-defined culture of togetherness and knowledge development at the institution.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: D. 1 Lakhs - 3 Lakhs

File Description	Document
Upload any additional information	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

VISION

- Heading towards academic excellence of pharmaceutical education for endeavor to impart best knowledge and practical skills to Pharmacy professionals

Mission

- Committed to create the best infrastructure for quality pharmaceutical education and research.
- Collaborate with the renowened organizations in the field of pharmacy
- Enhance the quality in terms of academic and advanced research.
- To create enterpreneurs and innovators in healthcare system.

Reflection of Mission and Vision in the leadership of institute Policy and Planning:

Through meetings with functional committees, the Principal and department heads review the results of the implementation of action plans, and if necessary, they make changes to the action plans as needed. The Principal conducts meetings with all stakeholders and receives inputs, together with IQAC formulates policies as per the requirement.

Interaction with stakeholders and faculty:

The principal makes sure that everyone is involved in various activities. Faculty members actively participate in numerous committees and cells to help with decision-making, plan implementation, and developing long-term, strategic plans for future initiatives.

Academic and Administrative bodies:

The governing body is made up of distinguished administrators, academicians, industrialists, and university nominee who create the rules and guidelines for academic and administrative activities in line with the institute's vision and mission statements.

The organization's vision, mission, short- and long-term goals, and quality policies are kept open to all stakeholders for suggestions. The faculty and support staff are given the necessary training for their development, and teamwork and team building are encouraged to foster a positive workplace culture. The management's participatory role promotes and sustains staff participation, which is essential for the efficient and effective operation of the institute.

Perspective plans:

- The institution has a carefully considered plan for the overall advancement of academia and research.
- Enhance and enrich educational opportunities while making sure that students are the main focus.
- Attract, keep, and empower a diverse community of top-notch faculty, staff, and students.
- Develop strategic partnerships and interdisciplinary collaborations. Establish a culture of innovation and change.

Participation of teachers in decision making bodies:

One of the most crucial managerial ideas at the institution is that the administration is run by teachers who serve as chairs and members of various committees with representation from students, parents, and management. All of the staff members now feel more engaged and accountable, which has led to effective management of the institution. To ensure a uniform exposure of duties for faculty members academic and professional development, various committees' memberships are changed annually. Teachers contribute to the creation of quality policies and plans by drawing on their professional expertise and the feedback they have received from a variety of sources.This motivates staff to submit creative suggestions that would greatly benefit.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Vaagdevi pharmacy college is one of the pioneer institutions in the region of Telangana with an objective to provide a good pharmacy education and to meet the needs of present day healthcare system where a pharmacist has to play important role in the society. All the courses of B. Pharmacy, Pharm D, M.Pharmacy aims of making pharmacy graduates well-versed in all aspects of pharmacy profession which includes manufacturing, dispensing, ware housing medicine and handling of medicines with care. The institution's Research centre in the campus to elevated the research activities, the leadership involved in developing E-Governance strategies for the institution, ensuring the organization's management system development, implementation and continuous improvement, Interacting with its stakeholders, Reinforcing a culture of excellence, Identifying organizational needs and striving to fulfill them. e-governance strategies were implemented in the college by the management for the effective running of the institution.

As per the guidelines given by the JNTUH, our institution adopts the e - governance strategies to conduct various semester and annual examinations. The institution stay in contact with the students, faculty, alumni and parents by the website. All the announcements regarding examinations, results, prize winners in various events are posted in the website. SMS alerts are sent to the parents of slow learners students who are identified by the class teachers, discipline committee followed by head of the institution. The Head of the institution has framed several committees among the faculty which are lead by the HODs and senior

faculty members to establish the leadership culture in the institution. Department feedbacks are collected after conduction of departmental meeting which are lead by HODs of the respective departments. Based on the feedbacks requirement of chemicals, books and equipment are made known to the head of the institution for necessary action. Funds are granted from the management after finalizing the requirements by the head of the institution.

The institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly. The faculties are maintained by the institution according to the norms of various statutory bodies like AICTE, PCI and JNTUH. The vacant faculty positions and the new recruitments are done by the recruitment committee which consisting of the Correspondent, Principal, HODs and subject experts. Regular staff meetings are conducted every month under the leadership of Principal. The institution encourages participative management from the bottom level to the top levels. The institution was decentralized with various committees under the leadership of head of the institution to encourage the leadership at various levels and also to encourage the participative management at all the positions. Anti Ragging committee, SC and ST committee, Gender sensitization cell, NSS committee, Internal complaint, Placement career and guidance committee, IQAC, industry institute interaction cell, women protection and women welfare association, etc. Management regularly conducts the meeting for the principals, HODs to improve the standards of education. The institutions grooms the leadership at various levels and it also ensures that all the stakeholders are involved it.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

STRATEGIC PLAN:

Vaagdevi Pharmacy college established in the year 2007 approved by Pharmacy council of India with an objective to provide a good pharmacy education and to meet the needs of present day healthcare system. The Governing body instructs various academic and administrative bodies for implementation of resolutions passed in meeting held during periodic time intervals. The policies approved by IQAC passed to various committees for effective administration.

Institution rules and regulations

Administrative instructions:

- Recruitment procedure for teaching and nonteaching staff
- Student faculty ratio and Eligibility criteria maintained for UG/PG courses as per PCI norms.
- Selection and appointment of Principal/Associate professors/Assistant professors/Administrative staff as per the sanctioned posts.

Service Rules:

- Pay scale as per AICTE/PCI
- Service Book Maintenance
- Increment Guidelines- Assessment Criteria for teaching staff
- Promotions as per eligibility and experience
- Code of Conduct, Disciplinary Proceedings and its implementations.

Faculty Accountabilities:

- Organization of faculty development programmes, induction and refreshment courses.
- Funding faculty for participating in various workshops
- Videoconferencing facilities, enabling interaction with subject experts and virtual lectures and demos State-of-the-art instruments.

Leave Rules:

Guidelines to avail Casual Leave, Earned Leave, Medical Leave, Higher studies Leave and Maternity Leave

Effective deployment of strategic plan attained through the following

1. Various statutory committees were constituted for to get outstanding results in terms of

- Implementation of mentoring system
- Framing of course work as per academic calendar given by JNTUH
- Collection and analyze the feedback given by students on institution and teachers
- Counseling for irregular students

2. Emphasis on Student Centric Learning Process- by:

- Conduction of Class Seminars to enrich Communication/Presentation skills
- Motivating students to present posters in various national and international conferences
- Encouraging for publications and participation in workshops
- Painting and concept oriented rangoli competitions relating to Profession
- Pharma exhibition during technical events
- Giving topic wise assignment's for qualitative learning
- Clerkship and Internship Training through case studies and their interpretation
- Usage of simulation software's for demonstration of practical's
- Group discussions, essay writing, elocution's and debates are conducted on current themes related pharma.

3. Encouraging research facilities for faculty:

- Promoting faculty members to apply under QIP/FIP/funded research grants
- Subscribing more software's/National/International journals in the Library
- Encouraging faculty to register for Part-time Ph. D Programs in various universities
- Guiding faculty to organizing or attending Conferences/Seminars/
-
- Allotting fund for research publications in peer reviewed journals.

4. Conducting competitions in sports for inter-pharmacy colleges.

5. Augment student's participation in Community Pharmacy & Extension activities-

NSS unit

- Conduct of Medical Camps in surrounding villages
- Blood donation camps
- Swatch Bharat *Abhiyan*
- Organizing awareness activities about health issues like AIDS, Cancer and Chronic Disorders.

6. Quality Assessment through National Accreditation agencies like NAAC/ NBA /ISO for

Institute Accreditation and Certification.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The governing body plays a crucial role in the decision-making process. The institution's policies and

programs are approved by the members. The establishment of IQAC will provide the structure with another source of inputs, suggestions, and a new perspective. IQAC determines the policies for quality improvement, financial support, and its implementation. The Principal has the authority to make decisions regarding both administrative and academic issues. The council has the authority to provide recommendations to IQAC and the Principal on issues pertaining to internal management, discipline, and enhancing the academic effectiveness of the college. The IQAC, HOD, Librarian, and coordinators of various committees work with the Principal to plan and oversee all academic and administrative activities. All administrative issues involving the faculty and students are properly handled by the office administration. Planning for extracurricular activities involves the student council. The Committees carry out their duties, as implied by their name. These committees start a variety of initiatives and make recommendations to the Principal for approval and implementation. In their respective fields of work, the Committees directly perform for, observe, and/or manage the teaching and non-teaching staff. These Committees' work is supervised and facilitated by the IQAC, who ultimately answers to Principal on a daily basis.

In order to ensure accountability and transparency and to accomplish its goals, the roles and responsibilities of various bodies are also clearly defined: Governing body, Institute IQAC, finance committee, building committee, Committees for Admission, Prospectus, Central Admissions. Examination branch, Department Research Advisory Committee (RAC), and Awards and Scholarships Committee and the Distinguished Alumni Award Committee, Training and Placement Cell, Anti-Ragging Committee Institute compliance Committee, Grievance Redressal Committee, and Cultural Committees, institute sports Advisory Committee, NSS Committees.

Each Faculty also has a number of subcommittees and groups made up of both staff and students for the purpose of carrying out various tasks in order to ensure effective functioning through decentralised management. All significant bodies include external expert members to offer an objective, all-encompassing perspective, transparency, and experience. VPC abides by all policies and guidelines established by the various statutory regulatory bodies, including MHRD, UGC, AICTE, PCI, and JNTUH, with regard to staff welfare, service, career advancement, research promotion, and grievance redress. The Institute provides staff and students with the proper incentives in order to properly recognise their accomplishments. Being inclusive and accepting of diversity and inclusion is a way of life at VPC. Students and staff collaborate well while representing various cultures, traditions, beliefs, languages, and lifestyles. A positive work environment, extensive participation of its members in various activities, and organisational structure guarantee prompt resolution of any complaints at the outset. It is a source of great pride that the Institute has achieved success in this endeavour and has a very high staff retention rate in its 15 years of existence.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The following welfare programmes are available to both teaching and non-teaching staff:

- All employees have access to Group Medical Insurance in addition to EPF.
- Teaching and non-teaching staff members' children receive priority admission.
- The provision of medical, maternity, and paternity leaves for employees in accordance with state government regulations.
- The college regularly hosts free health check-up camps for every employee.
- The staff can access transportation options from anywhere in the city.
- The employees can also access the gym and the medical centre.
- Employees' children receive fee discounts.
- Sponsorships for attending and presenting papers at conferences both domestically and internationally.
- Numerous food centres have been established on and near the campus. Staff members have access to free Wi-Fi and internet services on campus as well.
- Summer vacation for faculty members lasts 30 days.
- Faculty members regularly participate in faculty development programmes (FDPs).
- For non-teaching staff, skill development courses are organised to improve their abilities in the workplace.
- Automation of leave and attendance using biometric technology.
- Every year, management and the institute honour all the faculty members who improve their research work through high-caliber publications during the academic year.
- The management offers needy students financial aid so they can attend our institution for higher education (Ph.D) if that is what is necessary.
- Staff members can be motivated through counselling to foster a positive work environment. This

not only improves the employee's work-life balance but also helps us increase productivity and enables our staff to work efficiently and completely happily.

- The Women Empowerment Cell was established to provide spaces for its female members to thrive and advance.
- In a nutshell, the Institution strives hard to keep our staff happy and healthy

File Description	Document
Upload any additional information	[View Document](#)
Paste 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: 16.74

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**

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	10	09	6

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 5.2

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**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	5	5	6

File Description	Document
Upload any additional information	[View Document](#)
Reports of Academic Staff College or similar centers	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 4.52

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	1	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

6.3.5. **Performance Appraisal of Teaching Staff:**

Vaagdevi pharmacy college has a well-defined performance appraisal system for Faculty Members.Faculty eligible for promotion or increment have to submit their self appraisal form in given format.

The self appraisal form includes

1. Details of educational qualifications, Professional Experience with related documents

2. Academic Contribution details including , Subjects Taught (with pass %), Laboratories handled, Innovative teaching-learning methodologies, updating of subject content, course improvement, Projects guided UG, PG, Ph.D.

National/International Conferences/Seminars/Symposiums/Workshops organized and attended, Research Publications during the last academic year (National/International Journals/Transactions), Books / Chapters published, Ongoing and Completed Research Projects and Consultancies Projects/travel grants received

3. Administrative Contributions details including Administrative responsibilities at the

Institution and Department Level, Involvement in Students Counseling/Mentoring/

Motivation, Guest Lectures, Organization of any National / International

Conference/Seminar/Workshops, Organization of any Institute Curricular/Co-curricular

& Extra Curricular Activities, Accreditation Works.

4. Professional Achievements right from the beginning of their professional carrier and their relative progress between the present position and proposed position during the year

under review. The achievements include details of Research Publications, Paper

Presentations, Guest Lectures, Professional Awards, Book publications, contribution of

Chapters to text books, involvement in Research Projects.

5. Best Practices implemented in Teaching Learning Methodology, Initiatives / innovative

measures in teaching and learning.

The performance of all the teaching staff are reviewed by the HODs, Academic Director,

Principal and Management Representatives. Faculties were assessed based on their performance,examination results of the students and feedback from respective stake holders. At the ends of each academic year students appraise every faculty member on various descriptions like Teaching methods, Clarity in Expression, Completion of Syllabus in time, Involvement in Practical Training, Interaction with Students etc. Feedback from students were thoroughly analyzed by the concerned team and communicated to the respective faculty to update/ improve /adapt as per the feedback. HOD's appraises the staff based on their work done. Research Publications, Paper Presentations in Conference/ Seminars/Workshops etc., besides overall performance of the students (Theory & Practical).

The Performance Based Appraisal submitted by the respective Faculty Member is verified,checked and appraised accordingly by the HODs, IQAC and the Principal.

Appraisal of Non-Teaching Staff:

Salary appraisal for non-teaching staff is done based on their work involvement, performanceand

contribution besides the feedback given by the HODs / Administrative Officers and throughtimely confidential reports obtained by the principal.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Internal and external financial audits are regularly performed by the college. In addition to the external auditors who verify and certify all of the financial statements, we also have our own internal audit mechanism where an internal audit is a continuous ongoing process.

Internal audit is tasked with validating Internal auditors perform thorough reviews of all financial transactions with the assistance of supporting documentation and the appropriate authority's approval every three months. In Tally, the financial transactions are recorded. By the college, ERP -9. The internal auditor will thoroughly review each and every voucher. Verifying the bills and vouchers allows for a thorough examination of the expenses made under various headings. If any errors, omissions, or commissions are identified during this verification,

An external audit agency audits each of the college's financial transactions. The auditors conduct the external audit in accordance with the government's rules and regulations. In all financial dealings, the College has upheld the highest level of transparency. The audited reports make clear that all financial transactions were conducted in accordance with accepted norms.

1. Income source: The auditor will compare the fee collections to the approved list of students and the JNTUH fee schedule. 2. Other earnings were compared to the receipts given to the students. 3. A reconciliation of the fee amount due and received will take place. 4. Verifying any grants received 5.Interest earned and investment returns
2. Vouching for Expenses 1.The auditor will attest to payment using authorised documentation. 2. Accuracy of Revenue and Capital Expenditure Classification. 3. Checking bank confirmations and account reconciliation. Reconfirming any discrepancies. 4.Payment of salaries using the Salary Statement Sheet 5. Verifying that statutory obligations like TDS, P.Tax, ESIC, and PF are paid in full and on time. 6. Depreciation of fixed assets is calculated. 7. Every payment made to suppliers, workers, students, and other service providers. 8.Any other statutory compliances that must be verified in accordance with the Income Tax Act.

3. On the direction of the Statutory Auditors, audit observations and objections are resolved in the allotted time frame.
4. At the end of the financial year, all financial transactions are recorded and based on the balance sheet and income and expense statements.
5. The Auditor and Management will certify and approve these financial statements. An "Audit Report" will be issued by the auditor in light of the audited financial statements.
6. Annually, the IT department of the Government of India and the Registrar of Societies of the Government of Telangana both receive audited statements of accounts.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

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

Response:

MOBILISATION OF FUNDS AND UTILIZATION OF RESOURCES

1. Institute adheres to Utilization of budget approved for academic expenses and administrative expenses by management.
2. After final approval of budget the purchasing process is initiated by purchase committee which

includes all head of departments and account officer, accordingly the quotations called and after the negotiations purchase order are placed.

3. The payments is released after delivery of the respective goods it is done as per the terms and conditions mentioned in Purchase order.

4. All transaction has transparency through bills and vouchers. The bill payments are passed after testing & verification of items. Only authorized person operate the transaction through bank.

5. Respective faculty member ensures that whether suitable equipment/machinery with correct specification is purchased.

6. The entire process of the procurement of the material is monitored by the Purchase committee and Principal at institute level then the finance department at office level.

7. Internal audit conducted every year to and Financial audit is conducted by chartered accountant every financial year to verify the comp

MOBILISATION OF FUNDS AND RESOURCE UTILIZATION

To create a self-sufficient budget. The tuition fees paid by the students of Vaagdevi Pharmacy College are used to support this independently funded institution. By requesting advances from the financial bodies, deficits are handled. Faculty members submit research proposals to funding organisations in order to request further financing. These funds are used for laboratory development and research. The institute has a clear system in place to track how effectively and efficiently the financial resources that are available are being used to build infrastructure and academic processes. The Institute's financial system is robust, and its finance team is well qualified and is led by a finance officer. Every year, the principal creates the institution's budget, taking both regular and one-time expenses into account. As a result, it is demanded of all administrative and academic leaders to provide the necessary budget for the coming financial year. Along with this, all cell coordinators—including those for academic, exam, T&P, NSS, and other cells are ordered to give the principal a copy of their budget. The Governing Body (GB) makes all significant financial decisions as and when they are required urgently and only after receiving approval from the society office. The governing body examines and verifies all significant financial transactions under various headings, such as "Research & Development," "Training & Placement," "Software & Internet Charges," "Library Books / Journals," "Repair & Maintenance," "Printing & Stationery," "Equipment & Consumables," "Furniture & Fixtures," etc..

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

College has constituted IQAC since 2019-2021 to achieve the goals of college through performance evaluation, assessment and quality enhancement. As Quality enhancement is a continuous process, IQAC is an important part of our college. IQAC helps to develop a system for the improvement in performance

by planning, monitoring and record keeping of activities of the college. The protocol of IQAC enables us to improve the academic and administrative performance of the college. IQAC helps to promote efficient measures and focus on the attitude for quality education imparted by the college through best practices. MoU with Pharmaceutical Companies IQAC is a decisive role to play in ensuring academia-industry interaction and academia- healthcare interaction. Vaagdevi Pharmacy college can strengthen on training programs for students and faculty by developing partnerships with reputed companies. This partnership was formalized through a Memorandum of Understanding (MoU) with the objective to improve industry-academic interaction. The scope of the partnership vary with the needs of the students, faculty and specific research projects. The partnership or MoU include knowledge sharing with respect to cross-training about the standard operating procedures, and resources of both organizations. These MoUs helps to achieve the goals and objectives in the interest of the students for co-curricular activities such as industrial visit and industrial training of Under Graduate students, training and active interaction of teaching faculty with technical staff, and Post Graduate academic research. Through the IQAC, MoU facilitated industrial training to faculties of the institute for the up gradation and awareness about changing needs of industry. The faculties strengthen the industrial knowledge and envisage the opportunities that may come across in future. MoUs also offers provision for the students of M. Pharm. to pursue or undergo research project under the guidance of industry officials. These projects play an important role in knowledge transfer and help the students in academic and research enhancement. MoUs are also helpful in placing the students in reputed industries.

IQAC also organizes seminars, conferences, and workshops to stimulate and instill a research culture in students and faculty members. Faculty members are encouraged to attend FDPs, workshops, seminars, and conferences, as well as join professional organizations, by providing financial assistance.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC in the college, started working towards quality education and inculcating quality culture among

the students and staff. The IQAC also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

1. Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.

2. Implementation of Outcome-based learning education in each program.

3. Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.

 4. **Participation of college in NAAC and various other quality audits recognized by the state, national and international agencies.**

5. Establishment of Institute Innovation Council (IIC) under MHRD.

6. Establishing Research and Development cell to promote Research and Development activities.

7. Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.

8. Establishment of various processes to take feedback/surveys from various stakeholders.

9. To implement and enhance the use of ICT tools to strengthen the teaching-learning process.

10. Establishment of the Mentor-mentee process and its effective implementation. 11. To prepare the Annual Quality Assurance Report (AQAR)

12. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cell.

Other than these initiatives IQAC works on improving the teaching-learning process and supports adopting Outcome-Based Education (OBE) in all programs of college gradually. The Program outcomes are adapted from NBA, program-specific outcomes and course outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. A result-oriented, performance-based model is adopted at that emphasizes accountability based on student learning.

Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training. The POs, PSOs, and COs attainment is measured every session, for low attained courses, proper action is planned and efforts are made to improve the attainments if required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students

The IQAC improve the teaching-learning process through standard academic practices, these academic practices include:

1. Implementation of Academic Calendar given by JNTUH

2. Preparation of Nominal rolls and formation of sections/groups

3. Choice of Electives (Open/Departmental/Science based)

4. Time table preparation

5. Mentor-Mentee distribution

6. Course Delivery and its monitoring (Online / Offline class)

7. Preparation of Course file

8. Conduction of Seminar, Projects, Industrial visits and Training

9. Attendance Monitoring of students

10. Conduction of guest lecture's

11. Preparing Detained List

12. Syllabus coverage

13. Setting up the question paper

14. Conduction of internal examinations

15. Evaluation of answer scripts

16. Slow and advanced learners

Methodology and outcome of teaching learning process:

Methodology	Outcome	
JNTUH Academic Calendar	Implementation and execution of calender	
Commencement of Semester Allotment of faculty	As per course	
Preparation of timetables	Regular Classroom Teaching along with the enrichment activity as per Academic calendar	
Internal and university examinations	Evaluation of students performance	
Result Analysis	Identify slow learner &fast learners	

Slow learners	Tutorial sessions for slow learners
Fast learners	Encourage fast learner for Extra & cocurricular
Assignments	To develop concept oriented knowledge
Extracurricular and co-curricular activities	Overall personality development
Projects	Improved practical approach and promotes rese
Organization of workshops/ seminars	Development of inter-Personal communication
Continuous Monitoring of teaching learning process by Academic Head and coordinators	For effective implementation of course curricul
Feedback of students and observation by HOD'S	Faculty Performance Evaluation

.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response for Gender Equity & Sensitization

To promote gender equity and make girl students aware of their legal rights and womens power, various programs are being coordinated and conducted every year at Vaagdevi Pharmacy College, Bollikunta, Warangal.

As the percentage of girl students studying at college have been increased tremendously, it is necessary to for them to know about various legal as well as human rights. For the same various experts from different areas were invited to provide information on women empowerment, Prevention of sexual harassment at work place, various legal rights and laws in favor of women, self defence, various policies under government of India available for the benefits of women, stress management etc. Also to boost up the confidence and self esteem various events have been conducted.

Gender equity education activities:

Vaagdevi Pharmacy College promotes measures aimed at attaining gender parity, eliminating gender bias or discrimination, sexual harassment and other acts of gender-based violence, and organises awareness programmes to establish a healthy and friendly environment for the staff and students. A committee made up of outstanding senior faculty members has been working on this curriculum for the past five years.

Gender sensitization is the process of changing behaviour through increasing knowledge of issues related to gender equality. It has a connection to womens empowerment. According to gender sensitization ideas, changing how parents, teachers, and other adults interact with children might lead to more gender equality.

To us, gender sensitization simply refers to having empathy for people of the other sex. There isnt much difference between gender and sex, either. When discussing the biological distinctions between a male and a female, we use the phrase sex, yet when discussing the social, cultural, and economic standing of both, we use the term gender. Due to a lack of male gender sensitization, women in India still experience gender injustice. Many of us believe that the decline in morals and ethics among young people is the core of these issues.

Be it eve-teasing, domestic abuse, or the event of horrific rape, these issues are all directly or indirectly linked to a lack of gender sensitivity. The unvarnished fact is that young peoples social and cultural environments, which mostly consist of their families, classmates, have ultimately provided them with whatever has percolated in their minds. Family members and educators bear a significant portion of the burden for fostering gender sensitivity. They are the ones who can encourage young boys and girls to feel equally valued and help them grow up with empathy for one another.

Gender equity & sensitization as a subject of academic study:

From the academic year 2017 onwards, our affiliating university JNTUH offered the academic course Gender Sensitization (an activity-based Course) as a compulsory subject and as a foundation course with two credits in II year II semester for B. Pharmacy, which is considered as a Lab Subject. Sports and Games tournaments for boys and girls as well as gender equity development initiatives have been frequently held by the institution.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Response:

Vaagdevi Pharmacy College, Bollikunta, Warangal promotes the concept of three Rs - REDUCE, REUSE and RECYCLE motto for reducing the need to dispose off waste as much as possible, and also ensuring proper disposal of whatever waste is generated. Thus ensuring a clean and healthy campus.

Following are the methods adopted for waste management:

Vaagdevi Pharmacy College, Bollikunta, Warangal, promotes the concept of three Rs - REDUCE, REUSE and RECYCLE motto for reducing the need to dispose off waste as much as possible and also ensuring proper disposal of whatever waste is generated. Thus providing a clean and healthy campus. Following are the methods adopted for waste management.

Solid waste management:

- There are separate dustbins for the biodegradable and non-biodegradable wastes placed at various campus locations.
- The dustbins are appropriately labelled with instructions to distinguish the waste clearly.
- Small amounts of vegetative waste are disposed of through Smart bins, an Easy Indoor Composter of Greentech life. (containing the non-pathogenic microbial flora).
- About 10 smart bins are placed in many places like in girls hostels, the canteen, and other places on the campus where vegetative wastes may be produced.
- Larger quantities of biodegradable waste can degrade or decompose by dumping it into the pits on campus.
- Biological waste from the microbiology and pharmacology department consisting of microorganisms and animals is properly disposed of by following proper treatment protocols and using incinerators.
- The college provides the students with bags with the college logo for their use in the college, and thus, usage of plastic bags is discouraged within the College premises.
- Littering of waste is prohibited on campus.

Liquid Waste Management:

The use of hazardous liquid chemicals generating dangerous fumes is avoided in the laboratory.

The other wastes generated and waste liquids are disposed of through a well-constructed drainage system leading to the closed collection tanks, collecting water from washbasins.

The collected wastewater is subjected to treatment and then is used for gardening in the summer.

These are regularly cleaned.

e-waste management: E-waste is gathered and given to the individuals in charge of annual maintenance. All campus garbage is managed in accordance with regulations. This matter has been adequately addressed to provide an environmentally friendly atmosphere on campus.

Waste Recycling system: The recycling system processes liquid waste and renders it acceptable for reuse. Rainwater collection pits are built across the campus in strategic locations to assist eliminate water lagging.

Hazardous chemicals and radioactive waste management: Biomedical waste produced during animal

studies for research purposes is adequately separated and burned to prevent infection in any manner. The campus does not employ any harmful or radioactive substances. Chemicals used in laboratories are appropriately neutralised before disposal. The institution has a huge 50-acre property, and a small space has been allocated exclusively for keeping empty chemical containers until they are picked up by the garbage collector.

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

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: A. Any 4 or All of the above

File Description	Document
Geotagged photos / videos of the facilities	[View Document]()
Any other relevant documents	[View Document]()
Link for any other relevant information	[View Document]()

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document]()
Certification by the auditing agency	[View Document]()
Any other relevant information	[View Document]()
Link for any other relevant 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: C. 2 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document]()
Any other relevant information	[View Document]()
Link for any other relevant 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 socioeconomic and other diversities (within 500 words).

Response:

Response:

Vaagdevi Pharmacy College in Bollikunta, Warangal, makes strenuous attempts to create an inclusive atmosphere. The activities aim to improve education, provide economic assistance to the poor, and embrace communal unity.

Vaagdevi Pharmacy College, as a non-minority institution, aims to give equitable access to opportunities on a variety of levels, including its admissions policy, which accepts students from a variety of cultures. All festivals are celebrated with similar enthusiasm, including Diwali, Bathukamma, Dussehra, Ganesh Chaturthi, Muharram, and Christmas.

The institution also hosts various cultural events to highlight India's diverse culture. Students of different regional and cultural backgrounds perform regional or cultural folk songs and dances in such programmes. These cultural activities are held at various levels, such as departments and colleges, and on various holidays, such as Independence Day and Republic Day. Aside from the yearly cultural event, students arrange cultural and sporting activities to accommodate linguistic variety. In addition, all student-related contests, such as Essay Writing, Debate, and Declamations, are held.

The Institutes numerous segments offer seminars, workshops, and awareness campaigns to promote social harmony and tolerance. Among the activities that are done and executed are the Essay Writing Competition, Patriotic Song Singing Competition, Lectures by Eminent Personalities, and Mass recitation of the National Anthem by all students.

Vaagdevi Pharmacy College has chosen two villages in the Warangal region and is conducting efforts to help them improve socioeconomically. The Institute has held lectures to raise environmental and ethical awareness in these communities. In order to maintain a healthy environment, the Institute has also planted numerous plants in these localities.

Vaagdevi Pharmacy College hosts a blood donation camp twice a year in collaboration with the Lions Club of Warangal and the Red Cross Society of Warangal, where students, staff, and teachers donate blood for the noble purpose of helping society while proudly displaying the badge of a blood donor. The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations.

File Description	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	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Response:

The affiliating institution JNTUH has introduced Indian constitution-related subjects such as Human Values and Professional Ethics, Environmental Sciences and Social and Preventive Pharmacy as mandatory foundation subjects in B. Pharmacy from the Academic Year 2019-2020. The institution organises various programmes to educate students and staff about their constitutional obligations, including ethics, rights, duties, and responsibilities as responsible citizens of India.

Every year, the institution celebrates Indias National Days, such as Independence Day and Republic Day. The Principal, Staff, and Students hoist the national flag at the start of these activities. Prior to the entry of Gandhi in Indian politics and independence, students explored the emergence of the desire for civil rights in India for the majority of Indians.

The students explored election scenarios as well as the function of adult voting under the Indian Constitution. The students also delved at the Indian Constitutions provision on fundamental rights. In accordance with AICTE and PCI guidelines, our institution has made Universal Human Principles and Ethics a required class for students in order to teach societal integrity values.

Through extracurricular and field-based activities, the institution emphasizes students overall development outside the classroom. Institution organizes debate competitions on a variety of issues, such as Human Rights and Duties, to enhance student understanding of the numerous human rights and responsibilities that Indian citizens have.

Womens Day and Pharmacy Week are held to promote universal, ethical, and moral principles in young women and to shape them into responsible professionals and citizens. Sporting activities aid in the development and improvement of self-confidence. For various sports activities, the college has both outside and inside facilities.

Staff and students participate in meditation, yoga, and art of living activities to promote holistic growth and attention. In addition, the institution hosts events such as self-defence and an awareness programme on saving the female child, helping students to appreciate the worth of human values. The NSS Unit carried different programmes on campus and in the adopted villages to build awareness about various topics like as Swachh Bharath and Haritha Haram, Cancer Day, HIV/AIDS, Diabetes, Sanitation and Hygiene, and so on.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: D. 1 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Response:

Every year, Vaagdevi Pharmacy College celebrates a number of National and International historical days, events, and festivals in an effort to foster a sense of nationalism, community concern, respect for human values, inclusivity, and togetherness.

We submit to you a hand-selected collection of the most well-known, exciting, and extensively celebrated festivals in India that highlight the rich cultural diversity of this nation.

India has a wide variety of celebrations. Lets look at some of the most well-known special days.

National Pharmacy Week

Pharmacy Week, which is celebrated the third full week in October, is a moment to acknowledge the significant influence pharmacists have on your patients. Its a chance to inform your patients and coworkers

about the crucial function that pharmacists perform within the healthcare system.

World Pharmacist Day

World Pharmacist Day is celebrated by pharmacists worldwide on September 25th of each year. On this day, the importance of pharmacists to advancing global health is highlighted.

Bathukamma

Women in Telangana celebrate Bathukamma, a colourful and lively event, with flowers that are unique to each area. The cultural identity of Telangana is symbolised through this celebration.

World Cancer Day

The only campaign through which the entire globe can band together to combat the cancer pandemic is World Cancer Day. It happens every year on February 4th. By promoting cancer awareness, educating the public about the illness, and encouraging governments and individuals around the world to take action against it, World Cancer Day tries to prevent millions of deaths each year.

Yoga Day

Since its establishment in the United Nations General Assembly in 2014, the International Day of Yoga has been observed on June 21 every year since 2015. Ancient India is where yoga, a physical, mental, and spiritual exercise, first emerged. The date of June 21 was proposed by the Indian Prime Minister, Narendra Modi, in his UN address in 2014 since it is the longest day of the year in the Northern Hemisphere and has particular meaning in many regions of the world.

Traditional Day

On March 20, 2018, 2019 and 13th April 2022, Vaagdevi Pharmacy College in Bollikunta, Warangal, celebrated the Traditional Day, one of the most awaited days of the year.

International Womens Day-

8th of March of every year marked the celebration of a new event at Vaagdevi Pharmacy College, Bollikunta, Warangal wherein everyone at the college joined in the celebrations of the International Women's Day.

Independence Day

The country comes together to celebrate Independence Day on August 15. There will be a flag-hoisting ceremony in the morning, attended by faculty and students. During the event, speeches of national significance and patriotic music will be performed.

Republic Day

January 26 celebrates with excitement and pride for the country. There will be a flag-hoisting ceremony in the morning, attended by faculty and students. During the event, speeches of national significance and

national anthems will be performed.

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Response:

INSTITUTIONAL BEST PRACTICE -1

Title of Practice: Professional and Social Responsibility Activities in the Neighbourhood Community

Objectives: Professional activities that are integrated into the curriculum at the student level mostly concentrate on conducting health centers, distributing awareness programs, providing paramedic support during disease outbreaks, and monitoring and providing critical care at pilgrim facilities. The Vaagdevi Pharmacy College works to balance the opposing fractions since doing so would enable its students to survive the occasional disappointments that befall them. Students are being implanted with the spirit of professional and social services either at home or at educational institutions. Every professional code of conduct must be balanced by the positive aspects of its social commitment.

The Context: Students outreach initiatives have greatly helped the tribal and economically underprivileged people in the Bollikunta village region by providing them with necessary medications and nutritional supplements. In and around Bollikunta and Inavolu Panchayat, health surveys on prevalent and life-threatening diseases including Diabetes, Hypertension, and Cancer were combined with patient education sessions.

The Practice: Doctor of Pharmacy (Pharm D), which takes 6 years to complete, is a licenced pharmacist. After completing a doctoral degree, students are granted permission to use the prefix Doctor (Dr) before their names. This degree is recognized as a postgraduate professional doctorate. The Pharmacy Council of India (PCI) has designed the course curriculum to be in compliance with international norms. Research studies based on the Pharm D and Pharm D (PB) curricula include a range of health factors and their impact on patient outcomes and public health.

It was implemented to enhance clinical and hospital pharmacy services in India; one of the pharmacy

services permitted to make important choices about prescribed drugs for inpatient prescriptions and in direct communication with the patient healthcare system. The courses curriculum includes standard pharmacy topics as well as specialised ones like pharmacotherapeutics and clinical pharmacy with adequate exposure to those services. The finest aspect of this course is raising the stakes for Indian pharmacists in terms of practices and establishing the value of a pharmacy degree internationally. The Pharm D & Pharm D (PB) students receive training in a variety of areas, such as participating in ward rounds, learning about drugs, reviewing medication charts during training, counselling patients, monitoring and documenting drug interactions, therapeutic drug monitoring, medication errors and adverse drug reactions in clinical practise settings, total parenteral nutrition, and increasing patient compliance.

Students kept their pledge by providing medicines to underprivileged people around campus villages at various events like world health day, world pharmacist day, world cancer day etc. thereby contributing to efforts to safeguard the healthy environment. Students enthusiastically stepped up and offered their helping hands in the villages of Bollikunta and Inavolu following the destruction of crops by excessive rains and deterioration of health due to waterborne diseases that ravaged the state in consecutive years. The student community took the initiative to supply medicine to poor devotees near Inavolu Mallikarjuna Swamy temple and the nearest bus stop to the campus. Students of Vaagdevi Pharmacy College volunteered cleaning of the Inavolu and Bollikunta villages and beautified the area. Currently our institute Vaagdevi Pharmacy College has Training for Pharm D and B Pharm students for effective Clinical & Community Pharmacy along with this type of social service.

Evidence of Success: The Pharm D and B Pharm courses accompanying Clinical & Community Pharmacy Training programme has been very successful in altering the students.

A free health check-up camp was organized by Vaagdevi pharmacy college on 18th January 2018 at Inavolu temple on the occasion of Inavolu Jatara during Sankranthi season. The base included estimation of body mass index, blood pressure, random blood sugar levels, free consultation by a physician and personal counselling. Patient information leaflets for diabetes were also distributed to the patients. Around 300 people utilized the facilities provided at the camp 25 students of Pharm. D 5th year volunteered for the event. The program was coordinated by Dr T. Ravi Chander, Mr R. Shiva Kumar and Dr Jyothirmayee, Assistant Professor, Department of Pharmacy Practice.

- The students clinical training follows a consistent pattern that includes case studies, comprehending prescriptions, patient counselling, case histories, case presentations, drug information services, etc.
- Manage and utilise the resources of the health care system in close cooperation with patients, doctors, and other medical professionals as well as administrative and support staff in order to promote health, provide, analyse, and coordinate the timely, accurate, and safe distribution of medicines, and enhance therapeutic outcomes of medication use.
- To encourage better health, wellness, and disease prevention in interaction with patients, communities, individuals at risk, and other healthcare professionals in an inter-professional team.
- Based on good therapeutic concepts and evidence-based data, provide patient care in relationships with patients, doctors, and other members of the interprofessional healthcare team, taking into account pertinent legal, ethical, social, and professional challenges.
- The administration took the initiative to provide more than 100 medications via employees and students in order to improve the health of the underprivileged residents of the campus and the area around the Bollikunta and Inavolu temples.
- Entrepreneur Sri Kiran was a social crusader in the Warangal pharmaceutical industry and made significant medical contributions to uplift the rural residents of Bollikunta and Inavolu living in

poverty.
- We have been providing various medications for a variety of illnesses to the underprivileged for the previous three to four years in an effort to enhance their health.

Problems Encountered and Resources Required:

When these events first began, especially in front of the hospital, we had a lot of difficulties getting the CEO, Superintendent, or RMO of the hospital to approve of letting the students participate in the presence of the doctors. At first, we tried to get them to take the medicine each day and, but they frequently refused. They eventually came forward and followed our guidance and information of the disease as a result of our counselling. Our schedules and college hours dont always work out, which makes it difficult for us to arrive and go. We occasionally had to do service on Sundays as well.

Best Practise-2:

Title of the practice: Women Empowerment

Objective: The large majority of them come from a drought- and famine-ravaged rural areas, where they live below the poverty line, illiteracy, ill-health, and superstition. Therefore, inequality and backwardness have a double impact on them. As a result, the college has decided to promote women's empowerment for female students with the following goals:

- The goal is to empower women via academic achievement.
- In addition, to increase understanding of women's rights.
- To educate women about the diversity of our cultural heritage.
- Mentoring female students on matters pertaining to women with the assistance of girl cell
- The womens protection cell needs to improve society by giving women more authority.

The Context: In the institution, there are more girls than boys. The cell has organised a number of initiatives in an effort to safeguard the rights of female students. Educate the girl and build up a nation. To educate the girl students in this institution, the cell has created a number of activities for women's empowerment. The female students initially had little enthusiasm for taking part in the discussions. Youngsters, particularly those of the opposite gender, stated discussing gender and gender roles would make major changes to families and harm society as the gender sensitization programmes were created highlighted various inequities and injustices that we may not have seen previously. The coordinator and other unit members had to go to specific families and educate the parents that all the programmes were for their lovely daughters' empowerment and development.

The Practice: With genuine enthusiasm and determination, the institution organised and carried out a number of programmes under this cell. For this, gender inequality has been a major problem both nationally and inside individual nations. However, before gender balance and womens empowerment are achieved, India still has a long way to go. The rural areas are particularly affected by the dreadful conditions of extreme poverty, illiteracy, illness, and superstition. In order to help female students live peaceful, harmonious, and dignified lives, the institution decided to provide them with the necessary skills. Therefore, the college created the Women Empowerment Cell (WEC) with three additional senior faculty members and a senior female teacher serving as its coordinator to accomplish the goal. All-female students are entitled to join the Cell regardless of their status. The unit has 300 female students as members. The Coordinator and the unit members determine how to conduct awareness workshops during free time to

educate the girls on why and how they are assigned submissive roles while having talents that are equal to or even greater than those of their classmates. For conducting numerous awareness activities, seminars, conferences, workshops, and interactive group discussions, they also establish an annual action plan. In collaboration with NGOs and government representatives from the Department of Social Welfare, Adult Education, Women and Child Welfare, Judiciary, and Medical Departments, the Coordinator and the volunteers are a response to carry out all the programmes.

Evidence of Success: The Women Empowerment Cell actively empowers women by establishing the environment for them to develop confidence in their skills while striving to preserve womens rights. It aims to avoid social evils like eve-teasing and ragging by giving women students the necessary counselling and guidance from professional women counsellors, social and rights activists, enlightened academics, and professional psychologists so that they are aware of unfair gender discrimination, the dowry system, the human rights, the legal provisions available for their protection, the value of higher education for greater enlightenment, mental and physical fitness, for instance. The institution has noticed significant improvements in how girl students feel about various issues, including

- Listening to their complaints and assisting them via counselling.
- Create environments encouraging more involvement in classwork, seminars, extracurricular activities, and academic achievement.
- We are offering unfettered connections with faculty and a spirit of positivism.
- Stop trying to overcome shyness.
- Improve the research activities of the students.
- It is giving underprivileged girls financial support.
- Giving female students the chance to fully participate in extracurricular and academic activities
- Gives financially, mentally, and emotionally disadvantaged women the opportunity to support their independent growth.

Problems Encountered and Resources Required:

Sometimes, carrying on various programmes during working hours has required giving up classwork. Due to the demanding academic timetable, the yearly plans implementation and monitoring have become challenging tasks. Some parents and staff felt that the intention of sending their female students to college, awareness programs, and sensitivity programs should be increased a bit more to reduce the psychological stress of the female students.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Best practices in the Institutional web site	[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 1000 words

Response:

Response:

The Vishwambara Educational Society, Warangal, founded the Vaagdevi Pharmacy College in Bollikunta, Warangal, in the academic year 2007 with the mission of offering upper edge, all-encompassing pharmacy education and research that focuses on students integrated personalities.

Vaagdevi Pharmacy College, Bollikunta, Warangal, provide various programmes for our students that will improve both their academic capabilities and personal abilities since we are constantly seeking methods to serve our students better and achieve our goals. It gives students the chance to enter the workforce right away, aids in finding better career prospects, and raises their take-home pay.

The Institutes unique approach to meeting stakeholder expectations and solving the issues of the dynamic pharmacy arena through its complete orientation towards Pharmacy education is clearly outlined in the Vision, Mission, and Quality Policy of the Institute.

The institution adheres to PCI & AICTE rules in addition to the curriculum created by JNTU-Hyderabad. To upgrade the educational system of the B. Pharmacy, M. Pharmacy, Pharm.D programmes, the college administration focuses on the need of the hour in this world of globalisation and competition, and plans & implements many innovative practises in the curriculum which braces the students for gaining practical skills that they may not get in an integrated programme.

We firmly think that learning, unlike teaching, should be the primary goal of college. One of the finest methods to enhance learning is to put new information and abilities into exercise. Following these guidelines, we have implemented many teaching strategies and activities to encourage our students to think creatively and display their strongest talents.

We often hold educational seminars, pharmacy events, and include our pharmacy students in departmental activities to give them in-depth instruction and useful practical expertise. In addition to academic knowledge, our excellent faculty team is highly helpful in helping to inculcate in our students the leadership traits, social adaptability, and interpersonal skills that are essential in a hospital context.

All of the institutes resources, including the library, labs, and other infrastructural features, are available to students for effective use. Along with remedial instruction for slow learners, the Institute provided a variety of on-campus certification and bridging courses for all students.

Our staff collaborates to make sure that our students are more capable of recalling and applying their information effectively and efficiently as well as striving toward a clearly defined objective. We support a holistic approach to student development in which each learner discovers their identity, meaning, and purpose in life via ties to the neighbourhood and the natural world.

The Institute supports all faculty members to frequently participate in various faculty development programmes, workshops, and seminars offered at various platforms in order to improve their subject knowledge, skills, and research capacities.

In an endeavour to consistently comply with its stakeholders, the institute has decisively responded to

social and gender concerns. The institute determines the focus areas and puts forth the required effort without sacrificing the standard of the teaching-learning process.

By taking part in these social activities, students experience soft survival skills including leadership abilities, compassion, social adaptation, commitment, and, most importantly, humanitarian principles, which help them become both competent professionals and excellent humanitarians. What propels us ahead is our faith in our capacity to consistently come up with original concepts that will give all of our research new dimensions.

The Training, Placement and Counseling Cell provides students with career assistance for different competitive tests, and the material is timely posted on Notice Boards. The institute also offers extra assistance to students taking part in other extracurricular activities.

File Description	Document
Link for appropriate web in the Institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

Vaagdevi Pharmacy College firmly abides by the guidelines. In all of its components, including curriculum design and delivery through proficiency imparting modules including hands-on experience, the course strictly adheres to the guidelines suggested by the Statutory regulatory authoraties such as Pharmacy Council of India etc., and JNTUH affiliated university.

College attracts students from various states of India belonging to various streams of education and different boards of examinations. There is a need to bring all these students to a common platform to evaluate their levels of intellect and skill. All the students are being trained in communication skills so as to enable them to face interviews successfully with ease.

The conduct of international and national level symposia, workshops, seminars, and conferences and also participation in them helps us keep pace with the latest developments in science and technology and imparts organisational skills to students.

The institute emphasises and encourages multidisciplinary and integrated approaches and innovative approaches in research so as to enhance the employability of the graduates and their knowledge and skills in current and emerging areas to meet the challenges of a global workforce environment.

Institute has also good rapport with Pharmaceutical industry to meet the above objectives and come out with innovative research outcome that will provide latest trends in research and development.

The institute encourages attending professional development events. AICTE/UGC sponsored FDP's, PCI QIP's and various professional activities to improve their expertise besides the conduction of professional activities on campus on various timely topics of prominence. Most of the faculty members are enrolled in Ph.D programmes and also have membership in pharmacy professional bodies like IPA, APTI, and other professional bodies.

Concluding Remarks :

Vaagdevi Pharmacy College started its journey in 2007 with the motto towards perfection. It believes in imparting high-quality education which gives sustainable livelihood, better job opportunities, and a healthy lifestyle. The management, principal, experienced faculty members, administrative staff, and well-developed infrastructure are the main strengths.

Determination to transform the lives of the younger generation and uplift their socio-economic status has resulted in equipping them with the essential intellectual and moral values to lead better lives. The institution, in a comprehensive manner, strives to address the emotional, social, ethical, and academic needs of students. Students enter the institution with various belief systems, insecurities, and apprehensions.

Collaborations with various institutes and industries enable our faculty and students to share and gain knowledge in professional and community settings. At the institute, focus is given to imparting life skills and soft skills and motivating the students and faculty to participate in various extracurricular events, community

programs, and health awareness programs. The recognition, we receive reveals our strengths and ignites new goals in us

During the last five years, all facilities pertaining to the erection of life, the up gradation of the gym, the elaboration of the canteen, safety handling in facilities, central drug store, washroom maintenance, and so on, have been updated in accordance with the changing scenario. Laboratories were strengthened as many were Sophisticated equipment was being procured to update the old versions like HPLC, additional dissolution and disintegration apparatus, Karl Fischer Titrator, Visual melting point apparatus, Humidity/Environmental Chamber, Orbital shaker incubator, etc. ICT facilities like computers, advanced reprographic facilities, laser printers, and internet bandwidth are updated timely.

The medicinal plant garden houses more than 100 plants. Showcasing of different types of formulations as per their preparations, crude drugs, and drug & poison information centres was done at appropriate places. A SOP is where all the equipment is made along with log books. An annual audit of the library and all other facilities will be done every year. VPC has various recognitions such as 2 (f) & 12 (B) by the 1956 act by UGC, New Delhi, and is certified by ISO 9001:2015.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years** 1. **Academic council/BoS of Affiliating university** 2. **Setting of question papers for UG/PG programs** 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses** 4. **Assessment /evaluation process of the affiliating University** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>3</td><td>3</td><td>5</td><td>4</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>01</td><td>2</td><td>2</td><td>2</td><td>3</td></tr></table>
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>280</td><td>216</td><td>205</td><td>217</td><td>214</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>110</td><td>151</td><td>145</td><td>119</td><td>114</td></tr></table>
1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	70	67	57	51

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
67	70	67	57	51

1.3.3 **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**

1.3.3.1. **Number of students undertaking project work/field work / internships**
Answer before DVV Verification : 189
Answer after DVV Verification: 87

Remark : As per the HEI data provided during clarification. The HEI has included students of 2019-20 which are not students of the latest completed academic year and not considered.

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*

1) Students

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : As per the HEI statement and the data attached with the Metric. Alumni feedback is of 21-22 batch.

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

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

	Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: C. Feedback collected and analysed Remark : As per the HEI statement and the data attached with the Metric
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
146	111	109	97	93 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
146	111	109	97	93 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---	
2.3.3	**Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)** 2.3.3.1. Number of mentors Answer before DVV Verification : 44 Answer after DVV Verification: 35
2.4.2	**Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)** 2.4.2.1. **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
7	7	7	6	5 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
7	7	7	6	5	
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**
Answer before DVV Verification : 184
Answer after DVV Verification: 153

2.6.3	**Average pass percentage of Students during last five years**

2.6.3.1. **Number of final year students who passed the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
78	79	12	62	64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
68	79	14	37	61

2.6.3.2. **Number of final year students who appeared for the university examination year-wise during the last five years**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	92	21	76	75

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
100	94	20	61	71

3.1.1	**Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**

3.1.1.1. **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3	**Percentage of departments having Research projects funded by government and non government agencies during the last five years**

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.1.3.2. **Number of departments offering academic programes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

3.3.2.1. **Number of research papers in the Journals notified on UGC website during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
18	07	09	05	06

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
18	07	09	05	06

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**

3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

0	1	1	1	0

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**
	3.4.3.1. Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	14	03	11	07

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	09	02	06	06

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**
	3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
130	401	282	246	263

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
130	245	247	111	239

3.5.2	**Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years**
	3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	0	0	01

4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
12.12	10.44	5.27	102.26	9.64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	10	5	23	9

4.2.2	**The institution has subscription for the following e-resources**

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above

4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0.821	0.821	0.872	2.537	3.037

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.43	1.27	0.87	2.60	3.04

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

	4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 408 Answer after DVV Verification: 172
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
47.75	35.61	43.37	25.98	43.52 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
23.84	3.31	5.03	2.9	2.23	
5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years** 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)** Answer before DVV Verification: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
220	269	212	187	218 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
220	269	212	187	218	
5.1.5	**The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases** 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees**

	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : As per the HEI statement and the data attached with the Metric Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committee are considered.
5.4.2	**Alumni contribution during the last five years (INR in lakhs)** Answer before DVV Verification : A. ? 5 Lakhs Answer After DVV Verification: D. 1 Lakhs - 3 Lakhs
6.2.3	**Implementation of e-governance in areas of operation** 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above
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: 	2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
21	25	22	24	26 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
7	5	10	09	6	 Remark : As per the HEI statement and the data attached wit the Metric. Faculty claiming more than once have been counted only once in an AY.
6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	36	22	24	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	5	1	0	0

6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.4	**Water conservation facilities available in the Institution:** 1. **Rain water harvesting** 2. **Borewell /Open well recharge** 3. **Construction of tanks and bunds** 4. **Waste water recycling** 5. **Maintenance of water bodies and distribution system in the campus** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above Remark : As per the HEI data provided during clarification.
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** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: C. 2 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>87</td><td>87</td><td>87</td><td>80</td><td>80</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>87</td><td>87</td><td>87</td><td>80</td><td>70</td></tr></table>
1.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>98</td><td>92</td><td>21</td><td>77</td><td>75</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>100</td><td>94</td><td>21</td><td>77</td><td>75</td></tr></table>
2.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	44	45	50	52

Answer After DVV Verification

2020-21	2019-20	2018-19	2017-18	2016-17
45	44	43	46	43

2.2   **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	44	45	50	52

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
50	50	50	50	52