



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RBVRR WOMENS COLLEGE OF PHARMACY

**RBVRR WOMENS COLLEGE OF PHARMACY, AFFILIATED TO OSMANIA
UNIVERSITY, 3-4-343, BARKATPURA**

500027

www.rbvrrwcp.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Introduction

Nestled in the heart of the city of Hyderabad, RBVRR Women's College of Pharmacy (RBVRRWCP) is located in Barkatpura. Named in honour of Raja Bahadur Venkatram Reddy, former Commissioner of Police in the erstwhile Hyderabad State under the regime of Nizam, the institution is deeply rooted in its legacy of championing women's education.

Established in 2006 under Hyderabad Mahila Vidya Sangham (HMVS) the non-profit educational society established in the year 1954, RBVRRWCP offers a comprehensive spectrum of Pharmacy education, including B. Pharm, M. Pharm (specializing in Pharmaceutics, Pharmaceutical Analysis, Pharmacology, and Pharmaceutical Chemistry), Ph.D. in Pharmaceutical Sciences, Pharm.D (Doctor of Pharmacy), Pharm.D. (Post Baccalaureate), and Diploma in Pharmacy.

The institution, affiliated with Osmania University, Hyderabad, operates as a self-financed institution. It holds approvals from regulatory bodies such as the Pharmacy Council of India (PCI) and the All India Council for Technical Education (AICTE) and is included under sections 2(f) & 12(B) of the UGC Act 1956. Notably, the UG Pharmacy program received NBA accreditation for the period 2019-2022.

With a focus on scientific discovery and innovation, RBVRRWCP endeavors to make a significant impact on drug development, patient care, and healthcare policy. Ultimately, it aims to inspire students to become leaders, advocates, and agents of positive change in the field of pharmacy.

RBVRRWCP has garnered recognition as a Research Centre by Osmania University and holds certification as an Institute Innovation Council by AICTE and MHRD. Equipped with modern infrastructure and state-of-the-art laboratories, the college provides hands-on expertise to students on sophisticated instruments.

Over its 17 years of existence, RBVRRWCP has established itself as a center of academic excellence, with remarkable achievements in academia, sports, and extracurricular activities. The institution's success is attributed to the dedicated faculty, staff, and students, who strive to provide a high-quality educational experience through mentorship, debates, workshops, and seminars.

RBVRRWCP's commitment to student-centric learning, ICT-based teaching strategies, and continuous development opportunities underscores its dedication to excellence. With a focus on advancing pharmaceutical sciences and empowering women in the field, RBVRR Women's College of Pharmacy stands as a beacon of education and opportunity.

Vision

The vision of RBVRR Women's College of Pharmacy (RBVRRWCP) encapsulates a steadfast commitment to

excellence and empowerment in the field of pharmaceutical education. With a focus on nurturing women pharmacy professionals, RBVRRWCP aims to redefine the landscape of the pharmaceutical industry through innovation, vigor, and compassion. This vision serves as a guiding beacon, driving the institution towards achieving unparalleled heights in transforming lives and making a lasting impact on society.

Vision

To be a national women pharmacy professional leader in transforming lives through innovative, vigorous, and compassionate approach to Pharma education

The vision of RBVRR Women's College of Pharmacy (RBVRRWCP) embodies an unwavering dedication to excellence and leadership in the pharmaceutical realm. By embracing innovation, vigor, and compassion, RBVRRWCP strives to empower women pharmacy professionals to become catalysts for positive change. Through its visionary approach to education, RBVRRWCP is poised to transform lives, inspire generations, and shape a brighter future for the pharmaceutical industry and beyond.

Mission

Introduction:

RBVRR Women's College of Pharmacy (RBVRRWCP) stands committed to its mission of preparing and empowering girl students for success in a dynamic and evolving world. In alignment with its visionary goals, RBVRRWCP goes beyond the confines of traditional education, offering a holistic approach that nurtures intellect, character, and innovation. Through a range of comprehensive awareness programs and initiatives, RBVRRWCP strives to equip its students with the skills, mindset, and determination to thrive in an ever-changing landscape.

MISSION

Preparing and empowering girl students by providing continuous awareness programmes to succeed in a changing world apart from the regular curriculum.

M1: Inspiring students with motivational lectures to learn and to develop intellectually, physically, and emotionally as a whole personality.

M2: Encouraging students to develop innovative learning throughout life.

M3: Grooming girl students to be successful professionals in the health care sector to serve the community by providing excellent practical knowledge and by upgradation of the library with a competent environment during their stay in the college.

Conclusion:

In conclusion, RBVRR Women's College of Pharmacy (RBVRRWCP) is dedicated to empowering its students to become leaders and change-makers in the healthcare sector and beyond. By instilling a passion for lifelong learning and innovation, RBVRRWCP ensures that its graduates are not only well-prepared professionals but also compassionate individuals committed to serving their communities. With a focus on practical knowledge, intellectual development, and personal growth, RBVRRWCP fulfills its mission of shaping confident and competent professionals ready to make a meaningful difference in the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths of the Institution:

The institution boasts a multitude of strengths, including accredited programs, experienced faculty, state-of-the-art facilities, strong industry connections, and abundant research opportunities.

1. Accredited Programs:

- Recognized as a Research Centre by Osmania University
- Certified as an Institute Innovation Council by AICTE and MHRD
- Accredited by NBA and affiliated with Osmania University
- Opportunity for faculty to upgrade educational qualifications through research pursuits

2. Experienced and Committed Faculty:

- Highly educated with diverse academic and industrial backgrounds
- Active involvement in research, resulting in over 500 research papers published in prestigious journals- I and tier II publications and SCOPUS Journals.
- Devotion to continuous improvement through participation in professional development programs

3. State-of-the-Art Facilities:

- Spacious and well-ventilated classrooms and laboratories
- Equipped with sophisticated instruments including HPLC, FTIR, and ultracentrifuge
- Comprehensive library resources and internet-connected facilities

4. Strong Industry Connections:

- Partnerships with leading pharmaceutical, biotech companies, and hospitals
- Facilitation of internships, placements, and practical exposure for students
- Expertise in preparing regulatory dossiers for healthcare authorities

5. Research Opportunities:

- Publication of approximately 300 research papers in reputed international journals annually

- Consultancy services for the local medical drug industry in formulation and development
- Active participation in academic conferences and symposia

Additional Strengths:

1. Modernized Pedagogy and Infrastructure:

- Upgraded periodically to ensure cutting-edge educational practices
- Leading co-curricular and extra-curricular initiatives for holistic student development

2. Faculty Development and Improvement:

- Equipped with industrial-scale machinery and equipment for research pursuits
- Engaged in continuous professional growth through training sessions and conferences

3. Research Collaborations:

- Collaborative ventures with pharmaceutical industries and hospitals
- Pursuit of research projects funded by various agencies

4. Consultancy Services:

- Offering consultancy support for academia and industry in drug development and synthesis
- Expertise in preparing regulatory documents for healthcare authorities

5. Student Support Systems:

- Ragging-free campus environment
- Provision of various extracurricular activities for overall student growth

6. Training and Placement Initiatives:

- Active Training and Placement cell facilitating industry-institute collaborations
- Bridging the gap between academic learning and industry requirements.

These strengths demonstrate RBVRR Women's College of Pharmacy's commitment to academic excellence, research advancement, industry collaboration, and student welfare.

Institutional Weakness

Institutional Weakness

Introduction: Pharmacy education faces funding, curriculum, faculty, digital, and retention challenges, demanding innovative solutions.

- 1. Limited Funding:** The institution faces challenges due to limited allocations, resulting in delays and severe impacts on meeting global accreditation standards, conducting advanced research, and procuring cutting-edge technology for pharmaceutical laboratories. This hinders the holistic development of students' learning experiences and outcomes, as well as the attraction and retention of highly skilled faculty. Alternative funding sources such as public-private partnerships, grants, and alumni donations could help mitigate these challenges.
- 2. Vintage Curriculum:** Affiliations with the university make it difficult to update the curriculum regularly, leading to students being taught outdated practices and missing out on new developments in the pharmaceutical industry, such as the impact of AI and machine learning. To address this, the institution could increase advocacy for higher education funding and collaborate with industry partners to ensure curriculum relevance and alignment with industry advancements.
- 3. Faculty Turnover and Attrition:** The institution experiences faculty turnover and attrition due to the growing influx of global pharmaceutical and biotech companies, which poach talented employees with

high-paying jobs. This impacts continuity in teaching and may lead to instability in the education process. Implementing strategies to retain faculty, such as competitive compensation packages and professional development opportunities, could help mitigate this issue.

4. **Need for Enhancing Digital Infrastructure:** The demand for more digital and qualitative infrastructure in pharmacy education is not fully met, limiting the scope for offering specialized courses and programs tailored to the expanding industry's needs. This affects the quality of education, research opportunities for students and faculty, practical training, student engagement, job opportunities, and ultimately accreditation, rankings, and admissions.
5. **Low Student Retention:** Various factors contribute to low student retention in pharmacy education, including high academic demands, financial burdens, burnout, stress from social media and digital distractions, lack of hands-on experiences, and limited career paths. Implementing support mechanisms such as mentorship programs, academic advising, and student wellness initiatives could help address these retention challenges.

Conclusion: Addressing challenges will ensure high-quality education aligns with industry needs for future success.

Institutional Opportunity

Institutional Opportunities

RBVRR Women's College of Pharmacy (RBVRRWCP) has several opportunities to capitalize on, enhancing its position and impact in the field of pharmacy education and research:

1. **Expanding Health Care Industry:** With the health care sector experiencing growth, RBVRRWCP can anticipate an increased demand for qualified pharmacy professionals. This presents an opportunity to align curriculum and programs with emerging trends and demands in the industry, ensuring graduates are well-equipped to meet the evolving needs of the healthcare sector.
2. **Research Funding:** Access to research grants and funding opportunities can significantly enhance the institution's research capabilities. By actively pursuing external funding from organizations such as AICTE, DST, DBT, UGC, and ICMR, RBVRRWCP can support faculty research projects, facilitate collaborative initiatives, and attract skilled researchers to contribute to cutting-edge advancements in pharmaceutical sciences.
3. **Technology Integration:** Embracing technology in teaching and research offers immense potential for RBVRRWCP to enhance educational delivery and research outcomes. By integrating innovative teaching methods and utilizing digital platforms such as e-blogs, podcasts, and webcasts, the institution can improve student engagement, facilitate interactive learning experiences, and foster a culture of innovation and collaboration among faculty and students.
4. **Community Outreach:** Engaging in community health programs presents an opportunity for RBVRRWCP to demonstrate its commitment to societal well-being and public health initiatives. By actively participating in outreach activities, the institution can not only contribute to improving community health outcomes but also raise awareness about the role of pharmacy in promoting public health. Establishing an interdisciplinary research center funded by external agencies could further

leverage the expertise of senior professors and enhance the institution's research impact and visibility.

5. **Online Pharma Education:** Offering online courses provides RBVRRWCP with the opportunity to reach a broader audience of students, including working professionals seeking to advance their skills and knowledge in pharmaceutical sciences. By leveraging online platforms, the institution can expand its reach, diversify its student base, and adapt to the changing landscape of higher education delivery, ensuring accessibility and flexibility in learning opportunities.

In conclusion, RBVRRWCP can leverage industry growth, funding, technology, outreach, and online education for advancement. Top of Form

Institutional Challenge

Institutional Challenges

Introduction: In navigating the landscape of pharmacy education, RBVRR Women's College of Pharmacy encounters a myriad of institutional challenges. From fierce competition to regulatory changes and technological demands, the college faces complexities that demand innovative solutions.

Institutional Challenges:

1. **Competition:** Attracting top students and skilled faculty amid increasing competition from other pharmacy colleges.
2. **Regulatory Changes:** Adapting to evolving PCI, AICTE, and UGC standards in education and pharmacy sectors.
3. **Faculty Recruitment and Retention:** Difficulty in recruiting and retaining qualified faculty due to industry demands.
4. **Rising Costs:** Escalating operational costs and tuition fees pose financial strain on the institution.
5. **Technological Infrastructure:** Ensuring costly and up-to-date technological infrastructure remains a challenge.

RBVRR Women's College of Pharmacy (RBVRRWCP) adheres to regulatory guidelines while fostering competency-based education. Despite challenges, opportunities for advancement are evident:

1. **Technology Integration:** Incorporating simulation software, e-learning modules, and interactive apps enhances student learning experiences.
2. **Interprofessional Education:** Collaborative learning among healthcare disciplines fosters teamwork and communication skills.
3. **Critical Thinking:** Shifting towards problem-solving and evidence-based decision-making prepares students for real-world challenges.
4. **Personalized Learning:** Tailoring education to diverse learning styles through adaptive platforms and individualized study plans.
5. **Social Determinants of Health:** Updated curricula address health disparities and cultural competence in patient care.

6. **Experiential Learning:** Expanded internships and community-based experiences enhance clinical skills and confidence.
7. **Pharmacogenomics:** Education on genetic influences in drug responses prepares students for personalized medicine.
8. **Continuous Professional Development:** Lifelong learning is encouraged through MOOCs and WIPO Course modules.
9. **Telepharmacy:** Integrating telepharmacy concepts prepares students for remote pharmacy services.

Conclusion: Despite the formidable challenges, RBVRR Women's College of Pharmacy remains steadfast in its commitment to excellence. By embracing technological integration, interprofessional education, and personalized learning approaches, the institution charts a course towards enhanced student experiences and preparedness for the dynamic healthcare landscape. Through continuous improvement efforts and prioritization of faculty development and infrastructure upgrades, RBVRRWCP ensures the delivery of high-quality education that empowers future pharmacists to thrive in their careers and contribute meaningfully to the field.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Aspects

In this overview of the curricular aspects, RBVRRWCP's strategies for ensuring a robust curriculum, promoting academic flexibility, enriching learning experiences, and soliciting valuable feedback from stakeholders are examined.

1. Curriculum Planning and Implementation

The institution meticulously plans and implements its curriculum by the guidelines set forth by Osmania University, AICTE, and the Pharmacy Council of India (PCI). This process involves close coordination among Heads of Departments (HODs) and faculty members to ensure alignment with academic calendars and the seamless conduct of continuous internal assessments. By following the Choice-Based Credit System under the New Education Policy 2020, students enjoy the flexibility of selecting elective subjects and activities, thereby tailoring their learning experiences to their interests and career aspirations.

2. Academic Flexibility

Recognizing the importance of skill diversification, the institution offers a variety of Certificate and Value-

Added courses, enriching the academic landscape and providing students with additional learning opportunities. Moreover, students are encouraged to enroll in online courses offered by platforms like MOOCs, SWAYAM, and NPTEL, enhancing their academic flexibility and equipping them with relevant skills for the evolving job market.

3. Curriculum Enrichment

The institution's faculty, with their diverse expertise, play a pivotal role in enriching the curriculum. They integrate cross-cutting issues such as gender equality, environmental sustainability, and professional ethics into the coursework, ensuring that students develop a holistic understanding of their field. Additionally, practical experiences are embedded into the curriculum through project work, field visits, and internships, allowing students to apply theoretical knowledge in real-world settings and fostering hands-on learning.

4. Feedback System

Feedback is a cornerstone of the institution's commitment to continuous improvement. Stakeholder feedback, including inputs from students, faculty, employers, and alumni, is collected, analyzed, and acted upon. The institution maintains transparency by making feedback reports readily available on its website.

In summary, the institution's approach to curricular aspects encompasses meticulous planning, academic flexibility, enrichment through cross-cutting issues, and a robust feedback system, all aimed at providing students with a well-rounded education that meets the demands of the contemporary pharmacy landscape.

Teaching-learning and Evaluation

Criterion II: Teaching-Learning and Evaluation

Criterion II focuses on the institution's dedication to providing effective teaching-learning experiences tailored to students from diverse backgrounds and abilities while ensuring continuous evaluation of both teachers and students. Key indicators encompass Student Enrolment and Profile, Student-Teacher Ratio, Teaching-Learning Process, Teacher Profile and Quality, Evaluation Process and Reforms, Student Performance and Learning Outcomes, and Student Satisfaction Survey.

Student Enrolment and Profile: Admissions adhere strictly to government and university policies, ensuring transparency and equity. The institution prioritizes representation from various socio-economic, cultural, and educational backgrounds. Admissions for UG courses are merit-based, with adherence to reservations, while PG admissions follow a centralized process based on common entrance examinations.

Student-Teacher Ratio: Acknowledging its pivotal role in student success, the institution maintains an optimal student-teacher ratio to facilitate personalized learning experiences, mentorship, and high-quality teaching.

Teaching-Learning Process: Diverse teaching methodologies, including participative, experiential, and collaborative learning, augmented by ICT resources, are employed. A student-centric approach fosters active engagement in knowledge construction. Additionally, learning extends beyond classrooms through seminars, group discussions, and computer-aided lessons.

Teacher Profile and Quality: Teachers undergo continuous professional development to enhance their

qualifications, competencies, and dedication. The institution encourages innovation and excellence among faculty members.

Evaluation Process and Reforms: Transparent assessment mechanisms ensure fairness and efficient grievance redressal. Continual review and enhancement of evaluation processes improve their efficiency and effectiveness, adhering strictly to statutory guidelines.

Student Performance and Learning Outcomes: Clearly defined learning outcomes reflect the institution's commitment to academic excellence. Evaluation of student performance informs teaching practices and program development, with a focus on achieving predetermined outcomes.

In conclusion, Criterion II emphasizes the institution's commitment to tailored teaching-learning experiences and ongoing evaluation. Admissions prioritize transparency and diversity, while an optimal student-teacher ratio supports personalized learning. Diverse teaching methods and continuous professional development ensure high-quality education. Transparent evaluation processes and clear learning outcomes drive academic excellence, reflecting the institution's dedication to student success and continual improvement.

Research, Innovations and Extension

Research, Innovation, and Extension

Introduction: The institution RBVRR Women's College of Pharmacy (RBVRRWCP) recognizes the symbiotic relationship between teaching and research, viewing them as integral components of academic excellence. Through proactive measures, it fosters a research-centric environment, nurturing a scientific ethos among faculty and postgraduate students.

Facilitating Research: A dedicated research committee streamlines the proposal acceptance process, overseeing and supporting research activities. Well-equipped facilities including laboratories, central instrument rooms, and pilot plant setups, along with CPCSEA-approved animal housing and Drug Information Centers, cater to the diverse needs of researchers. The institution's research lab has been distinguished as a research center by Osmania University, further enhancing its research capabilities.

Promoting Interdisciplinary Research: Emphasizing multidisciplinary and interdisciplinary research, the institution encourages collaborative endeavors within its academic community. Faculty and students are motivated to engage in societal outreach programs, empowering marginalized sections and fostering inclusive development. Initiatives such as the Institution-neighborhood network facilitate direct engagement with local communities, addressing their healthcare needs and societal demands.

Engagement with the Community: Institutional efforts extend beyond academia to engage with the broader community, aiming to address societal challenges and foster social responsibility. Collaborations with local governing bodies and community organizations facilitate impactful extension activities, ensuring the active participation of students and faculty in community service initiatives.

Collaborative Ventures: Establishing strategic partnerships with external institutions and industries, the institution facilitates enriching experiences such as internships, training, and collaborative research projects. These collaborations provide students and faculty with practical exposure and industry insights, augmenting their academic journey.

Resource Accessibility and Support: The institution prioritizes resource accessibility for faculty, providing free access to institutional databases and a rich collection of research journals and e-journals. Additionally, faculty members are supported in pursuing part-time research work, enhancing their academic credentials and contributing to the institution's research endeavours.

Conclusion: In conclusion, the institution's comprehensive approach to research, innovation, and extension underscores its commitment to academic excellence and societal impact. Through proactive measures, interdisciplinary collaborations, community engagement, and resource support, it fosters a dynamic research culture that transcends disciplinary boundaries and contributes meaningfully to knowledge creation and societal development.

Infrastructure and Learning Resources

Infrastructure and Learning Resources

Introduction: Criterion IV evaluates the institution's infrastructure and learning resources, crucial for maintaining academic quality and supporting the diverse needs of stakeholders. RBVRRWCP, strategically located in Hyderabad, boasts modern infrastructure spanning 46,284 sq. ft. across 0.70 acres, ensuring a conducive learning environment.

Physical Facilities: The institution prioritizes safety and security, complemented by outstanding infrastructure to support undergraduate and postgraduate programs. Well-equipped laboratories, sophisticated teaching departments, and audio-visual lecture halls enhance teaching effectiveness. Additional amenities include a generator room, auditorium, gymnasium, and sports grounds, catering to holistic student development. Adequate expenditure is allocated annually for maintenance and replenishment, ensuring facilities remain optimal.

Library as a Learning Resource: RBVRRWCP's central library, equipped with e-learning resources and ICT facilities, enriches the academic experience. Subscriptions to DELNET and pharma intelligence bolster research capabilities, while the Institutional library committee ensures continual monitoring and updates, optimizing resource utilization. Automation using an Integrated Library Management System (ILMS) streamlines operations, facilitating easy access to a vast array of learning materials.

IT Infrastructure: A comprehensive IT mechanism underscores the institution's commitment to technological advancement. With over 75 computer systems, alongside 100 Mbps internet connectivity, RBVRRWCP prioritizes digital access for faculty and students. Green computing initiatives emphasize sustainability, aligning IT practices with environmental conservation efforts.

Maintenance of Campus Infrastructure: Continuous efforts are made to upgrade infrastructure in line with emerging trends in pharmacy education. Wi-Fi connectivity throughout the campus ensures seamless digital access. Expenditure on maintenance and augmentation underscores the institution's commitment to providing a conducive learning environment. Regular assessments and feedback mechanisms ensure facilities meet

evolving educational needs.

Conclusion: Criterion IV underscores the significance of infrastructure and learning resources in shaping the educational landscape. RBVRRWCP's commitment to modern, well-equipped facilities, alongside a proactive approach to maintenance and technological advancement, fosters academic excellence and student success. By continuously upgrading infrastructure and embracing digital innovations, the institution remains responsive to evolving educational needs, ensuring a vibrant learning ecosystem for all stakeholders.

Student Support and Progression

Student Support and Progression

Introduction: Criterion V underscores RBVRRWCP's commitment to providing comprehensive support to its students, ensuring their holistic development and successful progression. Through various initiatives and programs, the institution fosters a nurturing environment conducive to academic excellence and personal growth.

Student Support: RBVRRWCP boasts a well-established system for student support and mentoring, including personal, academic, and career counselling through mentor-mentee programs. The institution has dedicated committees, such as the institutional grievance cell, anti-ragging committee, student welfare committee, and sports and cultural activities committee, to address student concerns promptly. Additionally, RBVRRWCP organizes personal enhancement programs, including career counselling, soft skills development, and orientation sessions, catering to students' diverse needs and aspirations.

Inclusive Support: RBVRRWCP extends support to students from diverse backgrounds, including physically challenged/differently-abled students, SC/ST, OBC, and economically weaker section students. The institution provides additional academic support, balanced diets, incentives, and necessary materials for students participating in extracurricular activities, ensuring equitable opportunities for all. Furthermore, special emphasis is placed on the participation of female students in various intra- and inter-institutional activities, fostering gender inclusivity and empowerment.

Alumni Engagement: RBVRRWCP maintains an active Alumni Association, facilitating regular interactions and contributions to institutional growth and development. The principal and faculty engage with alumni to elicit feedback and insights, strengthening the institution's bond with its graduates and leveraging their expertise and support.

Student Achievements: RBVRRWCP takes pride in the achievements of its students, with many receiving national awards in poster presentations, paper presentations, quizzes, and oral presentations. These accolades reflect the institution's commitment to nurturing talent and fostering excellence among its student community.

Conclusion: Criterion V highlights RBVRRWCP's holistic approach to student support and progression, ensuring that every student receives the necessary guidance, resources, and opportunities for success. By fostering an inclusive and supportive environment, engaging alumni, and celebrating student achievements, the institution cultivates a culture of excellence and empowerment, enriching the educational journey for all stakeholders.

Governance, Leadership and Management

Institutional governance, leadership, and management play a pivotal role in shaping the direction and effectiveness of an educational institution. Criterion 6 assesses various aspects related to vision, strategy, faculty empowerment, financial management, and internal quality assurance.

Effective institutional governance and leadership align with the institution's vision and mission. This alignment is evident through the implementation of national policies like the National Education Policy (NEP), sustained institutional growth, decentralization, and active participation in institutional governance. Short-term and long-term Institutional Perspective Plans further demonstrate strategic foresight and commitment to organizational goals. The Board of Management and Board of Studies, led by the Secretary and Correspondent, and the Principal respectively, serve as the highest policy-making bodies, ensuring effective leadership and decision-making processes.

The institution effectively deploys its institutional perspective plan, ensuring the efficient functioning of institutional bodies. This is observable through well-defined policies, administrative structures, appointment procedures, and service rules. Additionally, the implementation of e-governance across various operational domains enhances administrative efficiency, particularly in areas like administration, finance, student admission and support, and examinations.

Faculty empowerment is crucial for academic excellence and institutional growth. The institution implements performance appraisal systems and provides effective welfare measures for both teaching and non-teaching staff. Financial support is extended to teachers for attending conferences, workshops, and professional body memberships. Moreover, the institution encourages faculty participation in FDPs and other professional development activities.

Sound financial management and resource mobilization strategies are essential for the sustainable operation of an institution. The institution adopts strategies to optimize resource utilization and mobilize funds from various sources, including government and non-government organizations. Regular internal and external financial audits ensure transparency and accountability in financial management practices.

An effective Internal Quality Assurance System (IQAS) is vital for maintaining and enhancing academic standards and institutional effectiveness. The Internal Quality Assurance Cell (IQAC) plays a significant role in institutionalizing quality assurance strategies and processes. Quality assurance initiatives include regular meetings of the IQAC, academic and administrative audits, collaborative quality initiatives, participation in national rankings, and accreditation processes recognized by agencies such as NAAC and NBA.

Conclusively, Criterion 6 ensures institution's effectiveness and academic excellence pursuit.

Institutional Values and Best Practices

Criterion VII: Institutional Values and Best Practices

Introduction: Institutional values and best practices are crucial for educational institutions. RBVRR Women's College of Pharmacy prioritizes excellence in academics, social responsibility, and innovation. This criterion evaluates the institution's adherence to values, commitment to social responsibilities, and efficacy of best practices in fostering holistic development and academic excellence.

Institutional Values and Social Responsibilities: RBVRR Women's College of Pharmacy demonstrates a robust commitment to institutional values and social responsibilities through various initiatives. The institution conducts gender audits and promotes gender equity, reflecting its dedication to inclusivity and diversity. Moreover, it actively engages in environmentally friendly practices such as energy conservation, waste management, and water conservation, showcasing its commitment to sustainability. The institution's efforts extend beyond campus boundaries, fostering community engagement and awareness of constitutional obligations among students and staff.

Best Practices: The institution has implemented two exemplary best practices to enhance student and faculty development. Firstly, the Mentorship Scheme provides personalized guidance and support to students, fostering academic and career growth. Through regular mentor meetings and counseling sessions, students receive individualized attention, resulting in improved confidence and academic performance. Secondly, the Reading Club Activity for Faculty & Students promotes a culture of reading and knowledge sharing among faculty members. By facilitating discussions on non-technical literature and encouraging idea exchange, the activity enriches the academic environment and broadens horizons.

Institutional Distinctiveness: RBVRR Women's College of Pharmacy stands out with its commitment to academic excellence, women's empowerment, and pioneering research. With a rich legacy, strategic location, and visionary leadership, RBVRRWCP sets benchmarks in pharmaceutical education and research. Its dedicated research center and state-of-the-art facilities enable cutting-edge projects, garnering recognition and patents. Collaborative partnerships and innovation push boundaries, leaving an indelible mark on academia, and shaping the future of pharmacy education, healthcare, and society.

Conclusion: RBVRR Women's College of Pharmacy exemplifies institutional values and best practices, reflecting its dedication to excellence, social responsibility, and innovation. By upholding these principles, the institution contributes significantly to pharmacy education and societal development, ensuring holistic growth and academic excellence for students and faculty.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|---|
| Name | RBVRR WOMENS COLLEGE OF PHARMACY |
| Address | RBVRR Womens college of pharmacy, Affiliated to Osmania University,3-4-343,Barkatpura |
| City | Hyderabad |
| State | Telangana |
| Pin | 500027 |
| Website | www.rbvrrwcp.org |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|-------------------------|------------|-----|-----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | M.sUmakanth | 040-27563065 | 9848391954 | - | rbvrrwcp2006@gmail.com |
| IQAC / CIQA coordinator | A.kRishna Sailaja | 040- | 9440182572 | - | shailaja1234@rediffmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|-----------|
| By Gender | For Women |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-----------|--------------------|-------------------------------|
| Telangana | Osmania University | View Document |

| Details of UGC recognition | | |
|----------------------------|------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 01-09-2020 | View Document |
| 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 | 19-05-2023 | 12 | |

| 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 | RBVRR Womens college of pharmacy, Affiliated to Osmania University,3-4-343,Barkatpura | Urban | 0.75 | 4301 |

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 | 107 | 105 |
| PG | Pharm D, Pharmacy, | 72 | Intermediate | English | 32 | 32 |
| PG | MPharm, Pharmacy, Pharmacology | 24 | B.Pharm | English | 15 | 10 |
| PG | MPharm, Pharmacy, Pharmaceutics | 24 | B.Pharm | English | 15 | 10 |
| PG | MPharm, Pharmacy, Pharmaceutical Chemistry | 24 | B.Pharm | English | 9 | 0 |
| PG | MPharm, Pharmacy, Pharmaceutical Analysis | 24 | B.Pharm | English | 12 | 7 |

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 | 8 | | | | 7 | | | | 27 | | | |
| Recruited | 0 | 3 | 0 | 3 | 0 | 6 | 0 | 6 | 0 | 23 | 0 | 23 |
| Yet to Recruit | 5 | | | | 1 | | | | 4 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 7 | | | | 6 | | | | 25 | | | |
| Recruited | 0 | 3 | 0 | 3 | 0 | 6 | 0 | 6 | 0 | 23 | 0 | 23 |
| Yet to Recruit | 4 | | | | 0 | | | | 2 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 48 |
| Recruited | 4 | 27 | 0 | 31 |
| Yet to Recruit | | | | 17 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 38 |
| Recruited | 4 | 27 | 0 | 31 |
| Yet to Recruit | | | | 7 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 4 |
| Recruited | 1 | 3 | 0 | 4 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 4 |
| Recruited | 1 | 3 | 0 | 4 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 3 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 3 | 0 | 0 | 6 | 0 | 0 | 23 | 0 | 32 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| 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 | 0 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 103 | 1 | 0 | 0 | 104 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 58 | 0 | 0 | 0 | 58 |
| | 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 | 0 | 0 | 0 | 0 | |
| | Female | 14 | 16 | 12 | 16 | |
| | Others | 0 | 0 | 0 | 0 | |
| ST | Male | 0 | 0 | 0 | 0 | |
| | Female | 4 | 3 | 5 | 4 | |
| | Others | 0 | 0 | 0 | 0 | |
| OBC | Male | 0 | 0 | 0 | 0 | |
| | Female | 35 | 36 | 32 | 33 | |
| | Others | 0 | 0 | 0 | 0 | |
| General | Male | 0 | 0 | 0 | 0 | |
| | Female | 106 | 100 | 90 | 87 | |
| | Others | 0 | 0 | 0 | 0 | |
| Others | Male | 0 | 0 | 0 | 0 | |
| | Female | 6 | 6 | 6 | 3 | |
| | Others | 0 | 0 | 0 | 0 | |
| Total | | 165 | 161 | 145 | 143 | |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>Multidisciplinary and Interdisciplinary Approach at RBVRR Women's College of Pharmacy (RBVRRWCP): a) RBVRRWCP envisions itself as a center for holistic education transcending disciplinary boundaries. It fosters an environment where students explore diverse fields, aiming to nurture well-rounded individuals capable of addressing challenges from multiple perspectives. b) RBVRRWCP integrates humanities and sciences with STEM education, incorporating elements of medical ethics, healthcare management, and communication skills into pharmacy programs. c) While following Osmania University's curriculum, RBVRRWCP supplements its offerings with elective courses emphasizing community engagement and value-based learning. d) As an affiliate of Osmania University, RBVRRWCP's curriculum closely aligns with regulatory bodies. It aims to provide comprehensive training in pharmaceutical sciences while emphasizing interdisciplinary learning. e) RBVRRWCP strategizes to enhance multidisciplinary research by fostering collaborations with academia, research institutions, and industry partners. f) RBVRRWCP promotes multidisciplinary approaches through interdisciplinary seminars, faculty incorporation of interdisciplinary perspectives, student participation in projects, and the establishment of research centers.</p> |
| 2. Academic bank of credits (ABC): | <p>Academic Flexibility and Credit Management at RBVRR Women's College of Pharmacy (RBVRRWCP): a) RBVRRWCP is currently undergoing exploration in the realm of educational innovation. While not officially enrolled in the Academic Bank of Credits (ABC) framework, it has begun to explore principles of credit-based education. This includes supporting a restructuring of its curriculum to allow for greater flexibility. Moreover, the institution is in the process of establishing mechanisms to effectively manage credits within its educational system. b) As an Osmania University affiliate, RBVRRWCP awaits decisions regarding ABC framework. It's committed to supporting Osmania University's initiatives. c) While not formally registered under ABC, RBVRRWCP aims for international collaboration and credit transfer to enrich students' global exposure. Academic Flexibility and Credit Management at RBVRR</p> |

| | |
|--|--|
| | <p>Women's College of Pharmacy (RBVRRWCP): d) RBVRRWCP faculty are encouraged to design curricula aligning with academic standards, incorporating innovative methods and materials while adhering to university guidelines. e) Despite not being in ABC, RBVRRWCP prioritizes experiential learning, aligning outcomes with industry needs, and updating curriculum for relevance.</p> |
| 3. Skill development: | <p>Skill Development Initiatives at RBVRR Women's College of Pharmacy (RBVRRWCP) a) RBVRRWCP aligns its curriculum with the National Skills Qualifications Framework (NSQF) for skill development within existing programs. b) Although not offering interdisciplinary programs, RBVRRWCP encourages students to explore diverse learning opportunities. c) RBVRRWCP adheres to Osmania University's curriculum guidelines, focusing on comprehensive education. d) Following Osmania University's structured curriculum, RBVRRWCP emphasizes disciplinary learning. e) RBVRRWCP fosters multidisciplinary research and interdisciplinary collaboration despite not having specific NEP 2020 practices.</p> |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Integration of Indian Knowledge Systems at RBVRR Women's College of Pharmacy (RBVRRWCP): a) RBVRRWCP emphasizes pharmaceutical education while exploring integration of Indian culture and wisdom into courses. b) While primarily English-based, RBVRRWCP encourages vernacular language incorporation based on student needs. c) RBVRRWCP predominantly offers English-based pharmacy programs following Osmania University's curriculum. d) RBVRRWCP's focus remains on pharmaceutical education with limited efforts in promoting Indian languages and culture. e) RBVRRWCP aims to integrate Indian culture into its curriculum and uses online platforms to disseminate Indian knowledge systems.</p> |
| 5. Focus on Outcome based education (OBE): | <p>Outcome-Based Education (OBE) at RBVRR Women's College of Pharmacy (RBVRRWCP): i. RBVRRWCP aligns its teaching practices with OBE principles, ensuring clear learning outcomes and coherent curriculum mapping. ii. RBVRRWCP emphasizes continuous improvement and student-centered approaches despite not having specific OBE initiatives. iii. RBVRRWCP aligns with NEP 2020</p> |

| | |
|---|--|
| | through competency development, continuous improvement, and student-centered learning. |
| 6. Distance education/online education: | Distance Education and Online Learning at RBVRR Women's College of Pharmacy (RBVRRWCP): a) RBVRRWCP explores Open and Distance Learning (ODL) mode for extending its reach and skill development. b) RBVRRWCP utilizes various technological tools for enhancing student learning and fostering blended learning. c) Despite not being affiliated with specific MOOC platforms, RBVRRWCP encourages self-directed learning through MOOC integration. |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | RBVRRWCP has taken a proactive step by establishing an Electoral Literacy Club (ELC) within its premises. This initiative aims to foster awareness and education about electoral processes among students and the wider community. |
| 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? | The institution has appointed student coordinators and coordinating faculty members to ensure the effective functioning of the ELCs. These individuals play crucial roles in organizing activities and ensuring that the clubs remain representative in character, encouraging diverse student participation. |
| 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. | The ELCs at RBVRRWCP have undertaken various innovative programs and initiatives to promote electoral literacy. These include organizing voter registration drives within the institution and surrounding communities, assisting district election administrations during polls, conducting voter awareness campaigns, and promoting ethical voting practices. Moreover, special efforts are made to enhance the participation of underprivileged sections of society, including disabled persons and senior citizens |
| 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. | RBVRRWCP has initiated several socially relevant projects and initiatives related to electoral issues. These include conducting research projects, surveys, and awareness drives to deepen understanding of democratic values and encourage active participation in electoral processes. The institution also creates |

| | |
|--|--|
| | <p>content and publications highlighting its contributions to advancing democratic ideals and electoral participation.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>The institution, through its ELCs, actively engages in efforts to increase voter enrolment among students above 18 years of age. They conduct campaigns and awareness programs to encourage eligible students to register as voters. Additionally, the institution institutionalizes mechanisms to facilitate voter registration, ensuring that eligible students are informed about the process and provided with the necessary support to enroll in the electoral roll. During pre-election periods, enrollment camps or online enrollment processes are conducted to further facilitate the registration of eligible students as voters.</p> |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 599 | 561 | 521 | 480 | 436 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 40

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 27 | 28 | 29 | 29 |

3 Institution

3.1

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 90.94 | 106.22 | 42.37 | 78.29 | 97.75 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Effective Curriculum Planning and Delivery at RBVRR Women's College of Pharmacy

RBVRR Women's College of Pharmacy maintains affiliation with Osmania University and adheres to the university's prescribed curricular framework and structure concerning the duration, content, delivery, evaluation, and certification. 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. Osmania University employs a comprehensive approach to curriculum design and development. Drawing from the careful assessment of input provided by various stakeholders, the Board of Studies shapes the curriculum for each subject. The university has transitioned from an annual curriculum structure to a semester-based system.

The institution adheres to the academic calendar for the conduct of CIE. Academic calendars, lesson plans, and course files for all courses are shared in advance with students to help them prepare effectively for a given semester. Along with the academic calendar, the institution prepares the institution semester calendar including the dates of guest lectures, seminars, cultural fest, workshops, and innovative research projects in the schedule. Remedial and special classes will align with the University's academic calendar. As per the academic calendar mid mid-exams, lab internal and external exams will be scheduled and conducted. However, for effective implementation of the curriculum, the institution under the supervision of the Academic Advisory Committee in association with the program committee and mentoring committee adopt the following steps:

A. Pre-Planning:

- a. Prepare the college timetable, scheduling classes per teacher per subject.
- b. Create an academic calendar covering various semester activities based on Osmania University's schedule.
- c. Compile a course file with the calendar of events, syllabus, question bank, and reference books at each semester's start.
- e. Form committees for different activities.

B. Effective Implementation:

- a. Display the academic calendar to every student.
- b. Enrol students in extension activities like NSS, etc.
- d. Distribute academic teaching diaries to faculty at the session's start.
- e. Implement the curriculum as per the academic planner.
- f. Form 'Mentor-Student Clusters.'
- g. Evaluate students through regular tests and examinations.
- h. Assess practical records/journals.
- j. Invite renowned academicians for talks on recent technological aspects.
- k. Ensure timely syllabus completion.

C. Critical Analysis and Feedback Action:

- a. Conduct regular class-wise faculty meetings to review teachers' plans, results, and attendance.
- b. Organize staff and departmental meetings led by the Principal and HOD.
- c. Develop remedial actions and strategies for any observed deviations from the action plan.
- d. Conduct extra/remedial classes as per student requirements.
- e. Gather feedback from students, faculty, employers, and alumni for continuous curriculum improvement.

Conclusion:

In conclusion, RBVRR Women's College of Pharmacy employs a systematic and comprehensive approach to curriculum planning and delivery. The institution's adherence to Osmania University's academic calendar, coupled with robust pre-planning, effective implementation, and continuous feedback mechanisms, ensures a rich and dynamic learning experience for its students. The commitment to aligning with regulatory standards and incorporating stakeholder inputs showcases the institution's ongoing dedication to excellence in pharmaceutical education.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 6

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

| Other Upload Files | |
|---------------------------|-------------------------------|
| 1 | View Document |

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 57.3

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 283 | 322 | 271 | 320 | 292 |

| 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 in transacting the Curriculum

Response:

Fostering Holistic Education: Integrating Crosscutting Issues at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) embraces a forward-thinking educational approach by integrating crosscutting issues of professional ethics, gender, human values, and environmental sustainability into its curriculum. This innovative strategy aims to equip students with a holistic perspective, preparing them for the multifaceted challenges of the contemporary world.

Courses Addressing Crosscutting Issues:

- 1. Professional Ethics:** The curriculum includes courses that delve into ethical principles and guidelines specific to the pharmacy profession. Emphasis is placed on honesty, integrity, and responsibility through case studies and discussions on ethical dilemmas. Celebratory events such as National Pharmacy Week and Pharmacist Day reinforce ethical values among students.
- 2. Gender Issues:** RBVRRWCP incorporates courses that explore the roles, rights, and perspectives of all genders. Addressing gender biases and promoting gender equality are integral parts of the curriculum. Special events like National Girl Child Day and International Women's Day foster dialogue on gender disparities and societal expectations.
- 3. Human Values:** Courses are designed to instill human values such as empathy, compassion, integrity, and respect for diversity. These values are seamlessly woven into various subjects, encouraging students to become responsible and ethical professionals. Awareness programs on health issues like TB, Cancer, and HIV serve as avenues for imparting human values.
- 4. Environment & Sustainability:** The institution actively engages in practical activities to raise environmental awareness. Initiatives like tree plantation, rainwater harvesting, and waste management involve students in hands-on experiences, fostering a deeper connection to environmental concepts. Awareness campaigns during festival seasons exemplify how cultural practices can align with environmental conservation.

List of Activities:

- 1. Professional Ethics Activities:** The college consistently organizes events such as National Pharmacy Week, Pharmacist Day, and National Science Day to instill ethical decision-making in students.
- 2. Gender Awareness Activities:** Actively participating in events like National Girl Child Day and International Women's Day, the college addresses gender disparities and advocates for equality.
- 3. Human Values Initiatives:** Awareness programs on TB, Cancer, and HIV serve as platforms for imparting human values, fostering well-rounded individuals with a strong moral compass.
- 4. Environment & Sustainability Initiatives:** Practical activities like tree plantation, waste management, and awareness campaigns during festivals contribute to environmental conservation.

and sustainability efforts.

Conclusion: RBVRR Women's College of Pharmacy's integration of crosscutting issues into the curriculum reflects its commitment to fostering well-rounded, ethical professionals. By addressing professional ethics, gender disparities, human values, and environmental sustainability, the institution actively contributes to shaping responsible individuals capable of navigating the complexities of the modern world. This holistic educational approach ensures that RBVRRWCP students are not only proficient in their field but also conscious contributors to a more inclusive and sustainable society.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 37.73

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

Response: 226

| 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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

| File Description | Document |
|---|-------------------------------|
| Feedback analysis report submitted to appropriate bodies | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 89.65

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 165 | 161 | 145 | 143 | 157 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 181 | 181 | 166 | 166 | 166 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.07

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 59 | 61 | 55 | 56 | 54 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 72 | 72 | 65 | 65 | 65 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |
| Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 28.52

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Enhancing Learning Experiences through Integration of ICT Tools by Teachers

Introduction: In the evolving educational landscape, RBVRR Women's College of Pharmacy (RBVRRWCP) emphasizes student-centric methodologies like experiential learning, participative learning, and problem-solving techniques. An integral aspect of these approaches is the effective integration of Information and Communication Technology (ICT) tools by teachers to enrich the teaching and learning process. This essay explores the utilization of ICT-enabled tools and online resources to augment the holistic development of learners at RBVRRWCP.

Integration of ICT-Enabled Tools: RBVRRWCP recognizes the transformative potential of ICT in education and encourages teachers to leverage digital resources for enhanced learning experiences. By incorporating ICT-enabled tools such as multimedia presentations, interactive simulations, and educational apps, teachers create dynamic and engaging lessons that cater to diverse learning styles.

Experiential Learning with ICT: In alignment with the institution's emphasis on experiential learning, teachers utilize ICT tools to facilitate hands-on experiences for students. Virtual laboratory simulations, online experiments, and multimedia resources provide students with opportunities to engage in practical learning activities, even beyond the confines of the physical laboratory. Through guided exploration and experimentation, students develop critical thinking skills and gain valuable insights into real-world applications of theoretical concepts.

Participative Learning Enhanced by ICT: ICT tools play a crucial role in promoting participative learning methods at RBVRRWCP. Teachers utilize online platforms for collaborative projects, virtual discussions, and peer-to-peer learning activities. Through online forums, video conferencing, and shared document repositories, students actively contribute to discussions, share ideas, and collaborate on assignments regardless of physical constraints. This fosters a sense of community and enables students to harness the collective intelligence of their peers in the learning process.

Problem-Solving Methodologies Supported by ICT: Teachers at RBVRRWCP integrate ICT tools to facilitate problem-solving methodologies among students. Online problem-solving platforms, interactive tutorials, and digital case studies provide students with opportunities to apply theoretical knowledge to real-life scenarios and develop practical problem-solving skills. Additionally, teachers use online assessment tools to gauge students' understanding of complex concepts and provide personalized feedback to support their learning journey.

Harnessing Online Resources for Self-Directed Learning: RBVRRWCP promotes self-directed learning through the judicious use of online resources. Teachers guide students in accessing digital libraries, e-books, academic journals, and online courses to supplement their classroom learning. Moreover, students are encouraged to explore open educational resources (OERs), webinars, and educational podcasts to pursue their academic interests and engage in lifelong learning beyond the confines of the curriculum.

Conclusion: The integration of ICT-enabled tools by teachers at RBVRR Women's College of Pharmacy enhances the effectiveness of student-centric methodologies and fosters holistic development. By leveraging multimedia resources, online platforms, and digital libraries, teachers create dynamic learning environments that cater to diverse learning needs and promote active engagement. As technology continues to evolve, RBVRRWCP remains committed to harnessing the power of ICT to nurture critical thinking, collaboration, and a passion for lifelong learning among its students.

| | |
|-------------------------------|-------------------------------|
| File Description | Document |
| Upload 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: 93.06

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 27 | 28 | 29 | 29 |

| | |
|---|-------------------------------|
| File Description | Document |
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 40.3

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 10 | 12 | 12 | 11 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | 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:

Upholding Transparency and Efficiency in Assessment Procedures at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) maintains a commitment to transparency and efficiency in its assessment processes, ensuring fairness and accountability for all stakeholders. This essay explores the institution's systematic approach to maintaining transparency in both internal and external assessments while adhering to the guidelines set by Osmania University (OU) and providing a comprehensive overview of its examination procedures.

Communication and Oversight: Stakeholders, including students and faculty members, are thoroughly informed about the transparency of the evaluation process through general instructions provided in the institution's prospectus. During orientation programs, new students receive detailed briefings on examination protocols, evaluation criteria, and passing requirements from faculty members. The institution promptly disseminates periodic instructions issued by OU, ensuring students are aware of eligibility conditions for exams. The Examination Committee oversees all examination-related tasks, with the Examination Cell In-Charge communicating pertinent information through circulars displayed on the college notice board.

Adherence to Guidelines and Procedures: RBVRRWCP aligns its assessment procedures with OU guidelines, ensuring consistency and adherence to established protocols. Faculty members set and submit question papers for mid-term exams within stipulated timelines, with answer scripts meticulously preserved for future reference. Both internal theory and practical examinations are conducted using specially printed booklets, with evaluation carried out at the institutional level. External assessment for theory subjects is conducted by OU, with results announced and result sheets made available on the university results portal.

Sessional Examinations and Calculation of Marks: The institution conducts at least two periodic

sessional examinations during each academic year, with sessional marks calculated based on the highest aggregate of any two performances. For B Pharmacy students, two sessional exams are conducted for each theory/practical course, with the average marks of these exams computed for internal assessment. Pharm D students undergo a minimum of three periodic sessional examinations per academic year, with sessional marks calculated based on the average of any two best performances. M Pharmacy students undergo two sessional exams for each theory/practical course, with marks computed similarly. Additionally, continuous mode assessment includes factors such as attendance, student-teacher interaction, and participation in academic activities.

Passing Criteria and Examination Schedule: RBVRRWCP enforces strict passing criteria, requiring students to secure a minimum of 50% marks in each subject separately in both theory and practical examinations. The institution adheres to the university examination schedule, displaying proposed internal examination schedules in the timetable at the commencement of each semester/year for all courses.

Grievance Redressal System: RBVRRWCP maintains an efficient grievance redressal system, addressing concerns related to assessments promptly. Clear Standard Operating Procedures (SOPs) are in place for handling both internal and external exam grievances. Circulars regularly inform students about the grievance redressal mechanism, ensuring transparency and encouraging students to voice their concerns.

Conclusion: RBVRR Women's College of Pharmacy prioritizes transparency and efficiency in assessment, ensuring meticulous procedures aligned with OU guidelines. Through clear communication and oversight, the institution fosters academic excellence and accountability.

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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

Response:

Fostering Outcome-Based Education: Dissemination and Assessment of COs and POs at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) prioritizes outcome-based education over traditional input-oriented approaches. This essay explores the institution's systematic approach to disseminating and assessing Course Outcomes (COs) and Program Outcomes (POs) across

various departments.

Mechanism of Framing Course Outcomes:

- COs are formulated during department meetings, involving course handlers and subject experts.
- COs are communicated to students during the introduction class and emphasized throughout the course.
- Mapping of COs with Program Outcomes (POs) and Program Specific Outcomes (PSOs) is elaborately discussed by department members.

Dissemination of COs and POs:

- COs and POs are integral to RBVRRWCP's curriculum, clearly defined in syllabi and communicated to stakeholders.
- COs are formulated during department meetings, involving course handlers and subject experts. They are communicated to students during the introduction class and emphasized throughout the course.
- POs, COs, and Program Specific Outcomes (PSOs) are displayed prominently throughout the college and communicated to employers and alumni. They are reiterated to teachers during IQAC and Staff Meetings, emphasizing their importance.
- COs of courses from all departments and POs are also displayed on the website.
- Students are actively encouraged to achieve these outcomes through participation in co-curricular and extracurricular activities, aligning all departmental activities with these objectives.

Assessment of Outcomes:

- RBVRRWCP employs various methods to assess whether POs have been achieved, including performance in university and internal examinations, as well as feedback obtained from students.
- Summative and formative approaches are utilized for student assessment, with teaching-learning processes reviewed through academic and administrative audits.
- Feedback from students aids in understanding expected learning outcomes, while overall student performance in co-curricular and extracurricular activities provides further insight into the attainment of POs and COs.
- The college endeavors to instill these outcomes through comprehensive teaching methods and a holistic approach to education.

Conclusion: RBVRR Women's College of Pharmacy emphasizes outcome-based education, ensuring the dissemination and assessment of COs and POs across all programs, including their display on the institutional website. By integrating these outcomes into curriculum design and assessment practices, the institution fosters holistic student development and academic excellence.

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2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Evaluating Attainment of Programme Outcomes (POs) and Course Outcomes (COs) at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) meticulously evaluates the attainment of Programme Outcomes (POs) and Course Outcomes (COs) to ensure the effectiveness of its educational offerings. This essay examines the institution's assessment methods for evaluating the achievement of these outcomes.

Assessment Tools for Course Outcomes: RBVRRWCP employs various assessment tools to measure the impact of course delivery on the attainment of course outcomes and programme outcomes. Direct assessment tools include assignments designed to extend beyond the syllabus, fostering deeper understanding and self-learning among students. Internal examinations, conducted twice per semester, evaluate both Course Outcomes and Programme Outcomes, while also assessing the quality of lectures. Additionally, semester examinations, administered externally by the University, serve as crucial tools for assessing all POs and COs and evaluating institutional quality.

Mapping and Computation of Attainment: The attainment of each CO is determined by setting the class average mark as the target. COs for each course are meticulously mapped to POs and Program Specific Outcomes (PSOs) with varying weightages to reflect their significance. The achievement of course outcomes over the years is then translated into program outcomes based on established CO-PO matrices.

Assessment of Programme Outcomes: Program Outcomes (POs) encompass a wide range of professional accomplishments aimed at by the program, including knowledge, skills, and personality traits. Program specific outcomes are the specific skill requirements and accomplishments to be fulfilled by the students at micro level by the end of the program. Head of the Departments in collaboration of remaining faculty of the concerned subjects formulate Program Specific Outcomes (PSOs) which are then discussed and approved by subject experts. RBVRRWCP has identified eleven Programme Outcomes, each essential for holistic student development.

Direct and Indirect Assessment Methods: RBVRR Women's College of Pharmacy (RBVRRWCP) employs a variety of assessment tools to comprehensively evaluate the attainment of Programme Outcomes and Course Outcomes. These tools include both direct and indirect methods:

- **Direct Assessment Tools:**

- Sessional examination: In these examinations, students are assessed for their understanding of fundamental concepts, analytical thinking, planning abilities, and expression of acquired knowledge.
- University end examination: These examinations comprehensively assess students' mastery of essential knowledge, planning abilities, and practical skills.

- **Indirect Assessment Methods:**

Course end survey: Student feedback is solicited to assess the quality of the course and its outcomes. This feedback is typically evaluated on a scale ranging from 1 to 3, providing valuable insights into course effectiveness.

By utilizing both direct and indirect assessment methods, RBVRR Women's College of Pharmacy ensures a comprehensive evaluation of POs and COs, facilitating continuous improvement and excellence in pharmaceutical education.

Conclusion: RBVRR Women's College of Pharmacy employs a comprehensive approach to evaluating the attainment of Programme Outcomes (POs) and Course Outcomes (COs). Through the use of diverse assessment tools, the institution ensures the effectiveness of its educational programs and the holistic development of its students, thereby upholding its commitment to excellence in pharmaceutical education.

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2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 95.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 122 | 115 | 102 | 105 | 86 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124 | 123 | 107 | 108 | 93 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |
| Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students | View Document |

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.91

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | 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: 4.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0.60 | 4.00 |

| 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, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Innovation Ecosystem

RBVRR Women's College of Pharmacy has established an innovation ecosystem grounded in the Indian Knowledge System (IKS) to cultivate innovation, research excellence, and industry collaboration. This ecosystem encompasses several integral components:

Research and Development (R&D) Cell:

Overseen by the Principal and senior faculty members, the R&D Cell acts as the hub for research activities within the institution, guiding both students and faculty in innovative projects.

Innovation Cell:

This specialized unit is dedicated to nurturing creativity, encouraging idea generation, and providing state-of-the-art laboratory facilities to facilitate the development of innovative solutions.

Intellectual Property Rights (IPR) Cell:

Recognizing the significance of protecting intellectual property, the institution emphasizes IPR awareness and assists in the patenting process to safeguard its intellectual assets.

The objectives of this ecosystem are multifaceted:

- **Cultivating a Research Culture:** Engaging faculty and students alike in research activities to foster curiosity, inquiry, and experimentation.
- **Empowering Faculty Development:** Encouraging faculty to enhance their skills, pursue advanced degrees, and contribute to knowledge in their respective fields.
- **Stimulating Student Innovation:** Inspiring students to think creatively, develop innovative solutions, and explore entrepreneurial opportunities.
- **Fostering Industry Collaboration:** Establishing partnerships with industries through MOUs to facilitate knowledge exchange, technology transfer, and research collaboration.
- **Promoting Knowledge Dissemination:** Encouraging publication of research findings in reputable journals and conferences to advance scientific knowledge.
- **Facilitating Research Funding:** Securing grants and funding to support seminars, conferences, research projects, and other scholarly activities.
- **Encouraging Patent Activities:** Incentivizing faculty and students to engage in patenting their research outcomes and providing resources for the patenting process.
- **Collaborative Patenting:** Promoting collaborative patenting activities among faculty, students, and industry partners to enhance the quality and impact of inventions.
- **Impact Measurement:** Regularly assessing the impact of patented inventions on academia, industry, and society through metrics such as patents filed, granted, licensed, or commercialized.

The ecosystem functions include:

- **Technology Development Group:** Forming a cohort of alumni interested in technology development and entrepreneurship to encourage self-employment opportunities.
- **Entrepreneurship Support:** Providing guidance, resources, and mentorship to aspiring entrepreneurs to foster a vibrant startup ecosystem.
- **Knowledge Transfer:** Facilitating the transfer of technical knowledge and managerial expertise between academia and industry to promote innovation.
- **Product Development:** Supporting the development of new products and technologies derived from innovative ideas within the institution.
- **Market Analysis:** Assessing the market potential and feasibility of innovative products or solutions to guide commercialization efforts.

The impact of this ecosystem is notable:

- **Research Integration:** Integrating research activities into the curriculum to provide students with hands-on research experience.
- **Knowledge Exchange:** Organizing workshops, seminars, and webinars to facilitate interactions between academia, industry experts, and scholars.

- **Industry Partnerships:** Establishing collaborations with pharmaceutical industries and stakeholders to enhance research capabilities and promote innovation.
- **Faculty Development:** Supporting faculty in pursuing doctoral studies and advancing their research careers.
- **Student Exposure:** Facilitating industrial visits and exposure to operational procedures in pharmaceutical industries to enrich students' learning experiences.

In conclusion, RBVRRWCP's innovation ecosystem is a comprehensive framework designed to nurture talent, foster collaboration, and drive innovation in pharmacy and healthcare.

| File Description | Document |
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| 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: 43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 9 | 10 | 4 | 9 |

| 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: 5.5

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 69 | 54 | 38 | 31 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | 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:** 0.25**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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 4 | 0 | 2 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Community Engagement and Social Sensitization: RBVRR Women's College of Pharmacy's Impact

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) has been at the forefront of community engagement and social sensitization initiatives, recognizing the importance of addressing societal issues for holistic student development. Over the last five years, the college has undertaken various extension activities aimed at making a positive impact on the neighbourhood community. These efforts not only contribute to societal welfare but also foster a sense of social responsibility among students.

Extension and Outreach Strategies: RBVRRWCP has implemented a range of extension and outreach strategies to involve the neighbourhood community effectively. These initiatives include free medical check-ups, health fairs, blood donation events, and cleanliness drives. The college actively encourages faculty participation and collaborates with NSS, student groups, and organizations in and around Hyderabad to amplify its outreach efforts.

Impact of Extension Activities: Through its extension and outreach programs, RBVRRWCP has successfully engaged students with the community, instilling in them a sense of social responsibility and awareness of societal issues. These initiatives have sensitized students to the needs and challenges faced by the community, fostering empathy and encouraging them to contribute positively to society. Collaboration with NGOs and community organizations has further enhanced the impact of these programs.

Outcome of the Programme: The extension activities have yielded diverse and significant outcomes. Participants gain a comprehensive understanding of societal concerns, particularly regarding personal health care and other community challenges. Additionally, students and faculty involved in the program experience skill development across various domains, including project management, social skills, leadership, and analytical abilities. These experiences contribute to their overall competency and capacity to make a positive impact in society.

Year-wise Activities: RBVRRWCP has conducted a variety of extension activities over the years, focusing on important societal issues such as environmental conservation, health awareness, and disease prevention. These activities are organized to coincide with significant national and international observances, maximizing their impact and reach.

Conclusion: RBVRR Women's College of Pharmacy's extension and outreach programs exemplify its commitment to societal welfare and holistic student development. By engaging students with the community and addressing pressing societal issues, the college nurtures socially responsible pharmacists

who are equipped to make meaningful contributions to society. Through sustained efforts and impactful collaborations, RBVRRWCP continues to uphold its mission of serving the community and fostering responsible citizenship among its students.

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| Upload Additional information | View Document |

3.4.2

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

Response:

Recognitions for Social Impact at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a testament to the power of community engagement and social responsibility. Through its dedication to various extension activities, the college has received numerous awards and accolades from both governmental and non-governmental bodies. This essay delves into the significant recognitions bestowed upon RBVRRWCP for its impactful contributions to society.

Recognitions for Social Impact: RBVRR Women's College of Pharmacy has been honoured with several prestigious awards, reflecting its commitment to environmental sustainability and social welfare. The "*Green Campus Award*" and "*Plastic-Free Campus Award*" commend the college's efforts in promoting eco-friendly practices and minimizing plastic usage, setting a commendable example for other educational institutions.

Acknowledgment of Faculty Contributions: The faculty members of RBVRR Women's College of Pharmacy have been instrumental in driving positive change within the institution and beyond. Dr. M. P. Kusuma, Associate Professor in the Department of Pharmaceutics, was recognized with a *Certificate of Appreciation* for her significant contribution to the Swachh Bharat campaign and for inspiring students to actively participate in extension activities. Similarly, Dr. M. Vijaya Bhargavi, HOD and Associate Professor in the Department of Pharmaceutical Chemistry, was honoured with the "*Senior Research Award*" for her exemplary research contributions, showcasing the academic excellence upheld by the college.

Celebrating Excellence in Pharmacy: Dr. K. V. Ratnamala, a distinguished faculty member, was bestowed with the prestigious "*Bharat Gaurav Puraskar*" and a "*Certificate of Excellence*" for her outstanding achievements and remarkable contributions to the field of pharmacy. Additionally, Ms. Zeenath Banu, Assistant Professor in the Department of Pharmacology, was recognized with the "*Best Teacher Award*" by the Telangana State Pharmacy Council, highlighting her dedication to nurturing future pharmacists.

Commendation for Organizational Initiatives: RBVRR Women's College of Pharmacy's

organizational initiatives have also garnered appreciation from various quarters. The college received a *memento* for organizing a health camp during Hyderabad Fest 2018, showcasing its commitment to community health and well-being. Moreover, Mrs. P. Archana, Assistant Professor in the Department of Pharmaceutical Chemistry, was acknowledged with a participation certificate for her active involvement in Hyderabad Fest 2018, further exemplifying the college's ethos of active participation and community engagement.

Conclusion: The series of awards and recognitions received by RBVRR Women's College of Pharmacy underscore its unwavering commitment to social impact and community welfare. Through the dedication and contributions of its faculty and students, the college continues to make significant strides in promoting environmental sustainability, academic excellence, and social responsibility. These accolades serve as a testament to RBVRRWCP's pivotal role in shaping a brighter and more inclusive future for society.

| File Description | Document |
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| Upload Additional information | View Document |

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 30

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 2 | 4 | 10 |

| File Description | Document |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates. | View Document |
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | 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: 25

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Enhancing Academic Excellence Through State-of-the-Art Infrastructure: A Spotlight on RBVRR Women's College of Pharmacy

Introduction: In the pursuit of academic excellence, RBVRR Women's College of Pharmacy (RBVRRWCP) continually invests in and optimizes its infrastructure to support effective teaching, learning, and holistic development. This narrative unveils the institution's commitment to providing a conducive environment for intellectual growth, cultural enrichment, and physical well-being.

Physical Facilities RBVRRWCP prioritizes the provision of robust physical facilities to facilitate seamless teaching-learning experiences. From well-equipped classrooms to specialized laboratories, each aspect is meticulously designed to nurture academic pursuits.

Classrooms and Other Facilities: The institution boasts spacious classrooms, seminar halls, and committee rooms, each equipped with modern amenities conducive to effective pedagogy. State-of-the-art infrastructure, including ICT tools, ensures interactive and engaging learning experiences.

Laboratories: With fully equipped laboratories adhering to safety standards, students have access to hands-on learning experiences and opportunities for research and experimentation. The presence of advanced equipment empowers students to explore beyond the curriculum.

Computing Equipment: RBVRR Women's College of Pharmacy provides extensive computing facilities, fostering digital literacy and technological innovation among students and faculty alike.

Library and Digital Resources: A well-stocked library supplemented by digital resources enriches the academic journey, offering a vast repository of knowledge accessible to all stakeholders.

Medicinal Garden and Drug Information Centre: The institution's commitment to holistic learning extends to maintaining a medicinal garden and a drug information center, providing practical insights into pharmaceutical sciences.

Animal House and Security Measures: Facilities such as the CPCSEA-approved animal house and comprehensive security arrangements underscore the institution's commitment to safety and regulatory

compliance.

Sports and Cultural Facilities Recognizing the importance of holistic development, RBVRR Women's College of Pharmacy offers ample opportunities for sports, cultural activities, and physical fitness.

Sports Facilities: From indoor games to outdoor sports, the institution encourages active participation, promoting physical well-being and teamwork.

Gymnasium and Yoga Centre: The college prioritizes physical fitness by providing access to a well-equipped gymnasium and a dedicated yoga center, fostering a culture of holistic health and well-being.

Additional Facilities: CCTV cameras are strategically installed throughout the campus to augment safety measures, while a dedicated examination cell serves all functions relating to internal and external examinations. The college's hostel facility, managed by a resident warden, offers accommodation for students, ensuring their well-being. Medical facilities, including a sick room and first aid facilities, are available on-site, complemented by weekly physician visits.

Green Initiatives and Sustainability: RBVRR Women's College of Pharmacy is committed to sustainability, evident through its green audited campus with lush greenery and conservation methods such as rainwater harvesting. Furthermore, the institution boasts rooftop solar panels, ensuring uninterrupted power supply during load shedding and aligning with its eco-friendly ethos.

Conclusion: RBVRRWCP is a beacon of academic excellence, nurturing well-rounded individuals prepared to excel in pharmacy and beyond. Continuous investment in infrastructure ensures enriching, empowering, and transformative academic journeys for all students.

Note: Geo-tagged photos and additional documentation serve as visual reinforcements, showcasing the vibrant campus life and the utilization of facilities.

| File Description | Document |
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| Upload Additional information | View Document |

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 9.63

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.21 | 26.91 | 1.21 | 3.91 | 4.76 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Cultivating Knowledge Access: RBVRR Women's College of Pharmacy Library

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a beacon of proactive commitment to enriching learning resources, notably through its central focus on the library. Embracing digital innovations, ensuring financial transparency, and leveraging utilization metrics, the institution maintains a vibrant academic hub. This essay explores RBVRRWCP's comprehensive approach to optimizing learning resources, reflecting its dedication to fostering knowledge access and academic excellence.

Library as a Learning Resource: RBVRRWCP's library serves as an intellectual nucleus, fostering a culture of inquiry and scholarship among its stakeholders. Central to its modernization is the integration of an Integrated Library Management System (ILMS), ensuring seamless access to a vast array of resources. Through ILMS, students and faculty can efficiently navigate through the library's extensive collection, comprising both traditional print materials and digital resources.

Access to E-Resources: Prioritizing accessibility to electronic resources, RBVRRWCP subscribes to a plethora of e-journals and e-books, providing students with cutting-edge research and literature in pharmaceutical sciences. Remote access to these resources empowers learners to engage in self-directed study and stay abreast of the latest developments in their field.

Financial Transparency: An audited income and expenditure statement offers transparency into the financial management of the library. Over the past five years, RBVRRWCP has consistently allocated resources towards enriching its collection, ensuring a diverse range of academic materials catering to

varied interests and disciplines. This financial prudence underscores the institution's commitment to providing a comprehensive learning environment.

Utilization Metrics: Usage statistics serve as a barometer of the library's effectiveness in meeting the needs of its users. At RBVRRWCP, meticulous data collection mechanisms capture the percentage per day usage of the library by both faculty and students. Additionally, detailed footfall counts and online access logs provide insights into the patterns of library engagement, guiding strategic interventions for optimizing services and resources.

Additional Information: Additionally, RBVRRWCP provides visual documentation, including photos of the Central Library and screenshots of the Library Accession register and Gate register, further enhancing transparency and accountability in its library operations. Moreover, the college presents an e-copy of the subscription/membership letter for digital resources like DELNET demonstrating its commitment to expanding access to scholarly materials. The institution's Digital Library, complemented by a standard operating procedure for calculating per-day usage, reflects its comprehensive approach to optimizing learning resources for the benefit of its academic community.

Conclusion: RBVRR Women's College of Pharmacy exemplifies a proactive approach to enhancing learning resources, with the library occupying a central role in this endeavor. By embracing digital innovations, maintaining financial transparency, and leveraging utilization metrics, the institution ensures that its library remains a vibrant hub of academic activity. The comprehensive approach to optimizing learning resources reflects RBVRRWCP's dedication to fostering knowledge access and academic excellence.

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4.3 IT Infrastructure

4.3.1

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

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Enhancing IT Infrastructure at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy prioritizes the advancement of its IT infrastructure to ensure seamless academic and administrative operations. This includes regular upgrades, sufficient bandwidth provision, and procurement of necessary ICT equipment. Here, we delve into the institution's strategies for IT deployment and maintenance, detailing its frequency of upgrades, internet

bandwidth, and ICT equipment procurement.

1. Frequency of IT Upgrades: The institution maintains a structured approach to IT upgrades, ensuring that various components are regularly updated to meet evolving technological demands. The frequency of upgrades for key IT facilities is as follows:

- Computers: Every 3 years
- Internet Bandwidth: Increased annually by 200 Mbps
- UPS: Upgraded annually
- CC Cameras: Replaced every 2 years
- LCDs: Renewed annually
- Learning Management System (LMS): Refreshed every 2 years
- Library Software: Updated biennially

2. Internet Bandwidth Details: RBVRRWCP diligently tracks the evolution of its internet bandwidth to accommodate the growing digital needs of its staff and students. Noteworthy bandwidth upgrades include:

- Year 2015: 75 Mbps
- August 2016: 200 Mbps
- October 2020: 400 Mbps
- 2021: Sustained upgrade to 400 Mbps

3. ICT Equipment Procurement: The college acquires ICT equipment from trusted suppliers, ensuring reliability and efficiency in its operations. Details of CCTV facility procurement exemplify this approach, with specific items, quantities, dates of purchase, and costs meticulously recorded.

4. Receipts/Invoices of IT Products/Services - Year Wise: RBVRRWCP maintains a comprehensive record of receipts and invoices for IT products and services, facilitating transparency and accountability in financial transactions. These records are organized chronologically, reflecting the institution's commitment to fiscal responsibility and regulatory compliance.

Conclusion: RBVRR Women's College of Pharmacy exemplifies a proactive approach to IT infrastructure management, characterized by regular upgrades, adequate bandwidth provisioning, meticulous equipment procurement, and transparent financial practices. By prioritizing the advancement of its IT resources, the institution enhances its capacity to deliver quality education and administrative services in the digital age.

| File Description | Document |
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| Upload Additional information | View Document |

4.3.2

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

Response: 7.58**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 79

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |

4.4 Maintenance of Campus Infrastructure**4.4.1**

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 9.49**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)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.32 | 9.22 | 3.18 | 6.17 | 7.55 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | 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 institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 51.83

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 335 | 306 | 256 | 220 | 229 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 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 |
|---|-------------------------------|
| Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | 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: 76.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 485 | 420 | 439 | 325 | 310 |

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

5.1.4

The institution adopts the following for 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: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance | View Document |
| Proof related to Mechanisms for submission of online/offline students' grievances | View Document |
| Proof for Implementation of guidelines of statutory/regulatory bodies | View Document |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | View Document |
| Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances | 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: 72.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 89 | 97 | 66 | 68 | 66 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 122 | 115 | 102 | 105 | 86 |

| File Description | Document |
|--|-------------------------------|
| Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website) | View Document |
| List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website) | 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

Response: 17.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 1 | 7 | 6 | 1 |

| File Description | Document |
|--|-------------------------------|
| List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination | 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: 27

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08 | 06 | 03 | 05 | 05 |

| File Description | Document |
|--|-------------------------------|
| Upload supporting document | View Document |
| list and links to e-copies of award letters and certificates | 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: 9

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 11 | 11 | 9 |

| 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:**RBVRR Women's College of Pharmacy Alumni Association: Fostering Bonds, Enhancing Growth**

Introduction: Alumni form an integral part of any educational institution, serving as a bridge between the past, present, and future. At RBVRR Women's College of Pharmacy, alumni engagement is not just a tradition but a dynamic force driving the institution's growth and development. The RBVRRWCP Alumni Association, established in 2012, has been instrumental in nurturing connections, fostering academic excellence, and mobilizing resources for the institution's advancement.

Establishment and Registration: On January 28, 2012, the RBVRRWCP Alumni Association was formally registered under certificate number 58, marking the beginning of a journey towards collective empowerment and collaboration. Since its inception, the association has remained committed to bridging the gap between alumni and alma mater.

Engagement Initiatives: The association's initiatives span a wide spectrum of engagements aimed at enriching various aspects of institutional life. From providing academic support to fostering student welfare and mobilizing resources, alumni engagement lies at the core of the college's growth strategy.

Alumni Contributions: A key indicator of the association's impact is its tangible contributions, both financial and non-financial. Through alumni enrolment, membership fees, and generous donations, the association has facilitated numerous initiatives, thereby enhancing the college's educational landscape.

Distinguished Alumni: The association takes pride in the accomplishments of its alumni, who have excelled in diverse fields globally. Notable alumni such as Haindavi Kethavarapu, Harika Srivalli Korlepara, and Divya Vemuri exemplify the institution's commitment to nurturing talent and fostering leadership.

Alumni Events and Meetings: Regular alumni events and meetings serve as platforms for networking, sharing experiences, and brainstorming ideas for further collaboration. Events like the Alumni Meet of 2022, 2020, and 2018 have been instrumental in strengthening bonds, soliciting feedback, and charting the course for future endeavours.

Alumnae Engagement Events: RBVRR Women's College Of Pharmacy actively fosters alumnae engagement. A one-day webinar on "MED CHEM Webinar Series -1 on Computational Outlook In Drug Design" was held on March 6, 2021. Organized by IQAC with the Department of Pharmaceutical Chemistry & Alumni, it featured speakers discussing modern drug discovery. Dr. Mallika Alvala discussed computational resources in drug discovery, while Dr. Vidyasrilekha Yele focused on structure-based drug design. Similarly, the MED CHEM Webinar series -2 on April 27, 2021, featured sessions enriching drug design discourse.

Impact and Outlook: The impact of alumni engagement extends beyond monetary contributions. It fosters a sense of belonging, pride, and continuity, instilling a culture of giving back and paying it forward. As RBVRRWCP Alumni Association continues to evolve, it aspires to become a global platform for alumni empowerment and institutional advancement.

Conclusion: In conclusion, the RBVRR Women's College of Pharmacy Alumni Association stands as a testament to the enduring bonds forged within the institution's community. With its unwavering

commitment to excellence and service, the association continues to be a cornerstone of support and inspiration for generations to come. As alumni remain steadfast in their dedication to their alma mater, the future holds boundless opportunities for collaboration, growth, and shared success.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Fostering Excellence: The Nexus of Visionary Governance and Academic Leadership at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a beacon of progressive education, guided by its affiliation with Hyderabad Mahila Vidya Sangham (HMVS) and its steadfast commitment to excellence. With 15 years of academic evolution, RBVRRWCP continues to expand its academic horizons, offering a comprehensive range of pharmacy courses. Central to its success as part of its governance and leadership is the principle of decentralization and participative management, facilitating effective communication and collaborative decision-making.

Institutional Vision and Mission: RBVRRWCP's vision to be a national leader in women's pharmacy education and its mission to empower students through holistic development and practical knowledge are the cornerstones of its educational philosophy.

Strategies for NEP Implementation: While awaiting full implementation by Osmania University, RBVRRWCP has strategic plans for NEP alignment, focusing on multidisciplinary education, the Academic Bank of Credits system, skill development, integration of Indian knowledge systems, outcome-based education, and advancements in distance learning.

Decentralization and Participative Management: Decentralization at RBVRRWCP facilitates smooth communication and participative decision-making. Delegation of powers empowers subordinates to make financial, administrative, and academic decisions, ensuring efficient governance.

Roles and Responsibilities of Institutional Leadership: The Principal holds significant decision-making authority across various institutional domains, including administration, university compliances, policies, finances, research & development, ensuring smooth operations. To promote participative management, the Principal oversees the formation of committees spanning diverse areas such as scientific, anti-ragging, research, cultural, women empowerment, grievance, purchase, training, examination, alumni, and performance appraisal.

Description of Academic Organogram: The academic organogram at RBVRRWCP illustrates a hierarchical structure that ensures efficient coordination and execution of academic activities. It encompasses various levels of authority, from the Principal overseeing the entire institution to the Heads of Departments (HoDs) managing academic affairs within their respective departments. This structured framework facilitates seamless communication, decision-making, and implementation of academic

policies, ultimately contributing to the institution's growth and success.

HOD's Duties and Responsibilities: Heads of Departments (HoDs) play pivotal roles in academic and administrative functions. Their responsibilities include monitoring academic activities, allocating subjects to faculty members, procuring and approving chemicals and equipment, ensuring calibration and SOP compliance, checking teaching diaries and attendance registers, distributing class work, conducting departmental meetings, reviewing research works, and approving equipment procurement and chemical purchases.

Institutional Perspective Plans: RBVRRWCP's short-term and long-term perspective plans envision continuous growth, innovation, and excellence. These plans serve as roadmaps for achieving institutional objectives while adapting to evolving educational landscapes.

Conclusion: RBVRR Women's College of Pharmacy exemplifies a progressive approach to education, governance, and leadership. Through decentralization and participative management, RBVRRWCP fosters a culture of collaboration and innovation, driving institutional growth and excellence. As it continues to evolve and adapt to changing educational landscapes, RBVRRWCP remains steadfast in its commitment to empowering women in pharmacy and contributing to the advancement of pharmaceutical sciences. With visionary leadership and a robust academic framework, RBVRRWCP is poised to shape the future of pharmacy education and research.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Governance Excellence at RBVRR Women's College of Pharmacy: A Framework for Efficiency and Effectiveness

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a beacon of excellence in pharmaceutical education and research, guided by a steadfast commitment to quality, innovation, and societal welfare. Central to its success is the institution's robust governance framework, which ensures the effective deployment of institutional perspective plans and the efficient functioning of institutional bodies. Through meticulous policies, strategic leadership, and defined roles and responsibilities, RBVRRWCP embodies a culture of governance excellence.

Strategy Development and Deployment

At RBVRRWCP, strategy development and deployment are integral components of governance excellence. The institution's leadership provides a clear vision and mission, guiding the formulation of development objectives and directives aligned with its institutional perspective plans. Through active participation and transparency, RBVRRWCP fosters collaboration among academic and administrative units, enhancing the quality of institutional provisions. Strategy documents, organizational charts, and role delineations serve as guiding principles, ensuring coherence and alignment in the pursuit of institutional goals.

The Strategy for Implementation of Institutional Perspective Plans: RBVRRWCP's short-term and long-term institutional perspective plans are meticulously crafted to drive progress and innovation. Short-term plans focus on strengthening research infrastructure, fostering faculty engagement in research, and enhancing industry collaborations. Through initiatives such as research facility enhancements, faculty incentives, and industry partnerships, RBVRRWCP aims to accelerate research output and knowledge dissemination. Long-term plans envision the establishment of centers of excellence, global collaborations, and entrepreneurship promotion. By establishing specialized research centers, forging international partnerships, and nurturing entrepreneurial ventures, RBVRRWCP aims to position itself as a leader in pharmaceutical education, research, and innovation.

Policy Documents and Institutional Bodies: RBVRRWCP's governance excellence is further evidenced by its comprehensive suite of policy documents and well-defined institutional bodies. Policies covering various aspects of academic, administrative, and support functions ensure efficiency and effectiveness in operations. Institutional bodies, such as the Research Committee, Management, and Academic Department, play pivotal roles in strategy implementation, policy enforcement, and decision-making. Clear roles and responsibilities, supported by organizational charts and service rules, empower stakeholders to contribute meaningfully to the institution's mission and vision.

Conclusion: In conclusion, governance excellence lies at the heart of RBVRR Women's College of Pharmacy's institutional ethos. Through strategic leadership, meticulous policy formulation, and effective deployment of institutional perspective plans, RBVRRWCP continues to uphold its commitment to academic excellence, research innovation, and societal impact. By fostering a culture of transparency, participation, and accountability, RBVRRWCP stands as a model institution, inspiring excellence in pharmaceutical education and research.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |

6.2.2

Institution implements e-governance in its operations

1. Administration

2. Finance and Accounts

3.Student Admission and Support**4.Examination****Response:** A. All of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

6.3 Faculty Empowerment Strategies**6.3.1**

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Fostering Excellence: Staff Welfare and Empowerment at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a beacon of commitment to the well-being and empowerment of its staff members. Recognizing the integral role staff welfare plays in fostering a positive work environment, RBVRRWCP has implemented comprehensive strategies to ensure the holistic development and satisfaction of both teaching and non-teaching personnel.

Embracing Staff Welfare Measures: RBVRRWCP's commitment to staff welfare is reflected in its multifaceted approach, which encompasses various dimensions of support and empowerment:

1. Healthcare Benefits:

- RBVRRWCP prioritizes the health of its staff members by providing comprehensive healthcare coverage, including access to medical facilities, health insurance, and regular health check-ups.
- Emphasis is placed on preventive healthcare initiatives, with awareness programs and wellness campaigns aimed at promoting healthy lifestyles and disease prevention among staff members.

2. Financial Assistance:

- The institution extends financial aid schemes to support staff during emergencies or unforeseen circumstances, including medical emergencies, education expenses for staff children, and loans or advances for personal needs.

3. Leave Policies:

- RBVRRWCP adheres to statutory leave policies mandated by Indian labor laws, offering provisions for annual leave, sick leave, maternity/paternity leave, and other types of leave as applicable.

4. Work Environment:

- RBVRRWCP prioritizes the creation of a safe and conducive work environment for all staff members, adhering to occupational health and safety regulations and addressing ergonomic concerns.
- The institution provides necessary facilities to promote comfort and productivity in the workplace, ensuring that staff members can perform their duties effectively and without compromise to their well-being.

5. Professional Development:

- RBVRRWCP actively supports the professional development of its staff members through various initiatives, including training programs, workshops, seminars, and conferences.

6. Recognition and Rewards:

- The institution recognizes and rewards staff members for their contributions and achievements through various mechanisms such as performance-based incentives, awards, and commendations.

Staff Performance Appraisal: RBVRRWCP’s robust performance appraisal system ensures accountability and excellence among both teaching and non-teaching staff members:

1. Teaching Staff Appraisal:

- Faculty members undergo annual performance appraisals, incorporating feedback from students and stakeholders, and self-appraisal forms are provided for comprehensive self-assessment.

2. Non-teaching Staff Appraisal:

- Non-teaching staff members are appraised by their respective departmental heads and the principal based on their performance in assigned duties, considering factors such as punctuality, technical skills, communication, and work standards.

Conclusion: In conclusion, RBVRR Women’s College of Pharmacy (RBVRRWCP) exemplifies a steadfast commitment to the well-being, empowerment, and professional development of its staff members. Through the implementation of comprehensive welfare measures and robust performance appraisal systems, RBVRRWCP ensures the satisfaction and fulfilment of its staff, fostering a culture of excellence and continuous growth. As RBVRRWCP continues to uphold the highest standards of staff welfare, it reaffirms its position as a trailblazer in the realm of educational institutions dedicated to nurturing the personal and professional development of its staff members.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:** 8.96**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 01 | 00 | 03 | 03 |

| File Description | Document |
|---|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |
| Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies | View Document |

6.3.3

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

Response: 46.67**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 12 | 24 | 9 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13 | 10 | 11 | 14 | 13 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | 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:

Maximizing Resource Efficiency: RBVRR Women's College of Pharmacy

Introduction: Efficient financial management and resource mobilization are pivotal for the sustained growth and development of educational institutions. RBVRR Women's College of Pharmacy (RBVRRWCP) acknowledges the significance of optimal resource utilization in fulfilling its educational objectives. This article delves into the strategies employed by RBVRRWCP to mobilize funds and ensure judicious utilization of resources, accompanied by regular financial audits to maintain transparency and accountability.

1. Strategies for Mobilization of Funds: RBVRRWCP has developed robust strategies for mobilizing funds from various sources, including government and non-government organizations. These strategies encompass revenue generation through tuition fees, government scholarships, sponsorships, and voluntary contributions. Additionally, the institution leverages partnerships with pharmaceutical organizations to fund research initiatives and educational events.

2. Strategies for Optimal Utilization of Resources: RBVRRWCP prioritizes the optimal utilization of resources across different facets of its operations. Investments are directed toward competitive staff salaries, infrastructure upgrades, research promotion, faculty development, and extracurricular activities. By aligning resource allocation with institutional goals, RBVRRWCP ensures a conducive learning

environment and fosters holistic development among students.

3. Internal Audit: Regular internal audits are conducted to evaluate financial practices and ensure adherence to established procedures. Internal audit reports provide valuable insights into resource utilization patterns, financial risks, and areas for improvement. RBVRRWCP's commitment to internal audit mechanisms enhances financial transparency and strengthens internal controls.

4. External Audit: RBVRRWCP subjects its financial records to external audits conducted by reputable auditing firms. External audit reports validate the accuracy and reliability of financial statements, providing stakeholders with assurance regarding the institution's financial integrity. By undergoing external audits, RBVRRWCP demonstrates its commitment to accountability and sound financial management practices.

Conclusion: RBVRR Women's College of Pharmacy exemplifies a proactive approach to financial management and resource mobilization. Through strategic initiatives, the institution effectively mobilizes funds from diverse sources and channels them towards initiatives that support its educational mission. Regular internal and external audits further enhance transparency and accountability, reinforcing RBVRRWCP's reputation as a trusted educational institution committed to excellence.

In essence, RBVRRWCP's commitment to maximizing resource efficiency underscores its dedication to academic excellence and innovation in the field of pharmacy education. Through prudent financial management practices, the institution continues to thrive and positively impact its stakeholders, contributing to the advancement of education and research in the community.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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:

Nurturing Quality Excellence: The Transformative Contribution of IQAC at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP)'s IQAC orchestrates systematic reviews, fostering continuous improvement and innovation, pivotal for academic excellence and institutional development in higher education.

Contributions of IQAC: The IQAC at RBVRRWCP assumes a diverse array of responsibilities aimed at nurturing quality excellence and institutional advancement. From formulating quality policies to facilitating accreditation processes, IQAC's functions encompass:

1. **Formulation of Quality Policies and Strategies:** IQAC spearheads the development of quality enhancement frameworks aligned with the institution's vision, setting benchmarks for academic and administrative processes.
2. **Coordination of Quality Assurance Activities:** IQAC serves as a central coordinating body, fostering collaboration among academic and administrative units to ensure adherence to quality standards.
3. **Conduct of Internal and External Audits:** IQAC organizes audits to assess compliance with quality parameters, ensuring alignment with external quality standards and regulatory requirements.
4. **Monitoring and Evaluation of Academic Programs:** Through regular reviews, IQAC assesses the effectiveness of academic programs, ensuring alignment with educational objectives.
5. **Facilitation of Faculty Development Programs:** IQAC organizes workshops and seminars to enhance teaching and research competencies, fostering pedagogical innovation.
6. **Promotion of Research and Innovation:** IQAC encourages research initiatives among faculty and students, facilitating interdisciplinary collaboration and knowledge creation.
7. **Stakeholder Engagement and Feedback Mechanisms:** IQAC engages stakeholders to solicit feedback, ensuring responsiveness to their needs and preferences.
8. **Publication of Quality Assurance Reports:** IQAC publishes reports highlighting key findings and improvement initiatives, fostering transparency and accountability.
9. **Preparation for Accreditation and Rankings:** IQAC prepares the institution for accreditation processes, ensuring accurate representation and benchmarking.

IQAC Strategies at RBVRRWCP: The IQAC at RBVRRWCP adopts a holistic approach to quality assurance, encompassing periodic reviews, enhancement measures, and documentation of progress. Strategies include:

- **Periodic Review of Teaching-Learning Process:** IQAC conducts regular reviews to enhance the effectiveness and relevance of instructional methodologies.
- **Evaluation of Structures and Methodologies of Operations:** Comprehensive audits identify areas for improvement in operational methodologies, optimizing institutional operations.
- **Assessment of Learning Outcomes:** IQAC assesses learning outcomes and records incremental improvements, enabling continuous enhancement of academic standards.
- **Implementation of Quality Enhancement Measures:** Pedagogical innovations and faculty development initiatives enhance the overall quality of education.
- **Promotion of Best Practices:** Benchmarking against national standards fosters a culture of excellence and innovation.
- **Documentation and Reporting:** Comprehensive documentation ensures evidence-based decision-making and accountability.

The intervention of IQAC in the Teaching-Learning Process at RBVRRWCP: IQAC's intervention in the teaching-learning process underscores RBVRRWCP's commitment to academic excellence. Through curriculum enhancement, pedagogical innovation, and student-centric approaches, IQAC empowers students to thrive in a dynamic world.

Steps Taken by IQAC for Incremental Improvement at RBVRRWCP: IQAC's proactive measures drive incremental improvement across various aspects of institutional functioning, ensuring alignment with strategic priorities and long-term objectives.

Conclusion: RBVRRWCP's IQAC fosters excellence and continuous improvement, catalyzing transformative change through proactive engagement and collaborative endeavors, ensuring academic eminence and societal impact.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

Fostering Gender Equity and Social Responsibility at RBVRR Women's College of Pharmacy

Introduction: RBVRR Women's College of Pharmacy has been at the forefront of promoting gender equity and fulfilling its social responsibilities. Through a myriad of initiatives and activities, the institution has consistently championed the cause of inclusivity and empowerment over the past five years.

Measures for Promotion of Gender Equity at RBVRR Women's College of Pharmacy

Over the past five years, the institution has implemented various measures to uphold these principles and fulfill its social responsibilities.

- Activities for Academic Year 2022-23:
 - National Girl Child Day (24th January 2023): Emphasized gender equality and empowerment.
 - International Women's Day Celebrations (8th March 2023): Honored women's achievements and advocated for gender equality.
 - World Entrepreneurship Day Celebration (30th August 2023): Recognized the role of women in entrepreneurship, inspiring future female leaders.
- Academic Year 2021-22:
 - Various events highlighted women's accomplishments and global challenges on International Women's Day.
 - Acknowledged women's role in entrepreneurship on World Entrepreneur Day.
 - Conducted educative webinars on "Women Empowerment & Entrepreneurship Development" and a short film on Gender Equality.
- Academic Year 2020-21:
 - Advocacy for the rights and welfare of the girl child continued on National Girl Child Day.
 - Celebrated International Women's Day to honor women's achievements and empowerment.
 - Comprehensive webinars addressed various aspects of women's empowerment and entrepreneurship.
- Academic Year 2019-20:
 - Continued advocacy for girls' rights and welfare on National Girl Child Day.

- Informative guest lectures addressed women's wellness and stress management.
- Academic Year 2018-19:
 - Visual media sparked conversations on gender equality with a short film.
 - Prioritized women's health with free health check-ups during a Health Camp.
 - Empowered women with essential self-care skills through sessions on Personal Grooming and Hygiene.
 - Educational seminars addressed health issues and entrepreneurship awareness.

RBVRR Women’s College of Pharmacy exemplifies dedication to gender equity through diverse activities and initiatives. By fostering an inclusive environment, the institution continues to support the advancement of women in all spheres of life.

Annual Gender Sensitization Action Plan Implementation: RBVRR Women’s College of Pharmacy has meticulously executed its annual gender sensitization action plan. Activities such as seminars, webinars, and guest lectures have been organized to educate students on gender-related issues and empower them to become agents of change in society.

Facilities for Women on Campus: The institution has prioritized providing adequate facilities for women on campus to ensure their safety and comfort. These include CCTV surveillance, gym facilities, fire extinguishers, counseling rooms, and common rooms, creating a conducive environment for female students to thrive.

Conclusion: In conclusion, RBVRR Women’s College of Pharmacy has demonstrated exemplary commitment to promoting gender equity and fulfilling its social responsibilities. Through a diverse range of activities and initiatives, the institution has fostered an inclusive and empowering environment, inspiring students to strive for gender equality and contribute positively to society.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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 |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | 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 |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | 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 and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Cultivating Inclusivity: RBVRRWCP's Commitment to Harmony and Constitutional Values

Introduction: RBVRR Women's College of Pharmacy (RBVRRWCP) is dedicated to fostering an inclusive environment characterized by tolerance, cultural harmony, and a deep understanding of constitutional values. Through a range of initiatives and activities, RBVRRWCP endeavours to promote diversity, sensitivity, and civic responsibility among its students and employees.

Measures for Creating an Inclusive Environment: RBVRRWCP adopts various measures to create an inclusive environment where individuals from diverse backgrounds can thrive:

- 1. Cultural and Awareness Programs:** The college organizes cultural and awareness programs that bring together students from diverse social, economic, linguistic, and territorial backgrounds. These events encourage active participation without discrimination.
- 2. Religious Festivals:** Celebrations of religious festivals such as Ganesh Festival, Holi, Eid, and Christmas provide spiritual enrichment and promote communal harmony among students, faculty, and staff.
- 3. Bilingual Teaching:** Teachers adopt a bilingual teaching approach to assist students facing linguistic challenges, thereby enhancing academic performance and inclusivity.
- 4. National Events:** RBVRRWCP celebrates significant national events like Republic Day and Independence Day to instill a sense of patriotism and appreciation for constitutional values among students and staff.

Activities Promoting Tolerance and Harmony: RBVRRWCP organizes various activities to foster tolerance and harmony among its community members:

- 1. Traditional Day:** Students celebrate Traditional Day to showcase the cultural diversity of India and promote unity amidst diversity.
- 2. Eid Milan Party:** The college organizes Eid celebrations, providing an opportunity for students to learn about and respect different religious traditions.
- 3. Holy Books Reciting Competition:** To promote religious harmony, RBVRRWCP organizes competitions where students recite verses from holy books like the Quran, Bhagavad Gita, and Bible.
- 4. Bathukamma Celebration:** Cultural events like Bathukamma celebrations further strengthen bonds of unity and sisterhood among students and staff.

Sensitization to Constitutional Obligations: RBVRRWCP conducts various initiatives to sensitizing students and employees to their constitutional obligations:

- 1. Independence Day and Republic Day Celebrations:** These events highlight the significance of the Indian Constitution and the responsibilities of citizens towards the nation.
- 2. Guest Lectures on Intellectual Property Rights:** Expert lectures on topics like intellectual property rights raise awareness about legal and ethical responsibilities.
- 3. Vigilance Awareness Week:** RBVRRWCP actively participates in initiatives like Vigilance Awareness Week to promote transparency, accountability, and integrity in public life.

Conclusion: RBVRR Women's College of Pharmacy stands as a beacon of inclusivity and constitutional awareness. Through its diverse range of activities and initiatives, RBVRRWCP not only nurtures academic excellence but also cultivates a sense of social responsibility and respect for

constitutional values among its students and employees. As RBVRRWCP continues to uphold its commitment to harmony and civic duty, it reaffirms its role as a catalyst for positive societal change.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload 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–I: Mentorship Scheme

1. Title of the Practice: Mentorship Scheme

2. Objectives:

- Foster academic and career growth by providing personalized guidance and support.
- Cultivate effective communication skills, leadership qualities, and a sense of responsibility among mentees.
- Monitor and track the progress of students throughout their academic journey.
- Create a nurturing environment where students feel empowered to achieve their goals.

3. The Context:

- Beyond imparting technical knowledge, the institution recognizes the importance of nurturing well-rounded individuals.
- The Mentorship Scheme serves as a cornerstone for holistic student development, addressing not only academic needs but also personal and professional growth.
- By offering guidance in various aspects such as communication, presentation, and leadership, the scheme aims to equip students with essential skills for success in the industry.
- Faculty mentors play a pivotal role in shaping the students' journey, serving as role models and mentors, guiding them through challenges and opportunities.

4. Practice:

- Under the Mentorship Scheme, each faculty member (mentor) is assigned a group of mentees, typically comprising around twenty students.
- Regular mentor meetings, held bi-weekly, provide a platform for mentees to discuss their academic progress, career aspirations, and any challenges they may be facing.
- These meetings also facilitate discussions on setting and revising academic and career goals, enhancing communication skills, and fostering leadership qualities.
- Counselling sessions are organized to address individual needs and challenges, offering personalized guidance and support to each mentee.

5. Evidence of Success:

- The success of the Mentorship Scheme is evident in the holistic development of students.

- Mentees who initially struggled with confidence or communication skills show remarkable improvement over time, reflecting the impact of personalized guidance and support.
- Parents appreciate the transparency and involvement in their child's academic journey, fostering a sense of trust and collaboration between the institution and families.
- The increased participation of students in college and external events underscores the positive impact of the scheme in nurturing well-rounded individuals.

6. Problems Encountered and Resources Required:

- Balancing academic demands with the need for personality skill development posed initial challenges.
- Adequate resources, including time and faculty support, are essential for conducting mentor meetings, counselling sessions, and organizing activities.

Conclusion: RBVRR Women's College of Pharmacy's Mentorship Scheme exemplifies the institution's commitment to nurturing not just academic excellence but also holistic student development. By providing personalized guidance and support, the scheme empowers students to excel academically, cultivate essential skills, and realize their full potential. Despite challenges, the institution remains steadfast in its dedication to fostering a nurturing environment where every student can thrive.

Best Practice II: Reading Club Activity

- 1. Title of the Practice:** Reading Club Activity
- 2. Objectives of the Practice:** The primary objective is to enhance reading habits among faculty and promote a culture of reading within the institute. This includes reading non-technical literature such as biographies, motivational, and leadership development books to broaden perspectives. Additionally, the practice aims to facilitate idea exchange among faculty, thereby enhancing presentation skills and cohesion.
- 3. The Context:** RBVRRWCP's Library initiated the Reading Club Activity to improve faculty members' reading habits. Recognizing the numerous benefits of reading, including mental stimulation, stress reduction, and knowledge expansion, the activity encourages reading diverse non-technical texts to enhance thinking and language skills.
- 4. The Practice:** Faculty members voluntarily form groups within each department for reading and knowledge-sharing discussions. Each group comprises ideally five members, with a coordinator ensuring active participation. Reading Club activities are conducted in all departments, and coordinated by the respective Heads of Department (HODs). A theme is selected annually, guiding book choices. At the end of the year, each department holds a meeting where members share their reading experiences, facilitated by the coordinator. Reports are then submitted to the college library committee.
- 5. Evidence of Success:** Implemented from 2022-23, the practice witnessed the formation of 10 groups across all departments, with 24 faculty members participating. Over the period, participants collectively read 50 books and 120 research articles. Each department conducted book review presentations at the semester's end, and reports were submitted to the central library, indicating active engagement and knowledge sharing.
- 6. Problems Encountered and Resources Required:** Challenges include faculty members

struggling to find time for additional reading and some preferring technical literature only. Adequate resources such as a diverse collection of motivational books, biographies, and accessible reading rooms or seminar halls for discussions are essential. Regular feedback from faculty regarding the activity's impact on their personality, communication, and reading skills is crucial for ongoing improvement.

Conclusion: The Reading Club Activity at RBVRR Women's College of Pharmacy demonstrates a proactive approach to fostering a culture of reading and knowledge sharing among faculty. Despite challenges, the practice has shown promising results in enhancing reading habits, facilitating idea exchange, and broadening horizons, underscoring its significance in academic and personal development. With continued support and feedback, the practice is poised to further enrich the institute's academic environment.

| 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:

Legacy and Advancement: RBVRR Women's College of Pharmacy's Institutional Distinctiveness

Introduction:

Nestled in the heart of Hyderabad, RBVRR Women's College of Pharmacy (RBVRRWCP) stands as a beacon of academic excellence and innovation in the pharmaceutical landscape. Rooted in a rich legacy of championing women's education, the institution has carved a niche for itself through its unwavering commitment to advancing knowledge and addressing societal needs. This essay explores RBVRRWCP's distinctive endeavors and contributions to the field of pharmaceutical science.

Legacy and Commitment to Women's Empowerment:

RBVRRWCP is deeply rooted in the legacy of Raja Bahadur Venkatram Reddy, former Commissioner of Police in the erstwhile Hyderabad State under the regime of Nizam and a pioneering advocate for women's education in Hyderabad. Established in 2006 under Hyderabad Mahila Vidya Sangham (HMVS) the non-profit educational society established in the year 1954, the institution remains steadfast in its commitment to empowering women through education. With a diverse array of academic programs

and a supportive learning environment, RBVRRWCP continues to nurture the next generation of female leaders in the pharmaceutical industry.

Locational Advantage and Accessibility:

Strategically located in Hyderabad, a major pharmaceutical hub in India, RBVRRWCP enjoys a unique locational advantage that enhances its appeal and accessibility. Situated in close proximity to key pharmaceutical companies, research institutions, and healthcare facilities, the college provides students with unparalleled opportunities for industry exposure, internships, and collaborative research projects. Moreover, Hyderabad's well-developed infrastructure and vibrant cultural scene contribute to a stimulating learning environment, further enriching the student experience at RBVRRWCP.

Sound Vision:

RBVRRWCP's vision is to be a national leader in transforming lives through innovative and compassionate approaches to pharmacy education. Guided by a commitment to excellence and societal impact, the institution strives to empower women students with the knowledge, skills, and values needed to make meaningful contributions to healthcare and society at large.

The Collective Wisdom of a Dedicated Management Group:

Under the auspices of HMVS, RBVRRWCP benefits from the collective wisdom and resources of a dedicated management group. With a strong emphasis on empowerment and innovation, HMVS has been instrumental in promoting the social, cultural, and economic advancement of women and has expanded its educational endeavors to encompass a wide array of fields, including pharmacy, bioinformatics, management, and computer science. Through its various units, HMVS provides primary, secondary, and higher education, along with hostel facilities, catering specifically to the needs of women.

Affordable Fee Structure and Inclusive Education:

RBVRRWCP is committed to making quality education accessible to all, regardless of socio-economic background. With an affordable fee structure and various scholarship and financial aid programs, the college ensures that no student is left behind due to financial constraints. RBVRRWCP fosters diversity and inclusion by minimizing expenses and offering subsidized resources, ensuring equal opportunities for all students.

Offering of Diverse Specializations:

RBVRRWCP offers diverse pharmacy specializations, meeting various career aspirations with a wide range of academic programs:

- Bachelor of Pharmacy (B. Pharm)
- Master of Pharmacy (M. Pharm) with specializations in Pharmaceutics, Pharmaceutical Analysis, Pharmacology, and Pharmaceutical Chemistry
- Doctor of Philosophy (Ph.D.) in Pharmaceutical Sciences
- Doctor of Pharmacy (Pharm.D.)

RBVRRWCP provides top-notch facilities and experienced faculty, ensuring students gain essential

skills and knowledge for success in the pharmaceutical industry.

Research and Innovation Journey

Research Excellence: RBVRRWCP excels in pharmaceutical research, securing four patent grants and filing eleven patents. Notable projects include a nanoparticle drug delivery system for anti-inflammatory agents and innovative research in herbal formulations.

Research Facilities

RBVRRWCP boasts exceptional research facilities focusing on pharmaceutical sciences. The center delves into topics like targeted drug delivery systems and herbal formulations, fostering innovation and discovery.

Key Features:

1. Advanced Equipment:

- Our research labs are equipped with high-quality instruments to support various research endeavors. These include:
 - Two High-Performance Liquid Chromatography (HPLC) machines
 - Brookfield viscometer
 - Probe sonicator
 - Cooling ultra-centrifuge
 - Lyophilizer
 - Fourier-transform infrared (FTIR) spectrometer
 - Projection microscope
 - Trinocular microscope
 - BOD Incubator

2. Ph.D. Research Scholars:

- Currently, six dedicated research scholars are pursuing their Ph.D. work within our research labs, contributing to the advancement of pharmaceutical research.

3. Specialized Labs:

- In addition to our regular B-Pharmacy labs, we have established six specialized research labs tailored to meet the demands of diverse research projects.

4. Equipment Inventory:

- We boast three dissolution apparatus and three UV Spectrophotometers, along with two tablet punching machines, facilitating comprehensive research activities.

5. SOPs and Validation:

- Our Standard Operating Procedures (SOPs) are meticulously maintained and undergo validation every six months to ensure the highest standards of research quality and compliance.

Scholarly Contributions: RBVRRWCP contributes significantly to academic discourse through faculty publications and conference presentations. In the last five years, the institution has published 200 papers in respected journals, accumulating over 850 citations. Faculty members also share their research findings at prestigious international conferences, enriching scholarly discussions worldwide.

Collaborative Ventures: RBVRRWCP forms collaborative partnerships with industry leaders like Natco Pvt Ltd and Lead Pharma Pvt Ltd, leading to successful completion of research projects. Additionally, alliances with organizations like the Indian Pharmaceutical Association, Telangana state branch, enable seminars and conferences, promoting knowledge exchange and industry-academia collaboration.

Consultancy Projects: RBVRRWCP engages in consultancy projects to address real-world challenges in the pharmaceutical industry. Completed projects include formulating herbal hair oil and determining the antifungal activity of Ayurvedic formulations. Ongoing projects focus on preparing pharmaceutical tablets and baby nappy rash gel, showcasing the college's commitment to practical problem-solving and industry relevance.

Impact and Legacy: RBVRRWCP's outstanding research and innovation reflect its commitment to academic excellence and societal progress. With pioneering research initiatives, collaborative partnerships, and a culture of scholarly inquiry, the college pushes the boundaries of pharmaceutical science knowledge, making significant contributions to healthcare and society.

Conclusion:

In summary, RBVRR Women’s College of Pharmacy stands out for its commitment to academic excellence, women's empowerment, and groundbreaking research. With its strategic location, affordable fees, diverse specializations, and visionary leadership, RBVRRWCP is at the forefront of pharmaceutical education and research. Positioned for growth and innovation, the college is poised to shape the future of pharmacy education and contribute significantly to healthcare and society..

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

A glimpse into a few more aspects of RBVRR Women's College of Pharmacy (RBVRRWCP):

Top of Form

Certifications and Recognition:

RBVRRWCP has been recognized by the Ministry of Education, Government of India, with a 4-star certification as an "Institute Innovation Council." Additionally, the college has been included under Section 2(f) of the UGC Act 1956 and acknowledged as an Adverse Drug Reactions Monitoring Centre (AMC) under PvPI. Furthermore, it has been designated as a Research Center by Osmania University.

Newsletter Publication:

The editorial committee of RBVRR Women's College of Pharmacy releases its newsletter, SUDITHI, periodically serving as a reflection of the college's vision and mission. The recently released newsletter SUDITHI-2K23, Volume 3, Issue 1 showcased a compilation of events, activities, and academic achievements from the academic year 2022-2023. Through this publication, the institution aims to inspire and motivate students to actively engage in various initiatives for the forthcoming academic years, thereby fostering a culture of participation and collaboration.

Concluding Remarks :

RBVRR Women's College of Pharmacy (RBVRRWCP), situated in Barkatpura, at the heart of Hyderabad, honors the legacy of Raja Bahadur Venkatram Reddy's (former Police Commissioner during the Nizam's era), commitment to women's education. Established in 2006 under Hyderabad Mahila Vidya Sangham, it offers pharmacy programs affiliated with Osmania University and accredited by NBA, PCI, and AICTE. RBVRRWCP aims to impact drug development, patient care, and healthcare policy, nurturing students as leaders in the pharmacy field. The institution envisions becoming a national leader in women's pharmacy education, fostering innovation and compassion to transform lives.

RBVRRWCP meticulously works on its curriculum, aligning with academic standards and offering diverse elective options. It integrates cross-cutting issues, values student feedback, and provides continuous improvement opportunities. The institution prioritizes effective teaching methodologies, maintains an optimal student-teacher ratio, and emphasizes continuous evaluation. It fosters professional development for faculty and

values student feedback for improvement. RBVRRWCP fosters a research-centric environment, encouraging multidisciplinary research and community engagement. It facilitates collaborative ventures, provides resource support, and contributes to societal development. With modern infrastructure and well-equipped facilities, RBVRRWCP ensures a conducive learning environment. It emphasizes maintenance, technological advancement, and automation for operational efficiency. RBVRRWCP provides comprehensive student support through counseling, mentorship, and personal enhancement initiatives. It promotes inclusivity, engagement with alumni, and celebrates student achievements for holistic development. The institution demonstrates effective governance, aligning with its vision and mission. It implements national policies, ensures faculty empowerment, and maintains sound financial management. RBVRRWCP prioritizes excellence, social responsibility, and innovation. It fosters inclusivity, sustainability, and community engagement, implementing best practices for academic excellence.

RBVRRWCP boasts accredited programs, experienced faculty, modern facilities, strong industry connections, and abundant research opportunities, ensuring academic excellence and holistic student development. Opportunities for improvement include enhancing funding, updating curriculum, retaining faculty, improving digital infrastructure, and boosting student retention through innovative solutions. The institution aims to leverage industry growth, research funding, technology integration, community outreach, and online education to enhance its position and impact.

In conclusion, RBVRR Women's College of Pharmacy continues to shape the future of pharmacy education, overcoming challenges and seizing opportunities for meaningful impact in the field.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :6</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>369</td> <td>348</td> <td>301</td> <td>320</td> <td>313</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>283</td> <td>322</td> <td>271</td> <td>320</td> <td>292</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 369 | 348 | 301 | 320 | 313 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 283 | 322 | 271 | 320 | 292 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 369 | 348 | 301 | 320 | 313 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 283 | 322 | 271 | 320 | 292 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 236</p> <p>Answer after DVV Verification: 226</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p> | | | | | | | | | | | | | | | | | | | | |
| 3.1.1 | <p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>3.1.1.1. Total Grants from Government and non-governmental agencies for research</p> | | | | | | | | | | | | | | | | | | | | |

projects / endowments in the institution during the last five years (INR in Lakhs)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 0 | 4.6 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0.60 | 4.00 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years
3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 28 | 69 | 54 | 38 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 28 | 69 | 54 | 38 | 31 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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
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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 1 | 3 | 4 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 1 | 3 | 4 | 0 | 2 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.4.3 *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 14 | 9 | 9 | 6 | 11 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 5 | 2 | 4 | 10 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18.89 | 36.12 | 19.59 | 16.2 | 10.07 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.21 | 26.91 | 1.21 | 3.91 | 4.76 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 84.72 | 47.10 | 39.87 | 51.49 | 59.62 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 13.32 | 9.22 | 3.18 | 6.17 | 7.55 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 304 | 286 | 297 | 215 | 183 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 485 | 420 | 439 | 325 | 310 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 89 | 96 | 72 | 68 | 66 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 89 | 97 | 66 | 68 | 66 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 122 | 115 | 102 | 105 | 86 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 122 | 115 | 102 | 105 | 86 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 2 | 8 | 9 | 2 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 1 | 7 | 6 | 1 |

Remark : As per provided certificates so based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 08 | 03 | 07 | 08 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 08 | 06 | 03 | 05 | 05 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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)

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 42 | 34 | 23 | 31 | 39 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 11 | 11 | 9 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 13 | 8 | 19 | 15 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 01 | 00 | 03 | 03 |

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 43 | 33 | 26 | 28 | 28 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 12 | 24 | 9 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 32 | 30 | 29 | 32 | 32 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13 | 10 | 11 | 14 | 13 |

Remark : As per SOP Less than 5 days FDPs are not to be considered so based on that DVV input5 is recommended.

2.Extended Profile Deviations

| ID | Extended Questions |
|-----|--|
| 1.1 | Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 50 Answer after DVV Verification : 40 |
| 1.2 | Number of teaching staff / full time teachers year wise during the last five years |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 27 | 28 | 29 | 29 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 27 | 28 | 29 | 29 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 183.63 | 213.35 | 172.25 | 192.07 | 155.17 |

Answer After DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 90.94 | 106.22 | 42.37 | 78.29 | 97.75 |