SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

UNITY COLLEGE OF PHARMACY

RAIGIR, BHONGIR, YADADHRI BHUVANAGIRI, TELANGANA .
508116
www.unitycolleges.co.in/pharmacy.html

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BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Unity college is established in 2007 and run by Samaikya Education Society. Campus is surrounded with a serene ambience with play ground and well built infrastructure with 50,000 Square feet area at main campus and Unity Corporate at city campus pollution free, picturesque lush green environment offering bright green ambience and conduciveness for quality education and research. Campus also has Unity Corporate at city campus. Unity College was founded in response to the needs of the rapidly developing Indian economy. Its mission is to teach future leaders the most effective management techniques. Unity College aims to provide the best global exposure to its future students with cost effective investments. Reaching one million students who have latent talent that has the potential to grow but who are unable to afford high investment and global exposure education is our mission and our ideology.

The institute's primary focus is on providing a level of pharmaceutical education that is of the highest possible quality and conforms to international standards. In the same vein, the educational establishment provides value-added classes, such as those on professional ethics and human values, pharmacovigilance, clinical data management, industry-oriented faculty training programmes, and other skill development programmes. Institutional Strength The laboratories at this academic institution are well-established for both teaching and research activities, and they are equipped to handle both of these responsibilities. The laboratories are also utilised to train the staff for professional development and for consultancy activities. The institution touts high enrollment of students using a transparent approach. The student-staff ratio of the college is 15:1.

Vision

Unity always aims to deliver to the highest quality standards setting pathways for next generation leaders by transforming professional enrichment education.

To achieve global standards and excellence in Teaching, Research and Consultancy by creating an environment in which the faculty and students share a passion for creating, sharing and applying knowledge to continuously improve the quality of education.

Mission

At Unity, our Mission is to combine the wisdom and culture of the Indian Education system by nurturing and supporting basic education collectively with the rationale of the Globalized Industry through case studies , industry tours and live projects, in order to provide our students with the wisdom required to achieve great success in any endeavor.

 To prepare management professionals with a global mindset
 To build intellectual capital through faculty development, research, consultancy & publications   by creating a learning environment
 To create excellence in various perspectives, dimensions and domains through education
 To render inventive education by offering practical, innovative and technology-driven programs   and

industry oriented.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The establishment is situated in a pollution-free, beautiful, and lushly green setting that offers a bright green ambiance and is ideal for high-quality education and research. The area in which it is located is 50,000 square feet. The institution's labs are well-established for both teaching and research operations and are equipped to handle both. The personnel are also given training in the labs for their continued professional development and for tasks related to consulting. The enrollment procedure is open to the public, which contributes to the institution's large student body. In the last five years, 90.16 percent of students have enrolled in one or more of the institution's programmes, and 88.22 percent of students fall into one of the underrepresented groups (SC, ST, or OBC). The ratio of students to faculty and staff at the university is 15 to 1. The university has a faculty that is highly qualified and motivated. There are Ph.D.s, Professors, Associate Professors, and Assistant Professors on staff. In addition to that, the school has an incubation centre for research and has produced several articles. The institution has participated in a number of National MoUs, all of which are now operational and may be used for industrial visit, training and research, internship, campus placement, research, and consultation. The institution, which has complete autonomy and a curriculum that has been enhanced by the inclusion of new themes, is responsible for organising value-added classes, skill development programmes, and certificate programmes.

Institutional Weakness

There are less national fellowships awarded to members of the institution's faculty by both the government and other organisations recognised by the government. The institution's students and teachers are participating in massive open online courses (MOOCS) designed by the university and offered via SWAYAM portals. It is necessary for the organisation to develop its own MOOCs. It is important to continue and expand international student exchange programmes as well as memorandums of understanding. In spite of the very cheap tuition rate, the community has been providing financial assistance to the university for the last two years. The government is still processing a significant portion of the tuition charge.

Institutional Opportunity

The introduction of multidisciplinary classes that have had their syllabi reviewed and approved. research is out in conjunction with several industry and R&D groups. Accreditation of Labs via Previously Registered Bodies Such as NABL. programmes of academic collaboration between local, national, and international institutions. Enhance the quality of research papers as well as the creation of online content. Increasing the amount of engagement with former students in order to improve connectedness.

Institutional Challenge

Increase the amount of effort that the school puts into providing students with career counselling and placement. To foster entrepreneurialism and increase students' employability, more students should be exposed to vocational and postgraduate diploma programmes. Government organisations providing financial support for significant scientific endeavours

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Since 2007, the College of Pharmacy has followed a university-developed curriculum for B.Pharmacy. The institution developed and executed the curriculum for the B.Pharmacy programmes. All courses and programmes offered by the institute were designed to address local, national, and global development needs. As directed by the Pharmacy Council of India (PCI), the institute began implementing the revised Pharmacy curriculum in 2007 by enriching it with additional courses. However, pedagogical initiatives such as supportive theory/practical topics, skill development courses, certificate courses, communication skills, soft skills, entrepreneurial skills, gender equality, environment and sustainability, professional ethics and human values, additional theory/practical topics, demonstrations, practise school, and drug profile courses approved by boards of studies and academic council supplement the curriculum. The institution also develops curriculum for the bridge course, which is designed to bridge the gap between academics and industry. The institution provides skill-based programmes as well as certificate courses for students from all degrees. To keep students' knowledge up to date, the institute regularly organises guest lectures by eminent personalities, certificate programmes, workshops, and hands-on training. Courses leading to higher employability are regularly enhanced by changing the syllabi as per the demands of business. All these efforts helped the institution to attain the satisfaction of stakeholders and produced a milestone in the pharmaceutical profession . The contents of the curriculum are given utilising new teaching approaches including power point presentations, video lectures and student-teacher interactive sessions. Course attainments were determined after completion of end exams and programme outcome attainments were calculated after completion of course attainments of the program. The institution also takes an active part in this epidemic by efficiently conducting online courses utilising technology. In order to foresee the second phase of the epidemic, all practical courses were conducted offline, while theoretical courses were completed online.

Teaching-learning and Evaluation

The Institute takes a holistic approach to teaching, learning, and assessment. Despite traditional teaching and learning methods, the institution implemented many innovative teaching - learning methods such as orientation programmes, flipped classes, video lectures, quality enhancement of teaching through interdisciplinary lectures, skill-oriented programmes, supportive classes, problem-based learning, student assisted teaching, creative thinking, collaborative learning, quizzes, group discussions, and so on. A library of PPT's and question bank were established by the faculty. The institute has undertaken the following pedagogical initiatives: a. Extensive laboratory experiments b. Video lectures/working models/charts/animations c. Seminars, including student seminars and power point presentations d. Internships/practice school/Industrial Training/Project work e. e - Tutorial and simulated experiments f. Demonstration and hands-on training programmes g. Training courses h. Pharmaceutical science displays The university offers industrial visits and field excursions to help students improve their practical knowledge and explore the abilities needed in the workplace. Extra inputs were offered to the pupils by teaching the ideas that are not specified in the curriculum. Students are given student assignments, minor projects, bench discussions, and surveys to help them enhance their leadership abilities,

team-based learning, research-based learning, and critical thinking. Exhibitions are organised at the institution to promote awareness in the community on pharmacy/science education where the students from the other colleges and schools are invited. Institute assesses learning levels of the students and organises remedial classes, authoring of book chapters, encouraging them to involve in minor research projects etc., All students are encouraged to participate in extracurricular activities such as NSS, and students are given additional preparation for competitive examinations in order to pursue higher education. The students consistently gain excellent rankings in National and state level competitive exams like NIPER, GPAT and PGECET. Evaluation: The Institution has devised novel evaluation procedures which incorporate formative and summative assessment of student's performance throughout the academic year.

Research, Innovations and Extension

Research, Innovations and Extension The institute's research facilities (equipment/glassware/chemicals/books/journals) are frequently upgraded, and the institute's research activities are constantly monitored by the institute's Research Advisory Board. Research policy set by the institution emphasises research, entrepreneurship and innovation to benefit humanity. The institution has built an ecosystem of getting research proposals from pharmaceutical labs to innovate and incubate research ideas or concepts to generate pharmaceutical goods for societal demands. THE cop has MoU's with 31industries/research laboratories/ institutions of National where the institute have high access of performing research to the maximum extent. The institute has recognised research centre and supports faculty and students for research through seed money. To improve students' research abilities and to encourage internships, the institution developed an Authorized Drug Testing Laboratory and a central animal house facility. Industrial pharmacy laboratory with industrial based equipment aids students and teachers for formulation and production of pharmaceutical dosage forms which exhibit advantageous medicinal properties. In partnership with spark biotech, our institution created numerous goods as following 1. Peridontal films 2. Thermoplastic sponges 3. Silver Nanoparticles hand wash 4. Wound dressing with chitosan silver nanoparticles 5. Films based on type 1 collagen etc., The institution is also backed by Syndy Pharma, Hyderabad and supplied numerous herbal items. Over the last five years, 80 papers have been published in UGC-notified journals, 100 book chapters have been written, and 40 seminars/workshops on IPR/Research activities have been organised. We have adopted a neighbouring hamlet where we frequently hold awareness programmes on child education, blood donation camps, health awareness rallies, sensitization of the public for drug use and storage, health camps, organ donation awareness, free pharmaceutical supply, and communicate via NSS/IPA/.

Infrastructure and Learning Resources

The Institute is home to 12 laboratories that are fully stocked with the cutting-edge technology necessary for teaching and learning across all of its programmes, as well as for the advancement of fundamental research, process chemistry, the formulation and analysis of conventional and novel pharmaceutical products, preclinical research on pharmaceuticals, and the development of nutraceuticals. The establishment features a Computerized Universal Translator Language Laboratory in addition to an Analytical Drug Testing Laboratory. The animal house of the institution is registered with the committee so that studies on animals may be controlled and supervised. The B.Pharmacy programme received a total of eight lecture halls and two tutorial rooms when it was first established. In addition, a lecture hall, a seminar hall, teaching at besides, clinical training of students is shared with a Lecture capturing system with audio, Video recording, relay devices, software, editing/annotation software with an interactive panel established in the audiovisual centre to overcome the teaching-learning difficulties caused by the COVID pandemic.

The institution has a drug museum that is both well established and well kept, and it features live human organs, pharmaceuticals and commercial formulations, various plant and animal species, crude drug specimens, and specimens from plants. While taking into consideration the significance of herbs The has created a herb garden that contains more than one hundred uncommon and economically valuable medicinal herbs. This garden is an essential instrument for teaching and research and acts as a part of the.

Student Support and Progression

Almost ninety percent of the institution's students are enrolled in at least one of its programmes, more than half of those students get financial aid in the form of scholarships, and the remaining students are prepared to do well on competitive tests. Mentor-Mentee system The institution has a mentor system in place to provide support and guidance to students in the areas of academics, research, and other extracurricular and social activities. The mentor–mentee system is designed to provide students with guidance on academic matters such as research and personality development, as well as to encourage the development of a close and productive professional relationship between students and the staff of the institution. a feedback mechanism Using a questionnaire that is made available online on the institutional website, the Institute gathers feedback on a yearly basis for all of its programmes about the quality of the teaching as well as the institution's facilities. The head of departments for each respective course will collect feedback on the courses throughout the semester as well as at the end of each semester. This feedback will then be analysed. Students are encouraged to leave their feedback in suggestion boxes located throughout the institution. These boxes can be used to provide feedback on academic, administrative, or any other type of facility. Any complaints or requirements should be submitted to the management by students, faculty, or alumni.

Governance, Leadership and Management

The organisational setup of the institution and its governance is a combined responsibility of the management, principal, IQAC, staff and others. The instruction asserts and flows down from the management to the principal and from there to IQAC, the heads of the departments and finally to the personnel and students. The thoughts and recommendations given by IQAC, personnel are welcomed with open mind and everyone in the organisation works with devotion and team spirit. Policy and Planning: The Principal, IQAC and HOD's makes action plans in consultation with faculty members to review of outcomes from the implementation of action plans through meetings with functional committees and makes necessary changes in action plans if required. The principal gathers the requirements for policy making and planning through interactions with various stakeholders and feedback from IQAC. Interaction with stakeholders and faculty: The Principal and IQAC ensures that all stakeholders are engaged in various initiatives. Faculty members play major role in various committees and cells to contribute in decision making, implementation of plans and formulating perspective/strategic plans for the future endeavours. Academic and Administrative bodies: The Governing Body, Academic council and Board of Studies are the bodies which occupy top most position in the administrative structure. They are made up of eminent academicians, industrialists, and administrators who develop the rules and regulations for Academic and Administrative functions in accordance with the institute's vision and mission statements. Vision, Mission, short term and long-term objectives, quality policies are maintained wide open to all stakeholders for their recommendations, appropriate training is offered to its teachers and supporting staff for their growth and stimulates team building and team work to create healthy work culture. The participatory role of the management encourages and sustains the involvement of the institute staff, which is necessary for the efficient and effective running of the institute.

Institutional Values and Best Practices

Because the institution's mission is "committed to imparting quality pharmacy education and research to meet global standards," we always strive to provide education with values and quality. Since AY 2007, the institute's curriculum has been supplemented with a value-added course called Professional ethics and human values. Aside from that, the institution organises courses/sessions to enlighten the minds of the staff and students with values and morals. In addition, at the start of each semester/year, the institute offers bridge courses/orientation programs, as well as faculty development and refresher programs, which include sessions on: 1. Education with values 2. Professional Ethics 3. Time Management 4. Personality growth 5. Goal setting and career mentoring etc. The institution creates a "Code of Conduct" guideline for students and advises them to be aware of it and observe it at all times. All of the institution's activities are carried out efficiently by the respective bodies by delegating duties in advance. The university implemented many skill development programmes to help students improve their talents and bridge the gap between industry and academics. The curriculum for skill development programmes is designed for 30 hours of pre-approved study time in the board of studies and academic council. The institution also organises a number of outreach programmes and extension activities that allow students and employees to help those in need. Many green campus initiatives are being implemented to make the campus more conducive to the teaching-learning process. Quality audits on the environment and energy are conducted on a regular basis to monitor quality. Several best practises are promoted by the Institute in order to enhance the quality of education and the teaching-learning process. The institute is one of the better options for students to pursue their graduation because of best practises such as 100% attendance awards, Best library utilisation awards, Industrial training by faculty, industrial visits, Academic excellence awards, Memorial Awards, Pharma Book exhibitions, Pharmacy Science exhibitions, Faculty training programmes, Newsletters, student magazines, Meditation, Journal clubs, book chapters, and so on.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	UNITY COLLEGE OF PHARMACY
Address	Raigir, Bhongir, Yadadhri Bhuvanagiri, Telangana .
City	Raigir Bhongir
State	Telangana
Pin	508116
Website	www.unitycolleges.co.in/pharmacy.html

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Ampati Srinivas	040-22339988	7013027328	040-3344229 9	principalucp@gma il.com
IQAC / CIQA coordinator	Ampati Srinivas	040-22334455	8885580054	040-2233665 5	drampaty@gmail.c om

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition

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

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	01-02-2023	12	approved

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	Raigir, Bhongir, Yadadhri Bhuvanagiri, Telangana .	Rural	3	35164

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	MPharm,Pharmacy	24	BPharmacy	English	15	14
PG	MPharm,Pharmacy	24	BPharmacy	English	15	15

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				2				6				18
Recruited	2	0	0	2	6	0	0	6	18	0	0	18
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				14
Recruited	6	8	0	14
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	2	3	0	5
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.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	2	0	6	10	0	24
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	1	0	2

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	60	1	0	0	61
	Female	154	0	0	0	154
	Others	0	0	0	0	0
PG	Male	31	0	0	0	31
	Female	28	0	0	0	28
	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	5	3	5	2
	Female	23	5	4	8
	Others	0	0	0	0
ST	Male	3	5	1	1
	Female	9	8	0	3
	Others	0	0	0	0
OBC	Male	7	5	9	6
	Female	39	15	18	16
	Others	0	0	0	0
General	Male	0	1	2	7
	Female	2	1	2	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		88	43	41	43

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary research is defined as study conducted when specialists from several fields collaborate on a shared topic within the confines of their own disciplines. But, if they confine their efforts to these parameters, they may not be able to accomplish the desired outcomes. It is necessary for them to go to the outside of their respective professions in order to build fresh notions and construct an altogether new, multidisciplinary pitch. An interdisciplinary research team must build sufficient trust and mutual certainty in order to transcend academic boundaries and take a more holistic approach. Mutual communication is often used to transmit information. The findings of all

	separate specialties' study are undoubtedly utilised to the welfare of humanity. Meticulousness is essential for communication in all scientific domains that aim to benefit humanity. To achieve a better understanding among interdisciplinary team members with various points of view, it is necessary to decrease the gap and enhance mutual communication. Languages, mathematical appliances, and other tools will undoubtedly assist team members from varied backgrounds in working on a similar platform. For example, research in biomedical engineering [1,2] encompasses domains other than engineering such as biology, medicine, and pharmacy, and so communication among team members is critical to achieving good research outcomes.
2. Academic bank of credits (ABC):	Academic Bank of Credits was founded along the lines of the National Academic Depository (NAD), in that NAD serves as the backbone of ABC, storing students' academic data and academic prizes (i.e. storehouse of academic awards). Despite the fact that ABC allows students to register or begin credit transfer, the ultimate results of credit redemption and certificate issuing, as well as the compilation of award records, are managed by academic institutions via the NAD Platform. Being the owner of academic prizes, Academic Institutions must register themselves under ABC through NAD.
3. Skill development:	Education is the cornerstone to human resource development and a driver for a country's economic prosperity. However, the appropriate utility of education cannot be achieved without a support skill for employment or vocational work. Owing to curricular and time restrictions, the Institute provides a basket of skill development courses to students for their overall growth as competent pharmacists and pharmacy professionals. These capacity-building activities help students improve their skills so that they can get the most out of the curriculum. Capacity building is a systematic way to developing knowledge and abilities. It guarantees that a business has the necessary internal skills to undertake change and increase performance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Education System need a total overhaul. It acknowledges that India's particular position on the world arena is only due to its cultural advancements, civilisational ideals, and rich literature in all subjects.

	As a result, beginning with the foundational stage, all curriculum and pedagogy must be redesigned to be deeply rooted in the Indian and local context and ethos in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning. This kind of curriculum would guarantee that our student's education is relatable, current, exciting, and effective. It would also lead to strong identity formation since the new generation will be well-versed in India's rich culture and tradition and will be able to take pleasure in it.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) is an educational approach that serves as the foundation of a good education system. In OBE, there is no single prescribed style of teaching or assessment. All educational activities at OBE should assist students in achieving their goals. Set objectives. Depending on the desired goals, the faculty may take on the role of teacher, trainer, facilitator, and/or mentor. OBE improves on existing approaches while focusing on what the Institute offers students. It demonstrates achievement by creating or displaying results in favour of students using phrases such as "able to accomplish." OBE establishes clear benchmarks for observable and measurable outcomes.
6. Distance education/online education:	Distance education/Online education has emerged as a novel pedagogy in pharmacy education during the last two decades. As more students and instructors seek out e-learning options for a variety of educational and personal purposes, it is critical to assess the efficacy of these programmes. This systematic review of the literature examines the quality of pharmacy e-learning effectiveness studies, describes effectiveness measures, and synthesises the evidence for each measure. E-learning in pharmacy education boosts knowledge and is a popular teaching method among pharmacists and pharmacy students. There is, however, limited evidence that e-learning improves skills or professional practise. There is also little proof that e-learning improves knowledge over time; consequently, long-term follow-up research are necessary. Translational research is also required to assess the value of e-learning at the patient and organisational levels.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	yes
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	yes
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	yes

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
274	215	208	189	204

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 43

File Description	Document
Upload supporting document	[View Document]()
Institutional data in the prescribed format	[View Document]()

2.2

Number of teaching staff / full time teachers year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
26	24	24	24	24

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
43.67	34.69	36.21	41.19	46.74

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The institute adheres to the curriculum, programme structure, and academic rules set forth by Jawaharlal Nehru Technological University (JNTU, Hyderabad), with whom it is associated.

The university reviews and restructures the syllabus and curriculum at regular intervals where the minimum requirements, standards and quality of education are maintained as per the regulatory requirements of PCI and AICTE.

For the effective implementation, the following steps are adopted by the institution:

 Pre-Planning:

By preparing the college timetable and scheduling the required number of classes per teacher per subject.

 By preparing a college academic calendar covering various activities for the entire semester on the basis of the academic calendar of JNTUH.

By preparing academic planners for the individual subjects.

By preparing a course file comprising the calendar of events, syllabus, a question bank, assignment bank and books for reference at the beginning of each semester.

Academic Calendars, Time tables, and schedules of examinations are planned well in advance and displayed on notice boards and also on the college website.

 Implementation of curriculum as per the academic calendar is documented regularly in the form of teaching notes, and attendance registers which are verified by the HOD and submitted to the Principal.

The examination branch of the institute strictly adheres to the academic calendar of the University and conducts the internal examinations and monitors the evaluation process. Before the initiation of the semester, the college academic committee plans and implements the evaluation process of teaching-learning. Education regulations consist of all the particulars of internal/external evaluation, rules of examination and promotion criteria that are made available to students by displaying on notice boards, library and on the college website. The college adheres to the academic calendar strictly, if any deviations are observed will be informed through circulars by the Principal.

Internal question papers are set by faculty one set of question papers will be forwarded to Examination Branch by department HOD after careful verification.

During lab work, students are assessed through attendance, discipline, viva-voce sessions, lab performance and regular submission of a record book to the concerned faculty.

Answer scripts of internal exams are shown to the students to ensure transparency and marks will be displayed on the notice boards. If any discrepancy arises, the course teacher resolves and in case of conflict, the examination branch in charge or the Principal will resolve the issue. Question papers, lab records of the students, and manuals are preserved for JNTUH, PCI and NBA etc., inspections as and when required. The college examination branch uploads the internal marks in the University portal after receiving them from the course teacher within the stipulated time.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 25

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 94.68

1.2.2.1 **Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
246	207	203	200	176

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

In in addition to encouraging professional principles, our college's co-curricular activities and curriculum also work to promote the well being of its students by developing human values, professional ethics, environmental protection, gender equality, and responsibility.

The college ensures the Continuous Internal Evaluation and assessment are standard, and transparent, and enable the students to achieve the minimum number of Credits to get promoted to the next semester/year.

Human Values and Professional ethics: The "Human Values and Professional Ethics" course in the third year, second semester of the B.Pharmacy programme at JNTUH, Hyderabad, enriches the curriculum by allowing students to internalise ethical behaviour in both their personal and professional life. The college students at our institution organise and take part in health camps and volunteer their services to the public on health-related issues. Students can also participate in health awareness programmes to share their expertise with the public.

Gender Issues: The JNTUH, Hyderbad introduced the Gender Sensitization Lab in the second semester of B.Pharm. II year in order to increase students' sensitivity to gender issues. The internal sexual harassment complaint committee safely handles gender-related issues. In seminars, NSS rallies, and professional programmes hosted by various societies, the themes of gender, human rights, etc. are critically explored.

Women's Day celebrations are held at the college, and programmes aimed at empowering women are designed to change participants' perspectives.

According to the rules, the Gender Sensitization Cell (Women Grievances) was established with the intention of promoting women in a variety of endeavours.

Environmental and Sustainability: environmental sciences is incorporated by the JNTUH, Hyderabad in B.Pharmacy III year I semester curriculum and faculty of our college to emphasize the value of environmental education, natural resource and their conservation.

In order to educate and sensitize the students about environmental and sustainability issues, the college organizes seminars, guest lectures, workshops and various activities in the name of hazards of plastic usage, Haritha haram, Swach Bharath, and Swachtha Oath contribute their share to environmental maintenance, the importance of cleanliness and individual responsibilities regarding the same.

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

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

Response: 46.72

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

Response: 128

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 80

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

2021-22	2020-21	2019-20	2018-19	2017-18
117	76	73	66	60

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	90	90	90	90

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 97.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	43	43	43	38

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	43	43	43	43

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.2 Student Teacher Ratio

2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 10.54

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 using ICT tools

Response:

The teaching-learning process is a key aim and the heart of our institution. Teachers offer the appropriate blend of ancient and contemporary ways to make learning student-centered and entertaining. Experiential learning, interactive learning, and problem-solving methodologies are frequently employed to ensure students' entire development and to encourage lifelong learning and knowledge management.

a) Experiential learning 1. Practical courses (laboratories), including virtual labs, are made necessary in the online form of class activities. Traditional lecture and laboratory activities have developed into more open-ended, internship-based experiences that help students build new abilities and contextualise theory study. 2. The incorporation of internship is fostering excellent practises and creative learning approaches. 3. As part of the curriculum, each student is obliged to complete a project in which they may choose a subject of interest and express their creativity. Students are motivated to perform projects related to industry and research. 4.To bridge the gap between the curriculum and the needs of the company, the student is provided material that goes beyond the experiments.

a) Education through participation 1. Internships in reputable organisations or the private sector are essential. 2. Nowadays, participation in IPA and other professional social activities is necessary. 3. Students take part in seminar presentations and group discussions on topics related to the course. 4. Students are encouraged and now obliged to enrol in online courses offered by famous colleges around the country. 5. Each course is in charge of organising exams and discussions to let students share their technical expertise. 6. Industry collaborations and initiatives are implemented to give pre-employment training to students. 7.Regular guest lectures on job-related topics by workers of relevant firms or sectors.

d) Problem-solving approaches 1. The course managing faculty provides case study issues related to each course's subject for examination and discussion. 2.Faculties are teaching highly analytical courses in order to increase students' problem-solving capabilities, analytical thinking, and logical abilities. 3. Instructors urge students to tackle issues on their own and independently. 4. During the tutorial session, a class is divided into two groups, with faculty members assigned to each group individually. 5. Assigning homework and administering exams at the end of each unit's instruction. Every academic activity strives to develop students' knowledge, skills, and self-esteem.

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

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 **Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:**

2021-22	2020-21	2019-20	2018-19	2017-18
26	24	24	24	24

File Description	Document
Upload supporting document	[View Document](#)

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 9.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	3	3

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Internal assessment on a regular basis is the foundation of the whole teaching-learning process.

There are two stages of evaluation:

1.   Internal

2.   External

The basic regulations are established in the handbook of the Institute and revisions if any are communicated via circulars. Regarding the assessment procedure, the Institute adheres to the norms established by Affiliating University and PCI.

Highlights include:

Marks distribution: The Pharm D course has internal and external grades of 30 and 70, respectively. It is 25 and 75 marks for B. Pharm (UG), respectively.

For B.Pharm, two internal evaluations and one compensating re-sessional exam are administered each semester. For Pharm D, three internal evaluations are performed, and the best two of the three are averaged.

The topic instructor gives the internal assessment theory response sheets to the pupils after assessing them. The instructor considers and resolves any disagreement in the given marks. Otherwise, the student shall present to the HOD through Convener - Examination Cell. The average internal marks are shown on the notice board at the conclusion of the year/semester.

The faculty supervises the successful implementation of the university's assessment changes and firmly enforces the examination. Question papers and answer scripts, as well as selected documents and guides, have been carefully maintained. If a student is dissatisfied with the final examination

assessment, he or she may request to the University for reevaluation and recounting.

On an Institute level:

To address students' concerns about internal exams, a three-stage grievance redressal method is offered.

First Stage - At the concerned teacher level: The instructor may explain any issues or complaints that students may have by offering corrected response scripts to them.

Second Stage - At the Convener Examination Cell: If the student is not satisfied with the results of stage one, he or she can approach the Convener, Examination Cell, who will forward the request to the concerned HOD of the department, who will examine the case in detail and make appropriate changes if necessary.

Third Stage- At the Principle Level: If the student is dissatisfied with the decision made even at the Convener Examination Cell / HOD level, he or she may write to the principal, who will appoint a Professor / Associate Professor other than the involved instructor to investigate the complaint. To do fair to the student, the instructor who has been nominated will seriously consider the grievance. The student is given explanations for the conclusion, and the decision is final.

At the University level, the student may petition for revaluation / re-counting in theoretical courses by paying the stipulated amount to the University via the Principal. The University accepts all such submissions and has qualified subject professors reevaluate the scripts. Nonetheless, if there is no improvement, the previous scores will be kept.

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

2.6 Student Performance and Learning Outcomes

2.6.1 Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated

Response:

1. To provide critical information on important concepts involved in different physicochemical and biological properties of pharmaceuticals, as well as their ramifications.

2.Explore understanding of inorganic and organic chemistry concepts in the design and synthesis of active medicinal components, as well as their structure-activity correlations.

3.To emphasise the significance of diverse natural medicinal products' pharmacognostic and

phytochemical properties.

4.Instill core concepts regarding the origins and significance of diverse materials employed in formulation development, as well as their pre-formulation and biopharmaceutical evaluation.

5.To provide important skills required for the creation of diverse formulations, as well as to give basic instruction on how to operate machines and instruments used in their manufacturing, assessment, and marketing.

6. Use of simulated procedures for investigating drug therapeutic potential to assure sustainability and excellence in factors connected to pharmacodynamic and pharmacokinetic drug screening.

7.To imbue a pharmacist's importance in the health care sector as a clinical pharmacist, community pharmacist, and so on, armed with solid communication skills, hospital training, and by implementing health awareness initiatives for the general population.

8. To improve understanding of research technique and statistical applications at all stages of pharmaceutical research, as well as research ethics.

9. To emphasise the significance of regulatory, marketing, and management abilities in the pharmaceutical industry.

10.Comprehensively comprehend essential principles of pharmacotherapy based on pathological abnormalities seen in diverse illnesses and disorders.

11. To provide fundamental information about the sensible use of different pharmaceuticals in treating patients in order to personalise drug treatment for a given condition.

12.Identify the patient-specific criteria that are important in commencing and monitoring medication treatment (including alternatives, time-course of clinical and laboratory indicators of therapeutic response, and side effect/s).

13.To guarantee that all healthcare personnel get accurate health-related information by offering patient counselling, identifying and managing adverse drug reactions, performing medication history interviews, and reporting prescription mistakes.

14.Teach about the drug development process, the many stages of clinical trials, and the ethical considerations associated in clinical research.

15.To guarantee that effective, integrated, and critically assessed pharmaceutical and poison information is made available to healthcare providers, resulting in more efficient patient care.

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

2.6.2 Pass percentage of Students during last five years

Response: 89.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
39	44	51	40	49

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	52	52	41	53

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll	[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 in the institution during the last five years (INR in Lakhs)*

Response: 10.2

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
3.2	3.0	1.5	2.5	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

The Institution creates an environment where students and teachers may exchange technical expertise in order to stimulate innovation via the incubation centre. To assist research endeavours, the college develops an R&D cell under the authority of the principal. The R&D cell focuses on small and large-scale student projects that are financed by funding organisations and completed over the course of the academic year. With the assistance of the R&D cell, faculty and students may publish high-quality articles in respected journals with a high impact factor. The R&D unit provides training on how to create a paper, avoid plagiarism, and discover respectable journals, all of which help professors and students complete their research duties. The management is especially interested in research activities and encourages professors and students to explore new, unique ideas by providing the necessary infrastructure and financial assistance. Every year, students from a variety of fields gather for the Ideathon event to produce new, unique ideas. The Entrepreneur Development Cell (EDC) of the College aims to develop entrepreneurs who create jobs through technology and to improve students' competence in order to meet global demand and new challenges to create employment by giving students the opportunity to develop their managerial and leadership skills, attend and participate in workshops, and visit industries. Students are urged to take action, seek self-employment, and start a small or microbusiness. Among the skill sets required to establish an entrepreneur are resource planning, personnel management, financial planning, marketing management, and manufacturing understanding. EDC wishes to expose prospective engineers to these areas of need in

order to help them become successful entrepreneurs. The Institution purpose is to bridge the gap.

By providing students with learning opportunities and fostering a supportive atmosphere for their research interests and social commitments.

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

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

Response: 40

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	10	7	7	7

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1 *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

Response: 0.74

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	6	2	17

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2 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: 3.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	51	1	50	0

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

The Institute organises and participates in a variety of public concerns, which are eventually handled with community and technical engagement. The NSS division of the Institute is effectively implementing its service-oriented programmes, which span a broad variety of themes. In due course, the NSS put out a successful anti-ragging awareness campaign, promoting Swatch Bharat, blood donation campaigns, and so forth. The NSS unit presents a range of guest speakers on issues such as women's safety, female entrepreneurs, and general concerns. Yoga Day is marked every year to increase awareness of the benefits of yoga in fostering both physical and mental well-being. The Institute established a "Health care centre" to promote nutrition, a good diet, and overall health. The hostel features a health club with gym facilities to give health treatment and exercise equipment.

Students are actively engaged in community involvement initiatives in the form of extension activities during their time studying and living on campus. Workers and students connect with and assist the local impoverished population by visiting nearby schools, orphanages, and destitute neighbourhoods. To promote empathy and preventive health, the institution organises social awareness campaigns, medical clinics, blood donation drives, and other activities. The institution organises social awareness events in

which it teaches street children and elderly persons who are unable to sustain themselves how to make a livelihood on their own and/or integrates them into orphanages and senior homes.

respectively. The institution contains student chapters affiliated with non-governmental organisations such as Street Cause, Lee Shreyus, and Dhruvansh. Students volunteer in the community as part of their overall corporate social responsibility. Services are supplied to society via the institution's various support systems. The NSS cell at the institution regularly engages in programmes like as tree planting, health fairs, awareness campaigns, green initiatives, National Day celebrations, village adoption, school adoption, and other similar activities. The Institution's ECO club often engages in initiatives to increase awareness of pollution, Swachh Bharat, energy conservation, groundwater development, a plastics ban, an eco-friendly Ganesha campaign, and so on. The religious holiday activities are planned by the celebrations committee to promote religious equality and to propagate national heritage and culture. Bathukamma, Diwali, Ramadan, Holi, Sankranti, Raksha Bandhan, Ganesh Pooja, Christmas, and Krishna Jayanthi are among the festivals.

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

3.4.2 Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Awards and recognitions earned for extension activities from government/government-recognized agencies to the Institution for Judge for the University NSS Youth Festival, Lake Cleanup for the University NSS Youth Festival, Blood Donation Youth Activities, and Cancer Awareness Program NGC ECO Club World Cancer Day, -23 Huge Green Commitment Asian Record Book Volunteer Blood Centre Jeevan Jyothi NASA Space Apps Competition India Hindustan Scouts and Guides Launch Hindustan Scouts and Guides Membership Blood Donation Camp with Thalassemia & Sickle Cell Society as part of the Indo Asian Education Excellence Award Veda Bharath National Best Service Award - 5k Run Grand Finale Event - ATA Youth for Seva 2022.

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years

Response: 47

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	6	10	10

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.5 Collaboration

3.5.1 Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 11

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The Management of the Institution's is committed to providing high-quality services to stakeholders, and in that line, seeks to give the most infrastructural support and funds as needed each year. The College has established policies and procedures to develop and continuously improve the infrastructure in the form of human resources (Faculty, Technical, and Administrative staff), laboratory equipment, built-up space, and learning resources (print and electronic aids), with the following objectives in mind to promote the Teaching Learning process both directly and indirectly. Every year, many departments make budget requests for the purchase of brand-new laboratory equipment. The concepts are reviewed, and funds are authorised for the purchase of the necessary apparatus. The college constructed buildings out of blocks. Depending on the floor space needed by each department, each block is assigned to one or more departments. LCD projectors are installed in all classrooms and labs, as well as notice boards with information on the institution's daily activities and the most current technical breakthroughs that help in students' knowledge improvement. Even students take the initiative to report any new technical information they uncover from various sources. This campus includes, among other things, cutting-edge classrooms, tutorials, seminar halls, faculty cabins, conference rooms, dining halls, student common spaces, sports, gym, yoga, and cultural activity facilities. The Food Village also features a convenience store, a transit hub, and a variety of food and beverage enterprises in addition to the Dining Halls. The school features a health centre that is available 24 hours a day and provides emergency beds for staff, workers, and students. Certain labs are employed in line with the curriculum, but every laboratory in the department is fully used. At the labs (R&D and Incubation Centers), our students get academic training as well as practical teaching in certain theoretical ideas. The labs are outfitted with cutting-edge technology. Since the practical components of today's engineering courses are critical, the students get one-on-one instruction. The institution has an auditorium with a variety of seating sizes, three lecture rooms, two research and development facilities, and one advanced computer centre of excellence. Any department may utilise them depending on the necessity for seats. The institution has sufficient finances set up for regular infrastructure repair. There are effective processes in place to maintain infrastructure facilities and encourage their optimal usage.

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 32.31

4.1.2.1 Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
20.14	18.02	6.07	7.87	13.32

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

The Library is considered the heart of every educational institution and a repository of knowledge. The library now has three huge halls totalling 400 square metres in size. (This includes the reading room, the reference area, the textbook section, and the digital library).

BOOK COLLECTION: The Library now contains 1560 volumes, with the number increasing year after year. It covers a wide range of current subjects, such as technology and information, human values and professional ethics, rare books and competitive books, and so on. It encompasses a much broader range of subjects.

AREA OF CIRCULATION: The goal statement of the library is to make literature accessible to every student at this institution. To that purpose, we provide final-year students four volumes in addition to the three books we give first- and second-year students. The books may be borrowed for a period of fifteen days. The library employs barcode technology and the open-source library management tool NEWGENLIB version 3.1.1; no human labour is required.

The library has a HUGE reading area where you may read periodicals, newspapers, magazines, and journals. Those who are interested should also read the previous volumes.

SECTION OF REFERENCES: The library offers separate reference sections for staff, boys, and girls. It has competitive test books, rare publications, and reference resources for all topics.

Every year, a library orientation session is organised to familiarise first-year students with the library's resources.

SPECIAL OCCASIONS: During National Library Week, which runs from November 14 to November 20, the department of libraries sponsors quiz shows on current events as well as essay writing contests, among

other things.

REPROGRAPHIC SERVICES: The Library provides reprographic services to the college's students and workers.

PAST QUESTION PAPERS: Students and professors at the college have access to previous question papers via the library.

LIBRARY AUTOMATION & DIGITAL LIBRARY: The open-source library management programme NEWGENLIB version 3.1.1 has completely automated our library. The OPAC (Open Public Access Catalogue) is available to students and employees. At the digital library, fifteen systems with high-speed internet access and LAN connections are available for students' use.

PLAN D'ACTION 2022-2023

1. Enhancing the library to satisfy UG criteria

2. To provide customers more information on how to utilise the digital library.

3. To establish institutional repositories for a variety of disciplines.

4. To enhance course and career services and provide students the greatest chance of success.

5. Increase student participation in library programmes.

6. To get students started on developing modules on different libraries and their impact on society.

7. To organise a book club at the library.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Response:

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7. To organise a book club at the library.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

Response: 3.91

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 70

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 67.69

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)**

2021-22	2020-21	2019-20	2018-19	2017-18
23.53	16.67	30.14	33.32	33.42

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 75.96

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
197	164	160	142	165

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2 *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
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3 Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 90.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
251	182	200	170	183

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4 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: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 67.58

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
33	30	42	21	22

5.2.1.2 **Number of outgoing students year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
39	44	51	40	45

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 64.04

5.2.2.1 *Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years*

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	10	8	8

5.2.2.2 **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**

2021-22	2020-21	2019-20	2018-19	2017-18
27	26	20	8	8

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1 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) during the last five years

Response: 38

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
8	6	7	8	9

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

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

Response: 32

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
32	28	32	33	35

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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:

Every student who graduates from Unity College of Pharmacy becomes a part of our alumni. Every year, the college hosts Alumni gatherings. At the alumni meeting, alumni share their experiences with current students. The Alumni Association establishes and maintains a lifetime connection between the Institute and its graduates. Through a variety of events, programmes, and services, the Alumni Association seeks to connect alumni, assist students, and provide a memorable experience with the institution. The Alumni Association is one of the simplest ways to reconnect, give back to the Institute, and act as a launching pad

for future participation. IQAC members gather and aggregate feedback from alumni. The comments and recommendations of alumni made at the Governing Body meeting as implementation proposals. When IQAC and Academic Council sessions are held, chosen alumni are asked to make ideas. Every idea and advice from alumni is carefully reviewed for the improvement of the organization and executed following approval by various committees.

ALUMNI CONTRIBUTION

Institution notifies alumni donations as significant in supporting the educational mission.

1. Sharing knowledge and skill through competency-building workshops for the students.
2. Showing employment opportunities to the students.
3. Conducting recruitment drives for their companies
4.Scholarships to the needy poor students
5.Donation of books to the College Library
6.Donation of equipment to the college.
7. Development of Herbal Garden Plantation
8.Supporting the development of laboratories

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

The institution is dedicated to providing high-quality technical education. The science and technology industry has seen astounding advancements in industrialisation over the last several decades, and additional automation is currently thriving. Most countries are concentrating on increasing certain economic indices such as GDP and GNP, which has resulted in the acceptance and progression of privatisation and the development of public-private partnerships (PPP). To defend the social economy, the government policy code is supposed to adhere to the principal-agent theory. Using a perspective, self-regulated Teamwork Approach, the institutions explore decentralisation and dispersed participatory management systems aligned to the institute's objective, vision, and mission. This participative management practise can be seen in the extensive delegation of authority transfer to the management and administration of the governing body activity and operational set of activities, with the focal point in the region of the Principal/Director and Dean, who is supported by the Vice Principal and All Heads of Departments in the college.

The governing board directs the college administration in light of significant messages and correspondences, policy choices received from the University, Government, AICTE, UGC, and so on. They review the proposed budgets and provide their approval. The yearly budget is then sent to college administration. They also make decisions regarding the addition of new courses or the deletion of existing courses to run, accrediting existing and/or new courses, and encouraging research by providing a research budget in accordance with the vision and mission statements in order to realise the institute's overall growth and development.

The principal is responsible for reporting to the college's higher authority (i.e. the Chairman Secretary) to assist them in performing regulatory and monitoring activities, as well as development activities, and thus directing the institute to meet the mission statement and objectives that meet the vision statement. The Dean Academics and Principal are masters at defining faculty job tasks that highlight their expertise, talents, values, and devotion.

The administrative Officer (AO) works with the principal to coordinate all administrative tasks such as registering the profiles of students and staff at the institute, facilitating requisitions for class work, maintaining personal networking, and monitoring funds and other facilities in accordance with regulations.

Examinations I/C works with the Dean Academics to coordinate financial restrictions with the AO, HoDs, College Examination Cell, and the Chief Controller of Exams (typically the Principal/Vice Principal). Dean Examinations I/C is in charge of communication and the website for all examination activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

Our organisation firmly believes in democratic principles. As a result, the institution's administration is decentralised and participatory.

Strategic Strategy Points of View

to sustain consistent high academic performance

To design and implement an effective teaching-learning process.

to promote a research culture among academics and students

To create a comprehensive student mentorship and support structure, as well as to guarantee openness in the student assessment process.

To inform and empower academics about new trends in their field in order to grow academically.

To provide a courteous, efficient, and perfect administrative setup that ensures seamless day-to-day operations.

Deployment Methodology

Adopting the IQAC deployment strategy plan, i.e. the NAAC method, is being explored.

The following are the primary goals of such a procedure:

Maintaining high-quality standards in higher education

Making a Difference in National Development

Building necessary competences among college students

Instilling a Value System in Pupils

Using ICT to support teaching and learning.

encouraging the development of research-based faculty teaching and student learning materials

Putting emphasis on institutional deployment strategy

Enhancing infrastructure and giving access to it

Hiring the finest teaching staff who embody and contribute to the NAAC-recommended criterion compliances to the greatest extent feasible

Enhancing access to academic, research, co-curricular, and extra-curricular activities

Instilling a rigorous culture of activity performance with documented evidence

Increasing and increasing access to ICT infrastructure

Allowing academic independence and flexibility while monitoring university affiliation and NAAC

compliance processes

Creating document-driven processes in accordance with the academic calendar, academic, examination timetables, workload assignment, and resource allocation documents, as well as the relevant event and action schedules

Management that is self-regulated, values event performance, and takes vacations and leaves.

Distinguishing and identifying the nature of teaching and non-teaching events and activities, as well as their efforts.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

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

Since inception, the institute takes effective welfare measures for teaching & non teaching staff. These are enlisted below.

1. Group Insurance to all teaching & nonteaching staff.

2. Provident Fund Scheme of Employees Provident Fund Organisation to all eligible staff.

3. Free Medical emergency transportation for students & staff

4.Medical leave/Causal leaves / earned leaves/ study leaves/ Compensatory off to all eligible staff.

5.Maternity leave of 90 days with full pay to eligible female employees. 6.Revision of pay, pay band and AGP as per provision of 6th pay commission, recommendation & Government resolutions/University statutes.

7.Financial support for attending FDPs, Seminars, Workshops, Conferences, Training & orientation programs

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

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

Response: 77.05

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**

2021-22	2020-21	2019-20	2018-19	2017-18
18	20	21	15	20

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.3.3 Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years

Response: 63.58

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), professional development /administrative training programs during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
14	24	17	24	24

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
10	8	8	7	7

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Institute conducts internal and external financial audits on regular basis.

Association appoints internal and statutory auditors for undertaking regular internal and external audits of the accounts.

Internal audit is carried out quarterly.

During the audit, the accounts related to income and expenses are scrutinized. On scrutiny, the draft audit report prepared by the internal auditor is then discussed with the Principal and is rectified based on her inputs. The audit objections are settled with documented corrective measures and compliance reports .The reports are then placed in College Development Committee meetings and discussed.

External Audit The external audits are conducted by the statuary auditors annually .The statement of accounts viz, Receipts and Expenditure Statements are finalized in month of May along with balance sheet. Since inception of the institute, all internal and external audits (statutory audits) have been carried out on time and Audited Statements of Accounts along with Balance Sheets are available with the institute.

File Description	Document
Upload Additional information	**View Document**
Provide Link for Additional information	**View Document**

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Institutional Quality Assurance Committee's goal is to provide a mechanism for the intentional and continuing improvement of the college's overall performance. The IQAC will be critical both during and after the accreditation process in gaining accreditation and preserving the institution's status.

The contribution of the Institution IQAC has considerably enhanced quality assurance methods and procedures across the Institution. The IQAC Institute meets once every three months for this purpose.

The IQAC developed, analysed, and recommended the following for approval by the relevant Institute and Government statutory authorities:

The organisation keeps an annual quality assurance report (AIQAR)

gaining knowledge through SSRs submitted to various organisations for accreditation (ISO 9001, UGC 12b, NAAC, NIRF, and NBA).

We advocate for a PBAS for the Employee Performance Promotion Plan (CAS)

Concentration and Achievement Stakeholder Reactions

Reports on Process Results and Corrective Measures

The process of developing new programmes to be executed in line with national missions and government policies, as well as the report-writing that goes along with it.

Numerous studies have uncovered flaws in the public examination system employed by universities' affiliated institutions. granted that the kind and level of exams remain constant. They fail to inculcate in children the ability to study, analyse, and evaluate in detail. Teachers continue to focus on completing syllabi, while students continue to prepare for examinations in the most frequent forms. Exams are curriculum-based, but they do not assess student progress or achievement directly. Evaluations undertaken for this purpose are more likely to be superficial, necessitating more objectivity or dependability.

Well-designed assessment systems may considerably assist the teaching-learning process in K-12 and higher education. Assessment may be utilised in the classroom to improve the teaching and learning

process rather than merely for promotion, selection, tabulation, grading, and degree granting.

Assessment approaches must go beyond the confines of closed-ended memory-testing-based questions in order for teaching and learning to progress from the foundational skills of traditional instructional theory and building block pedagogy to the higher skills of knowledge construction and meaning-making.

Bloom's Taxonomy, beginning at the most fundamental level, outlines the six distinct phases or areas of education, demonstrating how integrating the three levels of learning (memorization, comprehension, and application) with the higher levels of learning (analysis, evaluation, and creation) significantly improved both the teaching-and-learning process and assessment practises.

IQAC has supplied the Institute with the following suggestions to enhance the teaching and learning process:

Bloom's Taxonomy should be used in both the teaching-learning technique and the evaluation procedures.

Assessment procedures should account for both lower and higher levels of learning.

Instead of just measuring kids' capacity to memorise and regurgitate material, we should assess their ability to think critically, analytically, and problem-solve.

The examination system has the potential to be a powerful instrument for altering education.

There should not be many repeated queries.

We need to hire experienced and skilled auditors.

Examiners should have more time to create question papers.

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

6.5.2 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 initiatives with other institution(s)/ membership of international networks**
3. **Participation in NIRF**
4. **any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Response: A. All of the above

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The institution has taken a variety of initiatives in the curriculum to promote gender equality and awareness, as seen by the courses it has established. For instance, the Department of Arts and Sciences provides a course called "Gender Sensitization" that tries to enlighten students on certain significant biological characteristics of gender as well as more equal interactions between men and women.

With extracurricular activities including workshops, seminars, guest lectures, street plays, poster displays, counselling, and other events, the institution promotes gender sensitization. The institution organised "self-defense training" for the female pupils. Awareness programmes on subjects including the importance of human rights, the rights of women in home circumstances, and cyber security awareness campaigns are often organised in order to safeguard the safety and security of female students and workers.

The institution formed the following committees in compliance with university institution grievance committee guidelines: anti-ragging, students' disciplinary committee, women's empowerment, SC/ST students welfare committee, and mentorship programme. On the institution's website are a list of these committees' responsibilities, and students are also given information during orientation and induction events.

The institution offers safety and security facilities including CCTV surveillance across the campus and security officers who monitor the school around-the-clock to its staff and students. For the sake of students' academic, emotional, social, and cognitive development, the school offers a specialised counselling centre and a successful mentorship programme. Students get personal counselling on a range of levels. Separate structures house the bathrooms for boys and females. Sanitary napkin dispensing devices are located in the toilets for your safety. The college also offers boys' and girls' separate, well-equipped common rooms.

By annually celebrating national holidays and the birthdays of prominent Indian people, the institution aims to foster values and nationalism in its pupils. Flag-hoisting, project displays, poster presentations, hikes, essay writing, and elocution are a few of the events. On certain days, eminent speakers are invited to motivate the faculty and students.

International Yoga Day, Teachers Day, Engineers Day, Woman's Day, Independence Day, Gandhi Jayanthi, and Republic Day are just a few of the festivals that the Institute observes annually.

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

7.1.2 The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

7.1.3 Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. Green audit / Environment audit
2. Energy audit
3. Clean and green campus initiatives
4. Beyond the campus environmental promotion activities

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

7.1.4 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

According to the institution's belief in the equality of all cultures and traditions, students from different castes, faiths, and geographic areas learn together without experiencing any prejudice. Notwithstanding the institution's varied socio-cultural background and linguistic variety, we do not accept cultural, regional, linguistic, or other disparities.

community, financial position, or other differences. National celebrations, birth dates, and memorials are held in honour of revered Indian leaders including Lal Bahadur Shastri, Dr. B.R. Ambedkar, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, and Mahatma Gandhi. Rashtriya Ekta Diwas is observed by the institution every year on October 31. (a pledge made by staff and students on National Integration Day). This encourages friendly contact amongst those from various ethnic and cultural backgrounds. The institution has a number of grievance redressal cells that address complaints without taking anyone's race or cultural background into account, such the

Student Grievance Redressal Cell and the Women Grievance Redressal Cell.

Several divisions plan field trips and visits to different Indian enterprises. Many cultures are shown to both professors and students. We provide national sociocultural exchange programmes at our university.

The Institute gains from the college's ongoing efforts to mould its student population into better citizens of the nation in addition to giving them a strong academic foundation. In this respect, the institution, in addition to offering a professional legal education, creates a feeling of community among the student body via a variety of practises and programmes. Many faculties have always planned events that encourage students to participate in different activities that advance our country's "Unity in Diversity." The College makes sure that students take part in all such events with enthusiasm. The college has worked diligently over the last five years to raise student understanding and acceptable behaviour in the following areas:

National identity components: The College has always done a variety of actions to promote understanding of different aspects of national identity. The College's number one objective is to propagate the national message. Independence Day and Republic Day are both widely observed at the Institution.

Constitution Day is annually planned and observed by the NSS Committee, which promotes constitutional principles and values in the process.

Basic Obligations, Directive Principles, and Rights of Indian Citizens: To promote the Basic Responsibilities, Directive Principles, and Rights of Indian citizens, faculty from diverse departments have organised a range of academic and extracurricular events.

Constitutional obligations: The institution has planned student-centered activities including paper, poster, and essay contests, which have continuously attracted a significant amount of student involvement and increased students' understanding of different Constitutional obligations.

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

Best Practice -1

1. Title of the practice – Best library Utilization awards

Objectives of the practice

• To encourage students and faculty to use the library's full range of services.

• To pique students' curiosity and encourage them to utilise library resources.

• To expose students to new literature and to raise their knowledge of latest changes in journals and publications.

The Context

Most students are already used to short-cutting information that is already accessible in online resources, but they lack a thorough understanding of the fundamentals and structural mechanisms of the ideas.

To emphasise the importance of textbooks, the institution intended to encourage students and teachers to use library resources.

The Practice

• Students may spend their free time at the library.

• The pupils' academic timetable includes distinct library hours.

• The library is open from 8:30 a.m. to 5:00 p.m. on all working days to accommodate students from all programmes who have diverse schedules.

• Now that the seating capacity has been increased to 100, best practises may be implemented correctly.

Best Practice -2

1. Title of the practice – Financial aid to the deserving students

Objectives of the practice

• To provide financial assistance to underprivileged students, particularly those from rural areas, in order to prevent them from dropping out of Institution due to poverty.

• To provide financial assistance to all eligible impoverished students without regard to caste, creed, or gender, and to promote student equality.

The students should be able to finish their degrees with high grades, as planned. Beneficiaries should treat the poor with the philosophy of giving without prejudice.

3.The Context

• Most of the students have hidden talents and innovative mind but not able to execute due to lack of

resources and financial support.
- On the same context, the institute stood in front to support the students by providing them with financial aid.

4.The Practice

The Institution was founded in a rural location to give high-quality pharmacy education to students who live in rural areas and desire to pursue graduation and post-graduate studies in pharmaceutical sciences. Most parents are unwilling to enrol their children in higher education because they lack financial resources. As a result, it is clear that without financial assistance from a third party, rural kids cannot expect to finish their higher education. In this respect, the school evaluates the student's financial need and determines the amount of financial help to be offered.

5.Evidence of Success

UCOP has been successful in offering financial aid since students from rural regions are increasingly enrolling in the institution.

The following are the specifics of the institute's fee concession:

6.Problems Encountered and Resources Required

• Since the institution is self-funded and private, the resources will be obtained via the student's tuition cost.

• Another duty in providing financial assistance is verifying the student's financial need based on a variety of factors..

Best Practice -3

1.Community Service For Promotion Of Good Health

Objectives of the practice

- To organize the medical camp program for the people

and recreation for the cpllege students.

The context : The Student team of UCOP organized medical camp for all ages

of people and gender to check up their health for the well being on blood group,

haemoglobin, diabetes, blood pressure, body mass index tests.

The practice: The activity was arranged by the UCOP Team at Zilla Parishat High School. The team tested adults in the neighbourhood and pupils at the college for blood groups, haemoglobin, diabetes, blood pressure, and body mass index.

1.The anaemic patients were given advice on how to conquer the ailment using natural therapies and eating habits that they might use in their daily lives.

2.Diabetes testing were performed and results were provided to all participants.

3.Community members were given advice on how to maintain excellent health and cleanliness in order to avoid and overcome illnesses and diseases.

4.Students were encouraged in gaming elements, and rewards were awarded to the winner.

Evidence of success

The majority of the individuals in the surrounding region took part in their blood analysis and were given reports and advice to help them avoid or overcome their health problems.

Students were given important messages about maintaining their health and nutrition, and winners in leisure activities were rewarded with rewards.

UCOP provided a health examination for local residents - best practise.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The idea of "Education Process Reengineering (EPR)" is what sets the institution apart.

Reengineering Education The EPR Model is generally spread across the organisation by four vital faces in order to establish the organisational structure under key success criteria and subfunctions.

They are as follows:

1. Academic success

2. Obtaining Information Via Research

3. Passion for Innovation and Entrepreneurship

4. Encourage the Growth of a Well-Rounded Personality with a Global Perspective and a Feeling of Social Responsibility academic achievement

Academic Excellence: • The administration, management, and faculty members aim to redefine academic performance by going above and beyond education.

• Cutting-edge classrooms where students learn how to install and manage new devices.

• Discover how to handle the operations of professional organisations such as CSI, IETE, ISTE, and others.

Exploration of Knowledge via Research:

• The institute's R&D and INCUBATION Centre is equipped with cutting-edge research labs to support academic and sponsored programmes.

• Students are exposed to cutting-edge methodologies and are prepared to perform multidisciplinary research via the institute's course-based projects, social impact projects, and certificate courses.

Multidisciplinary research: Using an interdisciplinary approach to curriculum creation, the college presents and trains students.

Students may learn through linking ideas and concepts from other subjects by using this sort of research.

By educator cooperation, it seeks for actual multidisciplinary growth.

During their first year, students are educated about the advantages of multidisciplinary study in line with a properly led introductory curriculum.

Innovative Classroom Pedagogy: • The institution has established a cutting-edge educational approach using smart classrooms.

• To help educators communicate concepts more effectively and provide richer learning experiences by using audio/visual materials from a range of sources.

• Continuous and thorough assessment increases instructors' comprehension of what pupils are learning.

• Encourages pupils to take an active role in their education.

Supporter of the Development of a Well-rounded Personality with Global Perspective and Social Responsibility Academic Achievement:

• Social participation demands the development of social knowledge and consciousness; and • Educational institutions promote moral ideals and ethical norms.

• The curriculum attempts to concentrate on the changing needs of society using a variety of techniques in order to build socially acceptable behaviours, personalities, and characteristics that promote equality, creativity, peace, and justice among people, in society, and for the nation.

Entrepreneurship in the Exciting World of Innovation: The University has a strategy in place to help entrepreneurs in its academic context.

It thinks that technical education institutions are crucial to the formation of a country's start-up activity.

College students have also expanded their business ideas and started their own companies.

We've been entirely on their side the whole time, and we've both profited.

These businesses have helped the Institution Start-Up community by serving as mentors, sponsors, and advocates for campus entrepreneurs.

File Description	Document	
Appropriate web in the Institutional website	[View Document](#)	
Any other relevant information	[View Document](#)	

5. CONCLUSION

Additional Information :

Student Assistance Programs: Grants for Academic Achievement and Honor Roll Recognition The institution has a tradition of handing out outstanding scholarships in the amount of Rs 5000/- to students who have achieved the top grades in academics. In addition, the institute presents memorial prizes for achievement in research that are funded by eminent individuals from the outside community. Research Projects of a Lesser Importance Throughout the course of their education, the students were strongly encouraged to participate in a variety of hands-on, problem-solving activities, including doing modest research projects. Self-Learning Students engage in problem-solving based on their own capacities when they engage in self-directed learning. In this context, the educational institution takes a variety of steps to instill a feeling of responsibility, self-confidence, and self-discipline in its student body. PowerPoint presentations, a question bank, and videos were all published on the institute website, which performs a beneficial role for students by allowing them to understand the topic in advance and refer to it as and when it is necessary. In order to improve the students' overall industrial orientation, the educational facility often takes students from all of its programmes on field trips to local businesses. In addition, the students participated in workshops on career advising and training on campus recruiting. The college has a coaching cell for competitive exams, and it gives information and counselling on selection criteria, methods, and specifics about tests such as GPAT, GRE, and others, which are required for admission into postgraduate programmes in India and internationally. In the college library, students have access to information that has been compiled from authoritative sources as well as preparatory material in the form of booklets for the prerequisites. The departmental noticeboards also include periodic postings of opportunities in both academics and professional fields that have just become available. Students are also encouraged to strengthen their creative abilities in areas such as art, entertainment, and other areas by the institution.

Concluding Remarks :

The campus's provision of cutting-edge facilities, amenities, and many other support services has fostered the development of its student body as well as the academic pursuits of its faculty and staff. The institution, which has a clearly defined vision that leads to the goals, has been a significant contributor to the students' overall growth and development. The institution's research efforts, industry-academia interaction, extension and outreach programmes have fostered a culture of research and contributed to the development of positive relationships with both the community and various companies. The Institute has set its sights on reaching even greater heights in the years to come as part of its commitment to superior performance.