# SELF STUDY REPORT

## FOR

## 1st CYCLE OF ACCREDITATION

## ST. PAULS COLLEGE OF PHARMACY

ST. PAULS COLLEGE OF PHARMACY, SY.NO. 603 605, TURKAYAMJAL(V), NAGARJUNA SAGAR ROAD, ABDULLAPUMET(M), RANGA REDDY(DIST) 501510
www.stpaulscollege.ac.in

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**BANGALORE**

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# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

St. Pauls College of Pharmacy (SPLP) was established in the year 2007 by St. Pauls Education Society under the Chairmanship of Sri. Kotla Sudhir, a renowned educationalist and academician having more than three decades of experience in promoting and administering professional organization. Sri. T Raghava Reddy, Secretary and other promoters have been adding strength to the administrative decisions taken by the chairman. The College has been crossed remarkable milestones in the field of pharmacy education under the flag ship of all the promoters.

The college is situated in a serene and beautiful campus which is conducive for imparting quality education, helpful for gaining professional knowledge and career building. The college has provided excellent credentials in the field of pharmacy education with a clear focus on the peaceful learning environment and sophisticated infrastructure. Student overall development, outcome-based learning with student centric education; various in house and outreach activities;  and extension programs aimed for their holistic development which in turn helps to achieve the academic excellence.

SPLP is located in Turkayamajal Village, Rangareddy District of Telangana state. It is12 km from National Highway and 27 km to Rajiv Gandhi International Airport 27 Km to Secunderabad Railway Station and 23 Km to MG Bus Station.

The College is recognized by AICTE, approved by PCI and affiliated to Osmania University, Hyderabad. SPLP has been accredited by NBA for B. Pharmacy Course for the period of three years (2021-22 to 2023-24). It is an ISO-9001:2015 certified institute and has MoU with Krishna Institute of Medical Sciences (KIMS), Hyderabad; pharmaceutical industries; research labs, and educational institutions (National & International). It is self-financed and offers both UG and PG programs with an approved intake of 170 + students each year as follows:100 Intake B. Pharmacy (four years),30 intake in M. Pharmacy (two years) in Pharmaceutics (15 seats) and Pharmaceutical Analysis (15 Seats), 30 intake in Pharm D (six years) and 10 seats in Pharm.D(PB, three years).

**Vision**

To be the best institute in the field of pharmacy by providing excellent education with the aim to achieve overall development of the students to cater the needs of the profession and society.

**Mission**

To train and develop the students to emerge as pharmacists through innovative teaching-learning and research with the objective of student centric education.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

**Institutional Strength**

St. Pauls College of Pharmacy is accredited by NBA for B. Pharmacy course.

**Management:** The management is proactive in all aspects like provision of state-of–art infrastructure, recruitment of quality and experienced faculty and strategic approach to transform challenges to opportunities. Visionary attitude of management helps SPLP to grow as a model pharmacy educational institution.

**Faculty:** Principal, Vice-Principal, HOD's and their team of faculty work towards the vision and mission of the institution. Student faculty ratio of SPLP is as per the norms.

**Value-added education:** Outcome based learning, employability and skill development training, value added courses would be added to enrich the outcomes of the academic curriculums of various programs.

**Infrastructure:** State-of-art infrastructure which includes Wi-Fi-enabled campus, ICT enabled classrooms, smart classroom, well-equipped laboratories, digital library, computer lab, animal experimental lab, various cells (NSS, Alumni, Training and Placement, Patent etc) and staff rooms.

**Faculty-centric activities:**

The college organizes faculty development programs/conferences/seminars/workshops and encourages faculty to be a part of these events and also encourages the faculty to attend events organized by premier organizations and Universities.

**Training and Placement Cell:**

This cell orients students towards careers guidance, higher education and employability opportunities. By conducting on-campus and off-campus job drives, training and placement cell helps the students to be placed in pharmaceutical industry and clinical oriented jobs. This cell also helps the students to get internships in both public and private sectors.

**Student Support:**

St. Pauls College of Pharmacy has strong mentoring system. Mentor-Mentee (one to one) interaction helps bright, average and weak students to know their strengths and weaknesses, Think-Pair-Share practices helps slow learners to improve their academics. Advanced learners get opportunity for self-learning, participation/presentation in scientific oral/poster sessions and receive coaching to appear for competitive exams.

**Institute Innovation Cell (IIC) /Patent cell**:

These cells help both faculty and students to convert their dreams into ideas and ideas to innovations and finally to Indian Property Rights. Students are encouraged to participate in workshops conducted by incubation center, Osmania University

**Feedback systems:**

Organized and well-designed feedback mechanism helps to get feedback from students, parents, faculty and other stake holders. Feedback analysis helps the administrators to improve at various aspects.

**APP, IPA-SF and NSS Units:**

Faculty and students members strive hard under the flagship of expert mentors for the improvement of health care services and communal service.

**St Pauls Alumni Association:**

Alumini of SPLP are in significant positions in various Pharma Industries, organisations, hospitals and clinical research domains. This could reveal the academic standards of the College

**360 degree development /holistic development:**

The college makes / updates policies time to time to incorporate substantial, sustained and self- learning environment with the help of integrated quality system.

**Institutional Weakness**

- Delay in release of fee-reimbursement from the state government hampers the growth of the institution.
- Students from other states and rural backgrounds face the problem in following medium of instruction
- Lack of autonomous status prevents the institute from offering industry-based PG diploma courses.
- Being stand-alone college, there is no campus hostel facility.

**Institutional Opportunity**

- Recognized participating institute under Unnat Bharat Abhiyan (UBA), and the opportunity to adopt five rural villages.
- Functional MoU's with industries, hospitals and TASK paved way for the collaborative research.
- Institute innovation cell sets goals for faculty and students to become out of the box thinkers.
- Locations of the institution help to organise various National, International conferences and Faculty Development Programs.
- Customized scientific and cultural clubs helps the students to explore their skills.

**Institutional Challenge**

- To stand at autonomous status
- To get promising CTC for B. Pharmacy graduates
- To strengthen research bent of mindset among students and scholars with the help of Industry-academia interaction

- To inculcate entrepreneurial attitude among students
- R&D and consultancy activities need to be strengthened

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

St. Pauls College of Pharmacy (SPLP) stringently abides to the guidelines suggested by Pharmacy Council of India (PCI) and affiliating University, Osmania University (OU) Hyderabad, in all of its factors including course design and its delivery through proficiency imparting modules. Effective curriculum delivery is ensured by preparing college academic calendar (based on OU almanac) constituting different committees like academic Incharges, class incharges, mentors, workload distribution, preparing timetable for club activities, guest lectures, using different modes of teaching-learning and preparing course files. The activities are planned to achieve the Program Outcomes (PO's). Regular meetings are conducted to review the effectiveness of course delivery. Official compendia, reference books and their latest editions, study learning materials in the form of hand written materials, PDFs, PPTs were made available to the students. They were also encouraged to get more practical exposure through industrial visits, projects, workshops and internships at hospitals along with Seminars, Symposia, and Guest Lectures etc that help in widening their knowledge.

The college has conducted add-on/ Certificate/value added courses in Pharmacovigilance, Clinical Trials, Patient filing, Outcome based education, Employability skills etc to bridge the gap between industry and academia.

Choice Based Credit System (CBCS) is being followed for maximum programs that facilitate the student's resilience in choosing the core and open optional subjects and other activities of professional concern. The varied specialized familiarity of the faulty has proved to be collaborative in elating the course work through offering detailed courses on cross cutting issues like gender sensitization, environment and professional ethics. Feedback on curriculum is collected timely from the students, teachers, alumni and parents and the feedback is used for curriculum enrichment.

**Teaching-learning and Evaluation**

Since its inception, it has been the motto of the institution to impart quality education to the students. The institution has always maintained the principle of quality above quantity throughout the years. The admission process is transparent with well defined percentage of seats for general and reserved categories. Advertisement is released in newspaper for the admission to management quota seats that would be done on the basis of merit. The college has highly qualified and competent teaching faculty appointed as per the norms of PCI / Osmania University.

Regular class tests are conducted and assignments are given to improve student's learning. SPLP has determined to student's centric approach in dealing all the professional matters. Besides classroom teaching laboratory training, advanced skill improvement activities are taken up like poster and oral presentations by students, group discussions, debates, remedial classes etc.

SPLP has a committed team for the execution of teaching-learning procedure through well defined course objectives outlines on the academic calendar. A transparent student feedback system in the institute enables the

management to measure the progressive level of student satisfaction. Teachers are motivated to update their knowledge by attending conferences, workshops, FDP's etc. They strive to improve their performance based on student's feedback.

Students' performance is evaluated based on internal examinations and end semester examinations. The types of continuous internal examinations depend on the nature of the subject and follow all the rules given in the syllabus. Throughout the program the examination question paper includes questions to test knowledge and understanding as well as for analyzing, problem solving ability through outcome based learning questions. The college has framed several reforms in examination system like preparing two sets of question papers for each exam and picking one through lottery system at the time of exam, mapping of questions to CO's and blooms taxonomy levels etc. The total examination process is transparent under the controller of examinations, Osmania University and the results are declared at the university exam portal. The effectiveness of the teaching learning process is evaluated at the end of academic year as reflected by the CO-PO attainment.

**Research, Innovations and Extension**

St. Pauls R&D Cell has a strong foundation of innovative research with well equipped infrastructure. The R&D cell is composed of 14 doctoral professionals along with 20 assistant professors performing collaborative, industry oriented and funded/govt aided projects. The R&D lab at St. Pauls is equipped with sophisticated equipments like HPLC, UV, FTIR, dissolution apparatus, centrifuge, microcentrifuge, vortex mixers, polarimeter, refractometer and many types of equipment under each department of pharmacy. Research lab is also oriented towards new trending experimentation in nutraceuticals and nanotechnology.

Competent and innovative proposals were filed for national collaborative sponsored projects from DST, DBT SERB, UBA, etc by professional doctoral fellows and IKS proposals by competitive assistant professors. The patent cell was established in collaboration with Avenida to drive the IPR, commercialization, and start up activity under R&D prospectus. Industrial collaborations and Memorandum of understanding (MoU's) were signed with renowned pharmaceutical industries like Progenerics Pharma Ltd., Arene life sciences; and startups like Avenida, SURA labs, inception labs and Climed research solutions; international institutions like Malaysia University, etc. Collaborative research is established and conducted with national identified research centers like OU, IICT, NIN, JNTUH etc.

A well-equipped animal house facility established and approved by CPCSEA is running to conduct animal-based experimentation. The experimental research will be in accordance with IAEE and IEX permission. Library access Softwares like MICROMEDEX, NDL, J-Gate DELNET to cope up with upcoming innovative techniques. Institute has Innovation and incubation cell to promote Entrepreneurship and IIC cell. Pharma Vriddhi (College annual conference) and 17th Indo US conference organized with international guest speakers are few glimpses of continuing efforts for research excellence.

Public outreach activities have been carrying out at institute in association with NSS, IPASF, Pharma socio hands together to create awareness on health and promote pharmacy profession amongst the public. SPLP is the participating institute under national mission projects like UBA-MHRD for upgrading rural village development. A determined convicted ADR's monitoring National Drug information centre (AMC) is established at institute under the flagship of PVPI cell, Indian Pharmacopoeial commission. R&D cell contributes to continuous research excellence and performing attitude to publish.

**Infrastructure and Learning Resources**

College is located at spacious and serene locality of Ranga Reddy District. The SPLP has well equipped classrooms with digital access, LAN facility, 16 well equipped laboratories which includes four research based labs in specific reference to departments of i.e pharmaceutics, pharmaceutical chemistry, pharmaceutical analysis, pharmacognosy, pharmacology, and clinical therapeutics lab in conducting B.Pharm, M.Pharm and Pharm.D Programs. There is also a provision to explore the options and conduct experiments beyond the syllabus.

The laboratories in specific include M.Pharm analysis, central instrumentation, M.Pharm pharmaceutics, B.Pharm program specific labs, well equipped R&D cell, machine room, animal house with sophisticated infrastructure facilities like equipments, LAN, Plug ins, cupboards to safeguard drugs etc.The Institute has well maintained medicinal garden and showcases a rare medicinal plant species. The Institute coordinates and facilitates students to reach destination with good transportation to reach remote areas.

The institute is participating under UBA–MHRD mission to upgrade and develop rural villages like Manchal, Lingampally, Thippayiguda etc. of R.R.Dist, Telangana. There are sports facility with adequate grounds for outdoor sports like, basketball, cricket, etc. and indoor games facility to play caroms, chess etc. IQAC cell monitors and governs quality initiatives of academic centered programs. Canteen facility is available with proper hygenic food time to time along with pantry. A well-equipped seminar hall with digital access, LAN facility and theatre oriented public reach sound system with high defined computerized system are available. Faculty staff rooms are distinguished designed with adequate floor space with digitalized facilities.

Separate cabins for Principal, HOD's and board room for conducting meetings are available representing the organisational structure and frame work. Office rooms, admin room are separate to moderate, conduct and facilitate administrative works. Infrastructure is monitored and maintained by ground staff efficiently ensuring high standards of sanitization and hygiene. Learning sources in the college includes digital library access with softwares like micromedix, vigiflow, DELNET, Scidirec, pubmed and other International/National Journal access. Separate cells to address queries and conduct the academics in well structured manner are available like Grievance redressal cell, IPASF chapter, Women protection cell , NSS cell, Anti-ragging cell, Public relation cell, and IQAC cell.

**Student Support and Progression**

St. Pauls College of Pharmacy (SPLP) is committed to overall development of students and extends every possible support for their progress. In order to ensure that students are not kept away from quality education due to financial constraints the college ensures to maximize the fees reimbursement offered by the Telangana state. An average of 55% of total students avail fees reimbursement benefit from the Government. An induction program would be conducted for the freshers of all the programs immediately after their admission into the college. The prime objective of the program is to make the freshers aware about the college and get familiarize with the system with ease. The college has organized guest lectures on communication skills, personality development, soft skills development, thrust areas like pharmacovigilance, medical coding etc. As a part of the curriculum, students of III yr B. Pharmacy take up industrial training in pharmaceutical industry and Pharm.D students in hospitals. Students of SPLP are provided with training on competitive exams like GPAT, NIPER, PGECET etc. In view of all the efforts taken up by the institute for student development, majority of undergraduate (UG) students opt for higher education (over employment) by excelling in various competitive exams. Institute training and placement cell facilitates campus and off campus interviews for placements of

students. To create awareness about entrepreneurship the college is associated with business incubator cell of Osmania University and provides opportunity for the students to attend various programs.

SPLP has strong mentoring system with mentor:mentee ratio of less than 1:16. This system mainly focuses on attendance; weak, average and bright student classification and guidance to all three classes as per their requirements. Fortnight follow up with the mentor incharge helps to sustain this interaction throughout the tenure of the student in SPLP. The college has registered alumni association and is active in providing support to the college for organizing co-curricular activities and support to the students in placements API, excipients supply to M. Pharm Students, technical support for business/enterpreneurship.

IPA-SF St.Pauls chapter is very active in conducting various awareness programs. For timely redressal of grievances, we have antiragging, grievance redressal and Internal complaints committee. The students are encouraged to showcase their talent and develop overall personality by participating in various club activities held at the college. Certificate courses are conducted to bridge the gap between academics and industry and fulfill industry expectations. The College level e-magazine (yearly) and e-newsletter (quarterly) are published periodically. Once in a year the college fest is conducted to encourage the students in their overall developments by conducting various sports and cultural events.

## Governance, Leadership and Management

SPLP has a well-defined organizational set up. The governing body of SPLP constituted as per the guideline of AICTE and PCI. OU allots its nominee to be the member of the body. The institution works through the administrative and academic hierarchy and follows decentralization policy in decision making. The stake holders including management play a vital role in revising/advancing administrative and academic activities. Principal/Head of the institution is the overall incharge for various college level committees. Vice–Principal and head of the departments support the principal in carrying out his duties. Faculty, students, parents, employers alumni participatory management are made part of different committees based on their composition guidelines. E-governance has been implemented for the purpose of admissions, finance, accounts and examinations using the LMS (webpros). The institute has well- defined service rules for both teachingand non-teaching staff.

The institute has well-organised strategic plan and deployment for 2016-21. The IQAC committee intermittently monitors and evaluates the attainment of strategic plan

- The institute implements several **culture measures** for the faculty and non-teaching staff for their personal and professional upliftment. There include PF, ESI, maternity leave, medical leave for women etc.
- SPLP follows well –defined faculty appraisal system which was approved by IQAC.
- Both faculty and non-reaching staff are encouraged to attend FDP's and professional skill development programs respectively. Financial assistance for these activities will be given in the form of registration fee on duty provision etc.
- Governing body approved budget has been released every financial year and different heads and utilization of the budget is also monitored effectively.
- External academic and financial audits are conducted once in a year and internal audits are conducted periodically.
- IQAC regularly reviews quality of teaching learning process, evaluation and assessment etc.
- Regular participation in programs conducted for HEI's by MHRD, MoE, IIC etc.

- B. Pharmacy undergraduate program has been accredited by NBA and is up to 2023-24.

## Institutional Values and Best Practices

St.Pauls College of Pharmacy (SPLP) provides equal opportunities to the male and female students promoting gender equality. Security guards are available 24x7 and CCTV cameras are installed to ensure the safety and security of students and employees. College has separate common rooms for boys and girls with required facilities. Grievance redressal cell/anti Ragging committee is constituted for timely redressal of grievances.

The mentor –mentee system is operational in the institution. Each staff member is assigned as mentor for fixed number of students. Monthly meetings are conducted to counsel the mentees. The objective of personal counseling is to understand the issues which a student may hesitate to speak communally. The solar panel is installed as alternative source of energy-LED bulbs are used to reduce energy consumption.

The College has water conservation facilities like rain water harvesting, bore well, tanks etc. The pedestrian friendly pathways are available and the students and employees are advised to take college transport or sharing the trip scheme to avoid excess number of automobiles in the campus. Use of plastic is reduced in the campus and it is lush green campus with full of trees.

Facilities like ramp, disabled friendly washrooms, display boards and scribes are available for divyangan friendliness. The college organizes various activities like birth anniversary of freedom fighters/inspiring Indian personalities, Cultural activities etc. to promote inclusiveness and harmony. Student Governance system is followed in the college where they take active role in conducting various extracurricular activities in and out of the college. Every program comprises of student coordinators to improve the leadership skills in the students.

The students carry out mini research projects and get an opportunity to handle sophisticated instruments and equipments. The mini project inculcates a research aptitude in young minds. The distinctive feature of SPLP generates competency and professional confidence in the students.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | ST. PAULS COLLEGE OF PHARMACY |
| Address | St. Pauls College of Pharmacy, Sy.No. 603 605, Turkayamjal(V), Nagarjuna sagar road, Abdullapumet(M), Ranga Reddy(Dist) |
| City | Hyderabad |
| State | Telangana |
| Pin | 501510 |
| Website | www.stpaulscollege.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Bonagiri Chandra Shekar | 8008-122868 | 8008122868 | 08415-24073 825 | principal@stpaulsc ollege.ac.in |
| IQAC / CIQA coordinator | Kiranmai Mandava | 905-20031390 | 9052001390 | 08415-24073 825 | drkiranmaim@stpa ulscollege.ac.in |

| Status of the Institution | |
| --- | --- |
| Institution Status | Private |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

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

| Establishment Details |
| --- |

| Date of establishment of the college | 17-08-2007 |
|---|---|

| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Telangana | Osmania University | View Document |

| Details of UGC recognition | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|---|---|---|
| **Statutory Regulatory Authority** | **Recognition/Approval details Institution/Department programme** | **Day,Month and year(dd-mm-yyyy)** | **Validity in months** | **Remarks** |
| PCI | View Document | 23-09-2021 | 36 | All Programs approval status BPharm months and other programs months |

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

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

| Location and Area of Campus | | | | |
|---|---|---|---|---|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | St. Pauls College of Pharmacy, Sy.No. 603 605, Turkayamjal(V), Nagarjuna sagar road, Abdullapumet(M), Ranga Reddy(Dist) | Urban | 2 | 4861 |

## 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,B Pharmacy | 48 | INTERMEDIATE | English | 108 | 108 |
| PG | MPharm,M Pharmacy Pharmaceutics | 24 | B. Pharmacy | English | 15 | 11 |
| PG | MPharm,M Pharmacy Pharmaceutical Analysis | 24 | B. Pharmacy | English | 15 | 12 |
| PG | Pharm D,Pharm D | 72 | INTERMEDIATE | English | 32 | 32 |
| PG | Pharm D,Pharm D Post Baccalaureate | 36 | B. Pharmacy | English | 10 | 10 |

**Position Details of Faculty & Staff in the College**

| Teaching Faculty | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 4 | 2 | 0 | 6 | 8 | 8 | 0 | 16 | 0 | 27 | 0 | 27 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 | | | | 0 | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 | | | | 0 | | | | 0 |

| Non-Teaching Staff | | | | |
|---|---|---|---|---|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 25 |
| Recruited | 9 | 16 | 0 | 25 |
| Yet to Recruit | | | | 0 |

31-03-2022 02:11:07

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 9 |
| Recruited | 5 | 4 | 0 | 9 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 2 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 9 | 6 | 0 | 0 | 26 | 0 | 41 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 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 |

| Part Time Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 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 |

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| **Number of Visiting/Guest Faculty engaged with the college?** | **Male** | **Female** | **Others** | **Total** |
| | 3 | 0 | 0 | 3 |

**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 | 41 | 13 | 0 | 0 | 54 |
| | Female | 53 | 1 | 0 | 0 | 54 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 7 | 2 | 0 | 0 | 9 |
| | Female | 54 | 2 | 0 | 0 | 56 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 6 | 1 | 0 | 7 |
| | Female | 16 | 13 | 13 | 11 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 6 | 3 | 2 |
| | Female | 5 | 3 | 4 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 14 | 19 | 33 | 21 |
| | Female | 69 | 61 | 47 | 51 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 30 | 25 | 31 | 11 |
| | Female | 24 | 21 | 28 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 166 | 149 | 159 | 129 |

**Institutional preparedness for NEP**

| 1. Multidisciplinary/interdisciplinary: | 1.1.Vision of the Institute To be one of the best institution in the field of pharmacy by providing excellent education with the aim to achieve overall development of the students to cater the needs of profession and society. Mission of the Institute To train and develop the students into professional pharmacists through innovative teaching-learning and research with the objective of student centric education. Quality Policy: Nurturing the students with quality education and overall development in pharmacy and allied fields through dedicated faculty and state of art infrastructure. 1.2. As a part of PCI & OU curriculum, Science and humanities is a part of curriculum. 1.3. Choice Based Credit System (CBCS) was followed based on the structure defined by the Osmania University. 1.4. College/ departments/ R&D cell encourages students to perform mini and major projects based on interdisciplinary and multidisciplinary areas of their interest. 1.5. Women faculty and girl students empowers plethora of success in their careers as Pharmacists so as to showcase the brand of the Pharmacy profession. To inculcate optimistic attitude thereby demonstrating the value of diversity and inclusion towards society. To impart skill-oriented training and bring awareness about the latest technologies, industry requirements and overall personality development. To help students in having a career vision and nourish the Design and Innovative skills, paving the way towards a career in core companies. To gain a competitive advantage by developing strategic skill set that is in demand. To meet the demand for Business entrepreneurs, Innovators, Creative thinkers to Society where data is central to Research, Teaching, and Business. To build relationship with industry and hospitals to improve interdisciplinary training of technical and scientific skills; collaborate with training companies for domain-specific employability. |
|---|---|
| 2. Academic bank of credits (ABC): | St. Pauls College of Pharmacy is affiliated to Osmania University, Hyderabad; we follow the choice based credit system defined by the University. Choice Based Credit System (CBCS) was been implemented from the academic year 2016-17 including Professional electives and Open elective courses in the curriculum to facilitate the multidisciplinary approach for pharmacy problem- |

solving. Pharmacy Council of India (PCI) regulation has been started in the academic year 2017-18 onwards for all the pharmacy programs. Faculty is encouraged to design their own curricular and pedagogical approaches to a subject that is in line with the structure defined by the University. The Structure of Assessments defined by the university is as follows: Procedure of Internal Assessment: Theory Courses Internal examinations of all the programs will be conducted as per the regulations of PCI and Osmania University. Two sessional exams are conducted in each semester which includes both descriptive and continuous evaluation process. The average from two sessional exams is taken as the internal assessment marks. However for annual system programs three sessionals will be conducted from which average of two best will be taken as final internal assessment. Practical Courses Every experiment is executed and evaluated based on the experiments prescribed by the university. There is an internal test in the semester. The criterion for internal assessment marks is based on the University guidelines and it differs for each program. Project Work There are two kinds of projects namely mini-project and major-project. These projects are reviewed by an internal guide, project coordinator and head of the department. The marks for the industry oriented mini project and major project are awarded by the head of the department, internal guide, and the external examiner. Project marks are awarded based on concept creation, project report, attendance and problem-solving ability. Some of the pedagogical approaches followed by the faculty are: Group Discussions: This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts. Quiz: Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic. Role Play: For explaining complex systems, the faculty uses the role-play method where each sub- system is enacted by a particular student, to involve the students much better into the teaching- learning process. Case Studies: Teaching using case studies enable the students to apply what they have learned in the classroom to real-life situations. Assignments: Giving assignments to the students can provide an opportunity for them to

| | apply critical thinking skills as well as help them to learn course content. Interactive Seminars: During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present. Workshops/Guest Lectures/Seminars/Conferences: Workshops, seminars and conferences are organized every year for gaining the knowledge and increase the research potential of the students and the faculty members. Working Models/Demos: Simple demo is given to illustrate the basic principles are displayed in the laboratories. |
|---|---|
| 3. Skill development: | To strengthen the technical skills and soft skills of students the college concentrates on the quality standards and does the reviews periodically to update the academic programs. To implement this, the Institute has made efforts to enhance the career guidance facility and quality placement opportunities to students in line with the requirements of the health care industry and help in entrepreneurship. In addition training to pursue higher education is also been in practice. Along with the Core pharmacy subjects, the importance is given to the life science and humanities. The subjects that are included in the curriculum are Environmental Sciences, Gender Sensitization, Professional Ethics(jurisprudence), Social and preventive medicine, and communication skills to address the crosscutting issues. To enhance the skills of the students, the internships, industry visits, and projects are allotted to the students based on their area of interest. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | St. Pauls College of Pharmacy is affiliated to Osmania University, Hyderabad; we follow the rules and regulations defined by the university and PCI. As there are no guidelines from University, we do not follow the bilingual mode, however for the comfort of the students from telugu and urdu medium, some of the faculties try to follow the bilingual mode for few weeks of commencement of program. In correlation with IKS mission, we give health awareness brochures or pamphlets in local languages; maintains yoga club; encourages pharmacognostic and natural product research. |
| 5. Focus on Outcome based education (OBE): | Outcome Based Education (OBE) is implemented in our Institute since 2015 since it lays emphasis on what is expected from the student when they finish |

their course. We strictly follow the NBA defined PO's for our programs. For UG Program, eleven well defined Program Outcomes (POs) & for PG Programs also Program Outcomes (POs) are adopted. Minimum of two to three Program Specific Outcomes (PSOs) are defined for all programs by the Institution. Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course. While defining the COs care is taken to follow the blooms taxonomy especially cognitive domain There are a minimum of 5-6 CO's defined for each course and a maximum of 7. Course Outcomes are defined for every course of all programs of the institution. Course Outcomes are defined by subject handling faculty and Subject experts and approved in Department Advisory Committee (DAC) and IQAC reviews. The Course Outcomes are then mapped on to Program Outcomes (POs) and Program Specific Outcomes (PSOs). Course End Survey is taken from the students at the end of the course, which helps to refine the CO's further. The Institution follows the Outcome Based Education (OBE) guidelines and defines the course plan formulated by the College Academic Advisory Committee (CAC), consisting of Head of the Institute and Heads of all departments of the institution for effective delivery. Based on the academic calendar of the university, all the departments prepare activity calendar/academic calendar of the department as per the schedule is given by the university along with other activities like tutorial classes, remedial Classes, industrial Visits, Guest lectures, Workshops, faculty, and student development programs, ICT tools, flipped classes, feedback mechanisms, mentoring system, course files and cultural-scientific clubs. The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the program. The course outcomes are written by the respective faculty member using action verbs of learning levels as suggested by revised Bloom's Taxonomy Predefined PO's are collected. All the COs of every course is mapped with POs and PSOs. A correlation is established between COs and POs, PSOs on the rubric scale of 1 to 3.

| | |
|---|---|
| 6. Distance education/online education: | St. Pauls College of Pharmacy is affiliated to Osmania University, therefore we cannot offer distance education /online education on our own. Our Institution encourages faculty to adopt innovative pedagogical methodologies. Apart from Chalk & Talk and regular teaching methods, the online teaching methodologies are given equal importance. Some of the methodologies are: Google Classroom and Google Forms: Faculty used Google classroom extensively to share notes, presentations and student assignments. The tests and objective exams were conducted used Google forms/classroom. Group Discussions: This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts. Quiz: Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic. Wit and Will method: This method aims to bridge the gap between college level academic systems and industry requirements. The ultimate objective of this method is to produce employable pharmacy graduates and helps in growth of the institutions of medium and low standards. Interactive Seminars: During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present. Workshops/Guest Lectures/Seminars/Conferences: Workshops, seminars and conferences are organized every year for gaining the knowledge and increase the research potential of the students and the faculty members. Working Models/Demos/ mind mapping tools: Simple demo is given to illustrate the basic principles are displayed in the laboratories. Project-Based Learning: In order to learn the practical courses more effectively, the students are instructed to do mini/major projects and practice school as per OU/PCI norms. This method is extensively used to provide empirical evidence of the theory learnt. Blended Teaching: Usage of Teaching aid Techniques such as video lectures, power-point presentations. We implement active learning strategies such as Collaborative, think-pair-share and individual learning activities. Smart board is also available. Online Teaching: Faculty made a swift transition from classroom to online teaching by using platforms like Google meet, Google class room, Go to meeting, ZOOM, CISCO WEBEX and You-Tube. |

# Extended Profile

## 1 Program

### 1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 160 | 166 | 154 | 139 | 132 |

| File Description | Document |
|------------------|----------|
| Institutional data prescribed format | View Document |

### 1.2

**Number of programs offered year-wise for last five years**

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

## 2 Students

### 2.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 582 | 481 | 413 | 346 | 384 |

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

### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 119 | 119 | 119 | 112 | 133 |

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

## 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 95 | 52 | 65 | 69 | 47 |

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

# 3 Teachers

## 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 53 | 56 | 51 | 48 | 46 |

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

## 3.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 53 | 56 | 51 | 48 | 46 |

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

# 4 Institution

## 4.1

## Total number of classrooms and seminar halls

**Response: 15**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 91.98   | 142.80  | 217.36  | 413.55  | 393.97  |

**4.3**

**Number of Computers**

**Response: 100**

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

### 1.1 Curricular Planning and Implementation

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

**Response:**

Affiliated to Osmania University, Hyderabad, Telangana, the institution follows the academic regulations, programme structure and syllabus as prescribed by the University. Annual calendar and certification are done as per University norms, while the programme content and evaluation procedure are authorized by the regulatory body - PCI, Pharmacy Council of India. The institution offers programmes in B. Pharm, Pharm D, Pharm D (PB) and M. Pharm in two specializations. Curriculum is divided Semester wise for B. Pharmacy and M. Pharmacy programmes whereas Pharm D and Pharm D PB are under annual system. For the effective implementation, the following steps are adopted by the institution:

**Factors for Curriculum Design:**

The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors considered for the design of the curriculum are as follow:

1. Syllabus of various reputed Institutions.

2. Suggestions from the stakeholders.

3. Syllabi of various competitive exams like GPAT, NIPER JEE, PGECET, etc.

4. Based on PO's attainment towards vision and mission

5. As stipulated by Pharmacy Council of India (PCI)

**Implementation of Outcome-Based Education (OBE) in the Curriculum:**

- The initial phase for ensuring academic quality is the design of the curriculum, in particular, the types of courses, the number of electives, and the curricular structure, with complete details of the course title / contents as per the regulations.
- The next phase is mapping of the Course Outcomes (CO's) of every course with the Program Outcomes (PO's) of the program.
- The Institute periodically review the attainments of PO's and PSO's for the respective programs which intern relates to the Vision and Mission of the institution.

**Pre-Planning:**

1. Class wise time table is prepared by the institution as per the  University Almanac (academic calendar).

2. Lesson plans, teaching plans, number of teaching periods are prepared course-wise.

3. List of reference books is prepared at the beginning of the academic year.

4. Syllabus copies and Question banks of Semester End Examinations are maintained in the College Library.

5. Institutional & departmental Committees are formed to monitor various activities at program level and Institutional level.

**Implementation:**

- University Academic Calendar(Almanac)
- Timetables
- Effective delivery of the content
- Lesson Plans
- Mentor-mentee
- Teaching notes
- Student performance
- Well equipped Laboratories
- Practical sessions
- Lab records and performance
- Syllabus completion tracking
- Assessment and evaluation
- Certificate / Add-on programs
- Guest lecturers/ Seminars/ Workshops/ Conferences.
- Case studies and co-curricular activities
- Research culture
- Feedback System
- Instruction material and Course Files

**Regular Review and Action:**

1. Academic Committee conducts class-wise meetings with mentors and subject teachers, the Minutes are documented.

2. A review of student attendance and performance is conducted by the Principal.

3. In case of any deviation, remedial actions and improvement strategies are formulated.

4. Feedback from faculty and students at the end of every Semester is analyzed for further improvement.

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

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

**Response:**

- St. Paul's college of Pharmacy adheres to and functions as per the **academic calendar** issued by the affiliating university Osmania University, Hyderabad.
- The Examination Committee of the institution conducts the internal examinations according to the academic calendar and monitors the evaluation process.
- The planned dates as mentioned in the academic calendar of the Osmania University, Hyderabad are strictly followed.
- As the Semester is initiated, the Academic Committee convenes a meeting and plans the evaluation process of teaching-learning. The plan of action, as given in the academic calendar is implemented.
- Education regulations are made available to students in the library and on institutional Website, which consists of all the particulars of internal/external evaluation, rules of examination and promotion criteria.
- Semester schedule, Syllabus, theory and practical, text books and reference books are made available to students.
- Osmania University academic calendar is displayed on the classroom notice-boards and on the institutional website.
- The criteria as published in the academic calendar are adhered to, and deviations if any, are informed through circulars by the principal.
- The college strictly observes **examination rules and the examinations** are conducted under CCTV Surveillance. Setting of question papers, seating arrangement and invigilation duties are taken care of by the **Examination Committee** and during lab examinations also strict vigilance is maintained.
- Students are assessed for their lab work through attendance, viva-voce sessions, lab performance and regular submission of observation and record work to the respective faculty.
- B. Pharm and M. Pharm programmes have Semester pattern. In each Semester, for both theory and practical, two internal assessments are conducted and average is considered.
- Pharm D & Pharm D PB programmes follow annual pattern. Three internal assessments are conducted and an average of the best of the two is considered.
- Attendance, academic activities and student-teacher interaction form the major criteria for continuous internal assessment, apart from the written examination, as per PCI guidelines.
- Internal examination theory answer scripts are shown to the students to ensure transparency.
- Question papers, exemplary lab records by the students and teacher manuals are preserved for NBA, ISO, OU and PCI inspections as and when required.
- Continuous evaluation process is further carried out by conducting written slip tests after completion of each topic and they are guided about way to improve their strengths and overcome the weakness.
- Assignments on random topics from the syllabus are assigned to individual students from each unit.
- Examination Committee monitors the upload of internal marks to the University which is to be done within the stipulated time.
- In case of any dissatisfaction with the results in the Semester End Examinations students are given the opportunity of applying for re-evaluation and recounting as per the guidelines offered by the University.
- Continuous Internal Evaluation ensures that assessment and evaluation are standard and transparent, and enable the students to achieve the minimum number of Credits to get promoted to the next Semester.

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

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

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

**Response:** A. All of the above

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

## 1.2 Academic Flexibility

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

**Response:** 100

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

Response: 5

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional information | View Document |

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

**Response:** 57

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 15 | 11 | 11 | 10 | 10 |

| File Description | Document |
|---|---|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Link for Additional information | View Document |

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

**Response:** 99.19

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 580 | 480 | 410 | 340 | 380 |

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

## 1.3 Curriculum Enrichment

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

**Response:**

In order to integrate the cross-cutting issues relevant to gender, environmental sustainability, human values and professional ethics, St. Pauls has imbibed different types of courses in the curriculum, some enhance professional competencies while others aim to inculcate general human values and environmental sustainability etc., thereby leading to the holistic development of students. The courses related to Ethics, Human Values and Environmental Studies are embedded in the curriculum of UG programs. The admission criteria in PG itself ensure that the students have been underwent the similar type of courses during their UG degree. Apart from this our IPA-SF & NSS unit not only inculcates but also practices human & ethical values, as well as gender related values.

**Gender Issues:**

- Enables the students to be sensitized to the gender issues being faced globally as gender touches the sphere of every student's life, both personal and professional
- The institution's committees (Women Empowerment cell, Women protection cell), IPASF and NSS Units organize various programmes to sensitize the inmates and as well as the outsiders.
- Awareness on the issues pertaining to the social, economic, and political aspects of gender and the inequalities observed on the basis of gender in the society can be sensitized through discussions, debates, facts drawn from everyday experiences, literature and films.

**Human Values and Professional Ethics (HV & PE):**

- Instilling the human values to be ethical and professional in one's domain can contribute to harmony at all levels, contribute to the students' finesse in dealing with different kinds of people in their profession.
- The curriculum incorporates courses like Dispensing Pharmacy & Ethics, Pharmaceutical Jurisprudence, Medicinal Biochemistry, Community Pharmacy, Pathophysiology, Pharmacotherapeutics, I, II and III, Hospital Pharmacy, Clinical Pharmacy, Clinical Research, Pharmacoepidemiology and Pharmacoeconomics, Therapeutic Drug Monitoring which explain the legislations and working procedures related to human health.
- Oath of Pharmacist and Code of Conduct focus to nurture student discipline, work ethics and social responsibility.
- Community service activities are organized by the institution where students are made participatory in health camps to create health awareness among the rural men and women.

**Gender Equity:**

Courses in UG and PG programmes like Human Anatomy & Physiology, Pathophysiology, Community Pharmacy, Pharmacotherapeutics-I, II and III Clinical Pharmacy, Hospital Pharmacy address various gender issues.

Women's Day Celebrations and other women empowerment programmes aim at transforming their personalities.

**Gender Sensitivity:**

Women Empowerment cell is constituted in St. Pauls and functioning to ignite the minds of girl students related to gender equality.

The events such as Quiz, Elocution and essay competitions on Women Empowerment are conducted regularly by Women Empowerment Cell.

**Environment and Sustainability:**

A course of 3 credits is included in UG programme. In order to sensitize students about the environment and sustainability issues, In order to educate and sensitize the students about environment and sustainability issues, college organizes Seminars, Guest lectures, Workshops and various activities in the name of Water Conservation Day, Haritha Haram,, Swachh-Bharath programme, Swachhta Oath and Say No to Plastic.

| File Description | Document |
|---|---|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | View Document |
| Any additional information | View Document |

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

**Response:** 93.37

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 155 | 158 | 147 | 124 | 119 |

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

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

**Response:** 73.02

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

Response: 425

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

## 1.4 Feedback System

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

**Response:** A. All of the above

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

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

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| URL for feedback report | View Document |

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1 Average Enrolment percentage (Average of last five years)**

**Response:** 87.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 166 | 149 | 159 | 129 | 145 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 170 | 170 | 170 | 160 | 190 |

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document] |
| Any additional information | [View Document] |

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

**Response:** 85.62

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 112 | 102 | 100 | 93 | 108 |

| File Description | Document |
|------------------|----------|
| Average percentage of seats filled against seats reserved | [View Document] |
| Any additional information | [View Document] |

## 2.2 Catering to Student Diversity

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

**Response:**

The students are evaluated in terms of knowledge and skills. Few introductory classes are dedicated to explain the PO's. CO's, PSO's. Students are assessed continuously through regular teaching, group interactions during laboratory practical and one to one interaction by class teachers and subject teachers. The mentor continuously assesses the performance of the students and tries to resolve the problems encountered during learning.

Some of the programs conducted for coping up of diversified students include the following:

**Orientation Program:**

One week Orientation Program for B. Pharmacy, M. Pharmacy and Pharm D is conducted in the first week of their admission.

**Personality Development Programme:**

Some learners have less focus on molding their personalities to the challenging environment because of the differences in maturity levels or their mind set.

Communication Skills Classes: The Institution offers English Communication Skills classes for UG students to improve their Listening, Speaking, Reading and Writing skills.

**Assessment of Learning Capabilities/ Methods to Identify Advanced learners and Slow learners:**

Continuous monitoring and evaluation of the students is used to identify the low and the advanced performer based on the following.

- Interaction of students during daily course delivery and during lab hours.
- Performance of the students in the class test, viva or group activities conducted during laboratory hours.
- Performance of the student in the sessional examinations/ in-semester assessments.
- Continuous monitoring of academic performance of each student by mentors.
- Feedback from the faculty members

Based on the assessment, they are identified as advanced and slow learners.

**Programmes for Advanced Learners:**

- They are encouraged to attend classes for qualifying in national and state level PG entrance exams like GPAT and TS-PGECET.
- Topics on content beyond syllabus are taught.

- Encouraging them to participate in classroom seminars, group discussions, technical quizzes, improve their performance. etc. for developing analytical, problem solving and presentation skills.

- Appointing them as student representatives at the department level committees to develop leadership skills.
- Encouraged to present Posters and Oral Presentations and Power Point presentations at Seminars/ conferences/ Workshops etc.
- They are encouraged to publish research papers in National and International Journals.

**Programmes for Slow Learners:**

- Indemnification of the problems encountered during learning by the student through mentoring sessions (SMP- Student Mentorship Program).
- Counseling of the students and providing solutions for problems during mentoring sessions.
- Special tutorials are conducted to revise the difficult topics.
- Communication Skills classes are arranged to improve their language skills.
- Remedial classes for slow learners are organized on a weekly basis for specific subjects in order to ensure that slow learners can also progress in the course and stay at par with others.
- Campus Recruitment Training (CRT) classes are organized by the college so as to enable them to obtain placement through campus interviews.
- Industrial Visits
- Arranging extra preparative lectures before sessional examination.
- Study Materials/ Teaching notes, Unit wise important questions, Old question paper are given to improve their performance.

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

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

**Response:** 11:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

## 1. Experiential Learning:

Experiential learning at the institution happens through reflection after the classroom lectures through tutorial classes, laboratories, equipment simulations, clinical trials and publications. Industrial tours and mini/major project works induce scientific inquiry in the young minds.

## Hands on Learning

Faculty evaluates the practical work of students on regular basis. Experiments in the lab sessions are carried out according to the syllabus framed by the **PCI** and where students get an opportunity and experience at first-hand about how the theoretical principles are applied. Live demonstrations and handling of instruments such as UV-Visible Spectrophotometer, HPLC, Dissolution, Diffusion Cell, GEL Electrophoresis, Soxhlet, Compound Microscope, Microbial Zone Reader, BOD Incubator, Auto Analyzer, Autoclave etc., is a regular practice.

## Industrial Learning

Industrial visits, trainings and internships are organized yearly for B. Pharmacy students that give exposure to working culture of industries and interaction with the industrial experts for experiential learning and facilitate subject knowledge.

## 2. Participative Learning:

## Scientific Learning

Participative learning is encouraged in the classrooms which enhances their learning experiences. The ability of scientific learning and capability to communicate are developed among students by motivating them to participate in a spectrum of events like Poster presentations, e-Posters, Power Point presentations, quizzes and leaflet competitions.

## Model Making

Students are guided to prepare scientific models through Pharma Vriddhi. The main aim of conducting Pharma Vriddhi is to integrate knowledge within a course, a major, or across an entire Program of study to associate the concepts. This enables students to understand and remember the relationship among various concepts, structures or species.

## Add on courses

Short term courses on beyond curriculum topics are arranged during summer vacation.

## 3. Problem Solving Methodologies:

## Case Study Learning

Students gain problem solving expertise through topics like Adverse Drug Reaction (ADR) detecting and reporting, checking the drug interaction, medication reconciliation in case profiles, giving perfect solution for the drug information queries from doctors, nurses, patients and others.

**Assignment Learning**

Students are encouraged to write assignments every semester as an additional learning device. They are part of the internal evaluation process, and many types of assignments are given to students such as essays, literature reviews, critical reviews, reflective journals and case studies depending upon the need analysis and learning situations.

**Project based Learning**

Students' research projects help them to improve their problem-solving skills. It motivates students to investigate and respond to a challenge in their domain, and further makes them industry ready.

**Publications**

Publications enable students to become quality researchers, improve their writing and research skills, connect with experts, make them professionals and inform them about their future career path. Students under the guidance of their faculty publish their Scientific Research articles in Journals of repute.

Mind mapping exercise

A mind map is a graphical way to represent ideas and concepts to the students. It is a visual thinking tool that helps structuring information, helping you to better analyze, comprehend, synthesize, recall and generate new ideas in students.

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

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

**Response:**

Information & Communications Technology (ICT) enabled teaching methodologies are being used by the faculty members in classrooms, in addition to the traditional teaching methods. Students are taught through Power Point presentations and Audio-Visual clips using LCD Projectors in the classrooms, whenever the topic demands.

**LCD Projectors**

These tools are used to help the students for realistic experience for clinical based subjects. For Pharm.D, M.Pharm, B.Pharm students are utilizing the tools in Seminars/case presentation studies regularly by students and staff members.

**Computers:**

Students and faculty are using computer for E-learning process for literature review searching articles, journals and for searching the related drug information online. Each system is connected with internet facility.

**Library is digitalized** with **E-CAP** software and equipped with DELNET, Z Library, NDL, MOOCS, SWAYAM and National Programme on Technology Enhanced Learning (NPTEL) platforms to enhance the learning experience.

**Elsevier Simulation softwares** like ExPharm Health Bureau's Experimental Pharmacology Series help in demonstrating the effects of drugs on various models like tissues or on the various parts of an animal.

**IBM Micromedex** drug information software used to provide complete information on drugs to Pharm D and Pharm D (PB) students

**Charts & Diagrams:**

Charts and diagrams are displayed in the respective labs & classrooms. These charts are used to improve understanding ability of experimental concepts.

**Specimens & Models:**

These are used to provide realistic experience of anatomy concepts. These models are displayed in the respective labs. Faculty members are explained the concepts during their practical session. Specimens like human eye, liver, intestine, kidney, brain and ear are available. Models like Human skeleton, various types of bones, male reproductive system, female reproductive system, human kidney, human ear, endocrine system, lungs with heart and larynx and diaphragm, R.N.A. model, heart, brain, human lungs, animal cells, D.N.A. model.

**Poster presentations:**

Students and staff members are continuously encourage the poster presentations in various seminars, conferences, workshops in national and international level.

**Audio visual presentations:**

Audio visual presentations like slide tape presentations, specified topic, recorded for the subjects are available for the students.

**Communication Skills sessions** are conducted in the Computer Lab to train students by employing free Websites like British Council and ESL English.

**Computer lab** is well equipped with higher configuration systems which allow students to download the required textbook; e- resources and CDs are also prepared to benefit students.

**Seminar Hall** is equipped with multimedia facilities to use ICT tools. Institution conducts Seminars, Workshops and Guest Lectures on the new developments in the core subjects for effective teaching and learning.

During the lockdown period, faculty conducted classes using **online platforms** like Zoom, Google meet and Google classroom. Online tests are conducted through Google forms.

To meet the need of the hour, the college organized a **webinar series** and online quizzes to create **awareness on COVID 19** and a Webinar on Online Safety for Women in association with Cyber Peace.

**Wi-Fi enabled campus** makes the faculty members and students use internet services to improve their teaching-learning methodologies.

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

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

**Response:** 11:1

2.3.3.1 Number of mentors

Response: 53

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

## 2.4 Teacher Profile and Quality

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

**Response:** 100

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

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

**Response:** 27.14

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 14 | 14 | 16 | 16 | 9 |

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

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

**Response:** 4.47

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

Response: 236.85

| File Description | Document |
|---|---|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | |
| Any additional information | |

## 2.5 Evaluation Process and Reforms

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

**Response:**

The college being affiliated to Osmania University follows the norms stipulated for internal examinations, which are changed from time to time. Also, at the college level, efforts are made to improve the system by decentralization.

**Reforms at College & University level:**

- Internal assessment at the institute is transparent, flexible and robust.
- **Course structure:** Osmania University publishes the course structure of the Program on the Website http://www.osmania.ac.in At the start of every new academic year, the institute organizes Orientation Program for newly admitted students and their parents during which the Principal and the College Examination Committee explain to the new students and their parents the detailed guidelines about the scheme of examination, evaluation system and passing criteria.
- **Academic calendar (almanac):** Before the commencement of every academic year, academic calendar (almanac) is published by Osmania University, which gives the date for commencement of academic year and end Semester dates.
- **Examination Committee:** The institute has constituted an Examination Committee which takes care of all examination related work at institute level. As per University directives, the institute has appointed one of the approved faculties as College Examination Officers.
- **Outcome based Education:** From the year 2018-19 the questions were set as per Bloom's taxonomy levels and indicating the Course Outcome number. Assessment in internal and external examinations is carried out to find CO attainments which are later mapped to PO and PSO attainment for the course.
- **Better Confidentiality:** Earlier, teachers used to give manuscripts of question papers, these were collected by Examination in-charge, got them typed, take prints and arrange distribution. Now, teachers are sending soft copies to the exam branch mail confidentially.
- **Check on Quality:** IQAC reviews all the question papers as to the correctness of questions, language, syllabus content and guidelines. The committee consists of 2 or 3 senior professors, and if the questions are improper the teacher concerned are informed to effect correction.
- **Examinations:** A robust system is implemented with regard to seating arrangement. For every 24 students, an invigilator is appointed. Students are made aware of the guidelines before the commencement of the exam.
- **Lab examinations:** Lab examinations for B. Pharm, M. Pharm, Pharm. D and Pharm. D (PB) are evaluated on the basis of continuous internal assessment inclusive of day-to-day performance, maintenance of observation and submission of record work on weekly basis.
- **Project Work:** Project guide alone used to award marks for project internals till 2015-16. **Research Review Committees** are constituted in each department to review (RRM's) the aptness of the project, quality and quantity of work involved.
- **Display of marks:** Subject wise internal marks used to be shown to students by individual teachers and consolidated marks are displayed in notice board, and also informing to parents regarding student progress, which help them track the progress of their wards.
- **Documentation:** Marks obtained by students in the mid examinations as well as Lab examinations

are uploaded to Osmania University and answer scripts are preserved.

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

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

**Response:**

**Redressal Mechanisms Transparency and efficiency:**

Osmania University announces the mid and semester end exam dates in its Almanac of events on the University portal.

The Institutional Examination Committee regularly checks the University portal and displays the examination timetables on the college notice board for staff and student information.

Student names are registered and enrolled in the portal whenever it is open and asked for the exam registration.

University prepares the Hall-tickets which are issued to the students.

The College along with Examination Committee ensures a hassle free and peaceful examination process by continuous alertness and proficiency.

The Examination Committee deals with examination related grievances. A student's grievance register is maintained by the Institutional Examination Committee grievances like hall ticket errors/name/marks entry corrections are registered by the student in the grievance register. The complaint is forwarded to the Osmania University in person through the examination committee clerk. In due course, the case as resolved is registered in the grievance register.

The Chairman of the committee sees that if any grievances observed, it should be handled efficiently and in a time bound manner. In case of any mistake or error in hall tickets, Examination Committee clarifies the issue after consulting the University Registrar.

**Internal examinations:**

For any internal examination grievances, following mechanism is followed

1. Written signed application from students addressed to exam section, mentioning the grievance is taken.

2. Grievance related to subject, is conveyed to subject teacher and is resolved.

3. Any other exam related grievance is dealt by CEO (chief examination officer) and resolved.

**External Examinations:**

1. Hand-written signed application from students addressed to exam section, mentioning the grievance is taken (Filling of exam /photocopy/ revaluation forms, Hall tickets, mark entry, results, marksheet)

2. Within 2 working days, the queries are conveyed to university either telephonically or mail on web mail or letter is sent, enclosing the application of student and necessary documents forwarded through the Principal.

3. On verification, grievance is resolved by University within a week (confirmation either telephonically or mail or receipt of letter)

4. On verification by student, application is countersigned by student, mentioning the grievance as resolved thus all the grievances are efficiently resolved within the time deadlines mentioned by the university, hence mechanism to deal with examination related grievances is transparent, time-bound and efficient.

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

- The value of academic learning of all the Programs and Courses offered by the institute mainly depend on the Program Outcomes (POs) and Course Outcomes (COs).
- The institute has developed its POs and COs with an idealistic view so as to correspond to the goals of each Program in addition to its Vision, Mission and Quality Policy.
- Course Outcomes are direct statements that describe the essential knowledge students should gain and the depth of learning that is expected upon the completion of that Course.
- Different Programmes offered by the institute cater to the need of student's career prospects as designed by Osmania University, Hyderabad.
- The primary objective of Programme Outcomes and Course Outcomes is to impart knowledge and enhance skills which are vital for building students' capability and personality.
- Focus is also on the overall development of students by imparting values and ethics and improving their interpersonal and communication skills through learning outcomes.
- The POs, COs and PSOs are prepared for all the UG and PG Programs following the discussions with the subject experts. The entire faculty had brainstorming sessions to draft them.
- Lesson plans are prepared with Course Objectives, Course Outcomes, teaching tools and total

number of teaching hours at the beginning of the academic year.

* COs of all the courses are first presented to the IQAC and once approved, they are displayed on the notice boards. The importance of POs and COs are discussed in every IQAC meeting.
* Vision, Mission, Values and Goals of the college are displayed at the entrance of the college, so that the perspectives of the college are made clear.
* The Vision, Mission, The Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) of all the programmes offered by the institute are stated and uploaded on the College Website (www.stpaulscollege.ac.in) and communicated to all the faculty and students.
* Newly recruited staff members are briefed on the Programme Outcomes and the Course Outcomes. POs, PSOs, COs are explained to them after the allocation of the respective courses.
* In the beginning of every Semester, every faculty member informs the students regarding the course structure and their corresponding outcomes.
* Syllabus copies are kept in the library, laboratories and in respective departments. They are made accessible to the students, faculty members, and all the stake holders.
* At the beginning of the academic year during the Orientation Programme students and parents are briefed about them (POs, PSOs, COs).
* To make the teaching-learning process effective, the assessment of students is done in the back drop of these, and allows the faculty to focus on the attainment of these.

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

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

**Response:**

Programme Outcomes (POs) and Course Outcomes (COs) of the institution reflect the quality of education provided by the college. In the IQAC meetings, Course Outcomes of each subject and CO-PO mapping are discussed and integrated into the curriculum.

Programme Outcomes of the institution aim at nurturing skill and capacity among students for employment, research, problem solving, social responsibility, ethics, protection of environment and empowerment through education. Course Outcomes focus on the attainment of subject knowledge, awareness and sensitivity towards existing problems in the society, experiential knowledge, research orientation and industry readiness. The following aspects are considered in the attainment and evaluation of POs and COs:

**Direct method (CO attainment Procedure for CIE):**

- Continuous internal mid examinations, assignments and Semester end examinations are the main tools for the evaluation of CO and PO attainment. The average result of 75% University examinations and 25% internal examinations, where two internal examination results are considered for the evaluation of COs. Attainment is calculated on a 3 point scale of 1 to 3.
- Marks obtained by each student for each question in internal test covering a certain CO are tabulated.
- Tables are prepared similarly for each internal and assignments and quiz where applicable.
- The above tables are combined to evaluate the overall marks for each CO.
- Percentage of students scored >50% (>= 70% for Labs) of the maximum marks is determined.

**Indirect method:**

- Publication of review articles and research articles in Journals of national repute is an evidence for the impressive research culture.
- The college has introduced various levels of courses on Skill Development. The number of students who acquire training in the Campus Recruitment Training Programme, and in Certification Courses on SAS and Pharmacovigilance (PV) highly add up to the evaluation.
- Organization and participation in events like Conferences/Seminars/Workshops/Pharma Expos are also useful to evaluate the leadership qualities and organizational skills of students.
- Students excelled in the GPAT/PGECET Entrance Examination, and many pursuing post-graduate courses in higher educational institutions of eminence. Some pursuing courses abroad also add up to the evaluation process.
- Industry's evaluation on student performance during the internship period adds to the attainment.
- Alumni excelling in many pharmaceutical companies and government organizations are an asset to the institution and create space for evaluation.
- Graduating student feedback on curriculum is considered to analyze the Programme Outcomes.
- Program exit survey conducted by taking students' feedback at the end of each semester and, annual alumni feedback, and annual employer's feedback are considered for the assessment of POs.

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

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

**Response:** 96.72

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 95 | 52 | 65 | 69 | 47 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 96 | 55 | 67 | 71 | 49 |

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

## 2.7 Student Satisfaction Survey

| **2.7.1 Online student satisfaction survey regarding teaching learning process** |
|---|

**Response:**

| File Description | Document |
|------------------|----------|
| Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)**

**Response:** 9.67

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2.75 | 2.25 | 2.15 | 1.77 | 0.75 |

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

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

**Response:** 7.55

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

Response: 4

| File Description | Document |
|------------------|----------|
| Institutional data in prescribed format | [View Document](#) |

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

**Response:** 100

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

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

3.1.3.2 **Number of departments offering academic programes**

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

| File Description | Document |
|------------------|----------|
| Supporting document from Funding Agency | [View Document](#) |
| List of research projects and funding details | [View Document](#) |
| Any additional information | [View Document](#) |
| Paste link to funding agency website | [View Document](#) |

## 3.2 Innovation Ecosystem

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

**Response:**

**Innovative ecosystems**

The institution has a vision to build an innovation ecosystem that fosters research culture and nurtures the results of research to be transformed into high impact publications, viable products, patents and startups with the motivation of management and pharmaceutical industries in the form of funds that contribute research activity. The institution has research driven attitude that exemplifies the pharmanation conducted in lieu with the expertise faculty members in well established Research and Development Cell headed by Principal, HOD's and senior faculty members. The prime motivation of research encourages the stakeholders to take up innovative ideas to be transformed into creative research projects. The idea generation hubs especially include the Innovation and Incubation Cell that promotes skills and knowledge to build up strong aspirations through Entrepreneurial Development Cell. The Intellectual Property Rights Cell is established to protect the innovations under patent law. The Laboratories are well equipped with sophisticated instruments like UV-Vis Spectrophotometer, HPLC, Dissolution apparatus, Bulk density apparatus, Rotatory tablet punching machine, Auto analyser (R 3000), Laminar air flow chamber, BOD incubator, Soxhlet apparatus and Clevenger apparatus etc. as per the demand of the course. The AMC monitoring center is established under Pharmacovigilance Center Of India,(PvPI) Ghaziabad. The drug information softwares like IBM Micromedex, Medicine Complete and Clinirex are available and Simulation softwares like ExPharm Pro, X Cology Pro were subscribed with latest up gradation to T02022

Experimental Pharmacology Series Software. Institute has e-library subscription services like DELNET, J Gate. Institute has a CPCSEA approved animal house promoting pharmacological screening.

**Outcome:**

**UG and PG, Pharm. D Research Projects:** The UG and PG, Pharm.D students are imbibed to work on minor and major research projects under faculty expertise that are conducted in institution labs and in collaboration with pharmaceutical industries.

**Seminars/Workshops:** The institution has organized workshops/seminars disseminating knowledge on latest research activities in partnership with industrial experts/eminent academicians.

**Collaboration activities and MoUs:** The Institution has signed 10 MoUs with well establhlished industries and hospitals to improve research activity at the institute. The institute has collaborations with pharmaceutical industries like Progenerics ltd, Avinida life sciences, Climed research solutions, analytical labs like Sura Labs and foreign educational institutions like Malaysian university.

**Webinars:** Institution encourages organizing and attending online webinars in association with OU TBI and also with student forums like IPASF, IPA on the recent trends and innovations in the field of pharmacy.

**Support for PhD work:** The faculty members pursuing PhD from different universities can utilize state of art infrastructure and resources available at the institute.

**Industrial Visits:** To understand the departmental sections, QA, QC protocols and operational procedures at pharmaceutical industries, the IIC cell along with Industry-Institute Interaction Cell, entrepreneurship cell to visit industries with student and faculty.

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

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

**Response:** 25

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 8 | 5 | 5 | 4 | 3 |

| File Description | Document |
|---|---|
| Report of the event | <u>View Document</u> |
| List of workshops/seminars during last 5 years | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

## 3.3 Research Publications and Awards

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

**Response:** 0.5

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

Response: 2

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

Response: 4

| File Description | Document |
|---|---|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <u>View Document</u> |
| URL to the research page on HEI website | <u>View Document</u> |

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

**Response:** 1.52

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 37 | 15 | 15 | 5 | 5 |

| File Description | Document |
|---|---|
| List of research papers by title, author, department, name and year of publication | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 1.04

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 4 | 38 | 2 | 7 | 2 |

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

## 3.4 Extension Activities

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

**Response:**

St. Pauls college of Pharmacy for promotes extension activities with the committee members that include faculty and students associating with neighbourhood community for holistic and sustained development in collaboration with Lions Club of Hyderabad, Government General Hospital, Hyderabad and Local NGOs. The innovative and new steward steps of the institute helps to reach public through various extension and outreach programs through its NSS unit (National Service Scheme) IPA (Indian Pharmaceutical Association) and IPASF (Indian Pharmaceutical Association Student Forum) professional local branches. The key stated units are functional and extend their rural awareness services by faculty in developing and promoting health awareness and management of disease to the public. The curriculum standards of the institute is strictly enforcing the training in Clinical Practice and community service like the activities including the students participating in public health activities in rural and urban communities. The Students will be well trained to conduct various clinical examinations, nursing arts and identifying medical emergencies. The prime activities include free medical check-ups, blood-grouping tests, vital checks, ECG check-up, mega health camps, dental and eye camps involving the screening vital organs of the body that conclude the functioning of physical health in association with NGOs. The women's health awareness programmes are conducted to create awareness on hygiene, and cleanliness. Necessary precautions to be taken are enlightened in the conditions of pregnancy, menopausal, premenopausal and postmenopausal problems and also the weak and deprived sections in the adjoining areas of Turkayamjal R.R dist Telangana state. The social awareness programs are conducted to make the public aware of health issues and also prevention strategies will be explained to public also in schools and colleges.

| S. No | Activity | Yearly | |
|---|---|---|---|
| 1. | National Pharmacy Week (NPW) | 3rd week of November | |
| 1. | World Diabetes Day | 14th November | |
| 1. | Breast Feeding Week | 1st week of August | |
| 1. | World Hepatitis B Day | 28th July | |
| 1. | Women's Heart week | 4th Week of July | |
| 1. | Drug abuse and Trafficking | 26th June | |

**Year wise extension activities**

| S. No | Year wise | NGO activities | Awareness activities |
|---|---|---|---|
| 1. | 2016-2017 | 5 | 6 |
| 1. | 2017-2018 | 8 | 7 |
| 1. | 2018-2019 | 8 | 9 |
| 1. | 2019-2020 | 9 | 10 |
| 1. | 2020-2021 | 10 | 12 |

**Impact**

The extension and outreach programs of SPCP makes the students interact with the community and help them to inculcate the social, ethical and professional responsibilities towards serving the societal needs. Not only this the organisation has always collaborated with NGO for the upliftment of the community and has won prestigious awards in this regard. The activities provide the opportunity to build the relations and MOUs with the government and private hospitals along with the academic institution.

**Outcome of the Programme**

The outreach programmes fosters the knowledge of societal needs and issues to be addressed as a health care professional. To deal this the skills inculcated by the students under the faculty expertise plays major role that find ways to issue community problems. The skills include knowledge based and over all development of the personality.

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

**3.4.2 Number of awards and recognitions received for extension activities from government/**

**government recognised bodies during the last five years**

**Response:** 24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 3 | 2 | 4 | 3 |

| File Description | Document |
|---|---|
| Number of awards for extension activities in last 5 year | [View Document](#) |
| e-copy of the award letters | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:** 91

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 42 | 13 | 13 | 12 | 11 |

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

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

**Response:** 99.19

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 580 | 480 | 410 | 340 | 380 |

| File Description | Document |
|------------------|----------|
| Report of the event | |
| Average percentage of students participating in extension activities with Govt or NGO etc | |
| Any additional information | |

## 3.5 Collaboration

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

**Response:** 46

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 12 | 12 | 8 | 9 | 5 |

| File Description | Document |
|------------------|----------|
| e-copies of related Document | |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | |

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

**Response:** 24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 8       | 6       | 5       | 3       | 2       |

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

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

**Response:**

The institution has good infrastructural facilities and pedagogical methodologies for teaching learning process, which are maintained and upgraded according to the requirement of higher education to meet the regulatory requirements of AICTE, PCI and Osmania University, Hyderabad.

**Classrooms:**

Sufficient number of well equipped classrooms with good ventilation are available for conducting lectures

**Tutorial rooms:**

Sufficient tutorial rooms to conduct tutorial and remedial classes.

**Laboratories:**

Labs are equipped with sufficient instruments/ apparatus/equipments, chemicals and glassware to perform the experiments.

**Seminar Hall:**

A seminar hall with a capacity of 200-250 members can be accommodated to conduct seminars, guest lectures and workshops.

**Computing equipment:**

Sufficient computers available in the lab/room, Furnished with chairs, desks lights, fans etc.,

**Library:**

The library has a good collection of books, journals, Drug information books. There are currently **8386 Volumes** with **790 Titles.**

**Digital Library**

Staff and students have on-line access to thousands of journals of DELNET, NDL. etc..

**Medicinal Garden:**

The Well-established medicinal plant garden is available.

**Drug museum:**

The pharmaceutical museum contains the show-casing of various Pharmaceutical products made by the students.

**Animal House:**

Institute also has Animal house maintained as per CPCSEA guidelines/norms.

**Exam Branch:**

A confidential room is attached to Principal's chamber for smooth functioning of examinations.

**Machine room/ Instrumentation room:**

Students are trained and promoted to use highly sophisticated instruments like HPLC, UV-Visible Spectrophotometer, multi station tablet punching machine, tablet coating machine etc.,

**Drug information centre and Patient counseling room:**

Students are provided with Drug information centre and Patient counseling room to learn clinical aspects.

**NSS and IPA -SF unit**

The institution has established NSS unit and IPA SF for inculcating the service oriented attitude among students for their all round development.

**Innovation/ Incubation Cell**

The institute has an Innovation Cell to promote innovative ideas of students & faculty.

**Training & Placement cell**

Placement cell has been established to take care of on campus and off-campus drives and employability training sessions for the students.

**IQAC cell**

To implement, maintain and sustain the quality education at the institute IQAC cell has been developed in addition to ISO quality frame work.

**Animal House**

Animal House Facility is registered with Committee for the Purpose of Control and Supervision of Experiments on Animals (CPCSEA), Govt. of India, Ministry of Environment, Forest & Climate Change, Animal Welfare Division, New Delhi.

**R&D Cell**

Faculty Research and Development committee specifically work for faculty of Institute and motivate the faculty of the Institute in achieving the objectives of R&D.

**Patent Cell**

To create an awareness about IPR amongst faculty and students.

**For differently-abled students:**

The institute has provided ramp for easy movement of wheel chairs for differently-abled persons.

**General facilities include:**

- Fire safety
- Central store room
- Documentation room
- Common rooms and sick room
- Wi-Fi enabled campus.
- Power back-up with Diesel generator.
- RO Water facility.
- The campus is monitored by CCTV cameras for security and safety.
- Separate or shared Girls lounge.
- College Transport.
- Canteen.
- Adequate vehicle parking.

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

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

**Response:**

The institution has created adequate facilities and encourages students to participate in sports and games, and cultural activities. Every effort is made to promote fitness, health and wellness as part of development of holistic and all-round personality of the students.

The establishment has immense Playground for outside games like Volleyball, Through ball, Cricket, KhoKho, Kabaddi and etc., Indoor games are accessible in grounds premises like Carrom, Chess, Badminton, Table tennis etc. Institute arranges the yearly games week and social projects to inspire the students to take part in organization and intercollegiate level occasions. Students are likewise encouraged to take part in college games. Sports regalia are given to students to cooperate in different games.

To rouse the students to rehearse in Yoga and Meditation, the executives routinely arrange the meetings on Yogasana and Stress management. The institute has a well-equipped Gymnasium. The Institute advances sports exercises by giving different games and directing different in-house, indoor and outdoor games. The sports exercises are determined to keep students actually and intellectually solid.

**The College has the following accompanying facilities to direct games, games and social cultural occasions.**

**Indoor Games:**

- Carroms
- Chess
- Table tennis
- tennikoit

**Outdoor Games:**

- Volley ball
- Badminton
- Cricket
- Kabaddi
- Through ball
- Kho-Kho
- Basketball Court (cement floor)

Students are encouraged to play during free time and after college hours.

**Cultural Activities:**

To encourage and sustain the secret talents among the students, consistently the institute arranges different social occasions. Students are encouraged to take part in different social exercises like Batukamma, National Pharmacy Week, Pharmacist day, Teacher's day, Annual day and Cultural day.

**Club activities (Cultural & Scientific clubs):**

For empowering students towards social exercises, the institute coordinates numerous events like dance (group and solo), singing, rangoli, poster making, painting, quiz etc., as a part of college level club activities.

Refreshments and Lunch is given to students and staff for different occasions. The institute has a major stage which is well prepared and is utilized for leading yearly functions and different social exercises.

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

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

**Response:** 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

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

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

**Response:** 47.47

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 7.42 | 42.67 | 133.95 | 273.81 | 282.01 |

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

## 4.2 Library as a Learning Resource

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

**Response:**

Details of Integrated Library Management System ·

Name of the ILMS software: **WEBPROS SOLUTIONS PVT.LTD.**

Nature of Automation: **Library is fully automated**

WEBPROS membership ID: **SPCPA04**

St. Pauls has developed and maintained the library with all necessary academic resources; including 24 x 7 (100 MBPS) band width internet facilities. The budget of the library ensures the presence of most recent editions of books and journals. The institute is making a concerted effort to increase the acquisition of library electronic resources. In addition, the library offers the below mentioned services to enhance the learning facilities to students, faculty and researchers.

Library has totally **8386 Books, 790 Titles** with wide range of titles including **300 e- books** as on date.

Delnet Subscriptions available for e-journals/e-resources.

Exclusive library space for PG/Ph.D Scholars/students.

A computer workstation (Digital Library) is available to faculty, research scholars and students to provide online and Internet services.

The working hours of the library are 9:00 am to 5 pm.

Wi-Fi is available in all reading areas.

Bar-coding and book search facilities are also available in the library for ease of resource access.

**WEBPROS: (Library management software)**

The library is computerized and automated by using the software of WEBPROS. The software has open access to all students, scholars and faculty. We are providing the open access to all students in the campus offering the smart packages to population who are attending to library, the list of books are bar-coded; the process makes easy search of available books.

The main features are

1. Search by title, author, subject, keyword and editor are provided in the basic search.

2. Search by international standard book number, International standard serial number, call number, class number, title number, issue number is provided in a numeric search.

| College Name | Books | Journals | e-journals | Remo resour |
|---|---|---|---|---|
| **St. Pauls College of Pharmacy** | 8441 | **20** | **393** | **ECAI** |

**The library assists faculty and students for accessability to:**

- DELNET
- NDL
- SWAYAM
- Digital library service
- Book bank service (SC/ST)
- NPTEL
- OPAC(Online Public Access to Cataloguing for book search) service
- Reference service
- Journals
- e-journals
- Current awareness services/Daily News Papers
- Previous question papers
- e-book Reprographic service (Xerox and printing)
- Reports of best projects carried out by students

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

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

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

**Response:** A. Any 4 or more of the above

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

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

**Response:** 4.61

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals**

**year wise during last five years (INR in Lakhs)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 6.03 | 5.38 | 5.79 | 3.90 | 1.93 |

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

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

**Response:** 29.92

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

Response: 190

| File Description | Document |
|------------------|----------|
| Details of library usage by teachers and students | View Document |
| Any additional information | View Document |

## 4.3 IT Infrastructure

**4.3.1 Institution frequently updates its IT facilities including Wi-Fi**

**Response:**

St. Pauls has 90 Computers, out of which Computer cum **Language Laboratory** is facilitated with 65-70 systems. **LAN facility** and internet connectivity are provided to **facilitate ICT enabled teaching and learning**. All the systems are regularly monitored, replaced and upgraded as per the norms specified. Instruments in PG labs are connected to **computers with relevant software**. All laboratories, library and offices are LAN connected.

Clinical Trials Experiments are performed in the computer laboratory by using **Ex-Pharm Series software**. Drug information databases like Clinirex and Medicines Complete Software were used initially, and subsequently subscribed to **Micromedex**, much to the benefit of the students.

**Digital Library** is equipped with eleven computers for browsing of e-journals, data bases like, DELNET, e-books and e-resources like PharmaDhunia. **E-CAP 2.0** is subscribed by college library.

College regularly updates IT facilities including WiFi. Internet facility is availed from two different service providers for uninterrupted internet.

The information in the computers is effectively protected by passwords for individual folders. Sites other than academic or informative are blocked. IT Help Desk and a network administrator are employed to resolve the problems, if any. Some class rooms are provided with LCD projectors with internet facility.

To maintain security, institute has installed closed-circuit cameras connected to a television to capture footage in and around the campus.

Institute broadcasts its events on Institutional YouTube channel and Social Media platforms like Facebook & Instagram

You Tube: View You tube Channel

Face book: View Face book page

LinkedIn: View LInkedin profile

Twitter: View Twitter page

Instagram: View Instagram account

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

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

**Response:** 6:1

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Student – computer ratio | View Document |

**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** A. ?50 MBPS

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

## 4.4 Maintenance of Campus Infrastructure

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

**Response:** 50.16

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 79.55 | 95.85 | 78.54 | 136.36 | 110.74 |

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

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

**Response:**

Facilities on the campus are protected and maintained. Campus operation, development and planning for improvement are taken up by the Infrastructure & Maintenance Committee. The committee also addresses the internal processes, after discussion, defines a process for request, approval and generation of finance for implementation.

**Physical Infrastructure**

Physical infrastructure of the college campus is checked regularly and the repairs may be in the form of painting, repairing tiles, plumbing or electricity. Housekeeping staff are allotted to maintain college cleanliness in classrooms, laboratories, seminar hall, staff rooms, Principal's room, office room and the

college ground. Generators, air conditioners, CCTV cameras are regularly monitored by skilled work force. Electrical, plumbing and carpentry repairs are carried out by the concerned departments.

**Maintenance of laboratories: -** The calibration, repairing and maintenance of sophisticated lab equipments are done by the technicians of related enterprises periodically and as and when required. SOPs are available for all the equipments and Log books are made available for sensitive equipments.

**Library: -** The required list of books is collected from concerned faculty members of the subject through program incharges. The finalized list of required books is duly approved by Principal in consultation with program incharges. The students are provided with ID Cards to collect the book from the library and they can collect and return the book within specified period.

**Sports: -** Committee takes charge of all the sporting equipment and activity on the campus.

**Computers: -** Centralized computer laboratory is functioning effectively to enrich the students. The computer incharge looks after the facilities and upgrades the system requirements periodically. ECAP software is used for maintaining faculty and students' details. WEBPROS is instilled for smooth functioning of Exam Section.

**Classrooms:** Infrastructure Maintenance Committee looks to it that the classrooms are furnished with comfortable benches, black boards, fans, lights, LCD projectors, desks and chairs and are maintained in good condition, so that teaching-learning is not hampered.

**Building Maintenance:** Maintaining the institute campus and buildings is the responsibility of the project office. This department is well equipped with supervisor, electricians, plumbers, welders and skilled workers.

**Campus keeping and Garden development**: Well trained gardeners work to maintain the aesthetic look of the campus.

**Drinking Water Supply**: The entire college campus is facilitated with pure drinking water with water coolers in every block to cater the needs of pure and safe drinking water to all.

**Power supply, Electrical and UPS Maintenance:** Electricians under the control of project office look after the electrical power related problems. Generator caters to the needs of the campus in case of power cuts.

**Surveillance cameras, Fire extinguishers and Transport facilities:** In order to keep the campus secure and safe, surveillance cameras are installed at several vital locations inside the campus. The institute has bus facility for the convenience of faculty and students. An Emergency Vehicle also serves transport in case of medical emergency. Portable fire extinguishers placed at appropriate locations in the campus as a fire safety precaution.

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

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

**Response:** 58.47

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 294     | 238     | 221     | 248     | 258     |

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

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

**Response:** 0

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

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

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

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

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

**Response:** A. All of the above

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

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

**Response:** 69.38

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 425 | 340 | 262 | 270 | 237 |

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

## 5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

**including sexual harassment and ragging cases**

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

**Response:** A. All of the above

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

## 5.2 Student Progression

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

**Response:** 42.89

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 47 | 19 | 29 | 27 | 21 |

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

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

**Response:** 101.05

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

Response: 96

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

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

**Response:** 86.02

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 42 | 21 | 17 | 19 | 12 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 45 | 24 | 21 | 23 | 14 |

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

## 5.3 Student Participation and Activities

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

**Response:** 83

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 22 | 20 | 19 | 9 | 13 |

| File Description | Document |
|------------------|----------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | [View Document](#) |
| e-copies of award letters and certificates | [View Document](#) |
| Any additional information | [View Document](#) |

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

**Response:**

St. Pauls College of Pharmacy provides ample opportunities for students to become part of various academic and administrative bodies constituted for the progress of the institute.

**Anti-ragging Committee**

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

**Magazine Committee & Newsletter Committee**

A platform for staff and students to bring out their creative writing talents encourages them to write research, scientific, drug related and literary articles and to assist in the publication of the annual college magazine and quarterly Pharmacy Practice News Letter, St. Pauls Pulse. The respective committee proof reads the articles, checks for plagiarism before publication and disburses them to the concerned.

**Sports & Cultural Events Committee**

Student volunteers involve in the conduct of competitions, distribution of prizes, encourage fellow students to participate in competitions.

**Community Service Committee**

The committee in association with NSS and IPASF initiates plans and implements Community Service activities in accordance with the goals of the organization. They work with the NGOs and other organizations to conduct awareness programmes inside and outside the campus.

**Environmental Education and Awareness Committee**

The Campaigns for planting trees, and in maintaining the campus as plastic free and no pollution zone is the main motto. It administers the beautification and greenery in the campus.

**NSS Unit**

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

**SPLP- IPASF**

It conducts various activities of Indian Pharmaceutical Association, IPA. The committee members encourage the students and staff to enroll for their membership in IPA. The volunteers of SPLP-IPASF promote the role of Pharmacist in health care sector.

**Alumni Association**

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

**Canteen Committee**

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

**IQAC Committee**

Quality initiatives are the prime motto of the committee.

**Library Committee**

The members organize orientation classes to the new students.

**Transport Committee**

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

**Women's Grievance & Redressal Cell**

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

**Grievance and Suggestion Box Committee**

Suggestions dropped in the box are collected and problems are resolved.

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

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

**Response:** 59.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 57 | 82 | 56 | 46 | 56 |

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

## 5.4 Alumni Engagement

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

**Response:**

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

- To encourage the alumni to advise the current students on the enhancement of professional skills.
- Alumni contributes for the development of the students and the Institute by organizing training programs like skill development, entrepreneurship development, expert lectures, workshops, research, placements etc.
- To provide a platform for them to exchange their ideas on academic, cultural and social activities.
- To act as bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
- To enrich the college library by donating books on different subjects.
- Alumni guide the final year students in their projects as per current technology and industrial scenario.
- Alumni visits the college and interacts with the students through guest lectures, To provide guidelines to the students for better career and gives the information about the latest industry requirements.
- To arrange and support in placement activities for the students of Institute.
- To encourage the students of the Institute and members of the Association for research and development work in various fields like engineering, computer Industrialization etc.
- To mentor the students of the Institute for higher education, development of character and making good citizens.
- To encourage and support students of the Institute in sports, cultural and extra-curricular activities. These events are promoted by Alumni students.
- To conduct blood donation, eye donation and health awareness Camps.
- To conduct group discussions on various social issues.
- To help and guide students of the Institute for anti-drug, anti-ragging, and any other anti-social activities. Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

The Annual Alumni Association meeting functions as a confluence to meet their friends, peers and teachers and to share their memorable experiences. The recollection of their rejoicing moments spent in the get together will keep them energized till the next meet. The activities started from the academic year 2016-17 and their contributions include:

- Prizes to the winners of various competitions conducted annually on the occasions of World Pharmacist's Day & National Pharmacy Week
- Garden Plantation
- Free distribution of medicines to the needy at the institution during Health Camps
- Headphones to Computers cum Language Laboratory
- Electronic Calling Bell
- e-waste and plastic waste bins
- Plastic Chairs to laboratories
- Digital Wall Clock

Students of initial batches placed in reputed organizations have been the source of referrals to the next

batch students.

Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement with financial and non-financial means.

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

**Response:** E. <1 Lakhs

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| Link for any additional information | [View Document]() |

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

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

**Response:**

St. Pauls College of Pharmacy was established in 2007, approved by All India Council for Technical Education (AICTE), Pharmacy Council of India (PCI), New Delhi and affiliated to Osmania University, Hyderabad. The college is situated in a serene and beautiful campus which is conducive for imparting quality education, helpful for the growth of knowledge and career building.

**Institute Vision:** To be one of the best institutions in the field of pharmacy by providing excellent education with the aim to achieve overall development of the students to cater the needs of profession and society.

**Institute Mission:** To train and develop the students into professional pharmacists through innovative teaching-learning and research with the objective of student centric education.

**Quality Policy:**

Nurturing the students with quality education and overall development in pharmacy and allied fields through dedicated faculty and state of art infrastructure.

**VALUES**

1. The quality and completeness of student education is our top priority.

2. The Institution is responsible to its students and faculty to help them grow personally and professionally.

**Nature of Governance**

 The visionary Management is preemptive in executing various strategies for the overall compliance of stake holders, Implements the strategies with respect to Professional and co-curricular activities. The institute has constituted Governing Body as per the guidelines and norms of PCI and Osmania University. Governing Body offers a strategic direction and works in tune with the vision and philosophy of the institution.

The college is also governed by a set of Institutional Committees which prepare and implement comprehensive growth plan in administrative, academic and infrastructural services, which make it a premier Pharmacy institution in the region.

**Quality frame work of the institution was in accordance with the ISO Policy.**

**1. Curricular Aspects –** Provided Value Added/Certificate/add on courses to students and organized National/International Seminars and Conferences on the pioneering aspects of Pharmaceutical Industry

twice every academic year

**2. Teaching-Learning Evaluation** – Encouraged members of faculty to acquire Ph.D. qualification and deputed them to attend FDPs/Seminars/Conferences. Identified and provided additional training for advanced learners by arranging coaching sessions for higher education abroad or in any other HEI of academic eminence, through PGECET, G PAT, NIPHER etc.,

**3. Research & Extension:** Collaborated with pharmaceutical industries, hospitals and academic institutions for research works, made MoUs with prominent industries, hospitals and other academic institutions, applied for research funds from AICTE, IKS and got articles published in peer reviewed journals.

**4. Infrastructure and Learning Resources:** Provided ICT/Internet facility in classrooms, purchased sophisticated instruments and, subscribed to e-journals.

**5. Student Support & Progression:** Organized Seminars/Conferences/Workshops, to know about the latest trends in the industry and offered training to students in Personality Development, CRT & Pharmacovigilance to create better employment opportunities.

**6. Institutional Excellence:** All the stakeholders directly or indirectly affect the policy making of the institution through various committees initiated for the development of students.

The said initiatives are internalized and institutionalized and play a major role in the continuous improvement of the quality frame work of the institution in future academic years too

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

**Response:**

**Decentralization** and participative management approach has been the institute strategy all the way involving entirely the stake holders viz., teaching staff, non-teaching staff, students and while making any crucial institutional decisions at all levels, so that all the stake holders concerns will be taken into consideration in coming up with an amicable output.

**Decentralized governance system**

The Governing Body is framed as per the guidelines of PCI and Osmania University. The Chairman of Governing Body is Honorable Chairman, St. Pauls Educational Society, **Shri K. Sudhir.** The Principal of the college is the Head of all the committees, and all the decisions taken are carried further through to the

Heads and Incharges of various other committees. All the college works like admissions, rules and regulations, recruitment procedure, development activities, and purchase matters regarding infrastructure and equipment are considered and approved by Governing Body on the recommendations of Institutional Committees. Various institutional committees as stated hereunder supervise the aforesaid activities and work towards improved decentralized governance system.

Principal along with the Heads of the Departments executes several quality policies.

- Coordinators of important functioning units of the college like Training and Placement, Research and Development, Institutional Innovative Cell, Entrepreneurship cell works independently and report directly to the Principal.
- Examination Committee, Grievances and Redressal Cell, Anti Ragging Committee and Internal Complaints Committee work independently in decentralized manner and report directly to the Principal.
- Senior and qualified faculty appointed as Heads of the Departments enjoy freedom of choice in framing and executing the departmental responsibilities.
- Laboratory requirements and future plans for advancement are decided by the respective Heads in consultation with departmental senior members of faculty.

**Participative Management:**

Majority of the stakeholders are made a part of participative management.

| S. No | Name of Committee | Frequency of Meeting | |
|-------|-------------------|----------------------|--|
| 1 | Academic committee | Half early | |
| 2 | SC/ST Cell | Half early | |
| 3 | Women's grievance Redressal Committee | Half early | |
| 4 | Industry Institute Partnership Cell | Half early | |
| 5 | Exam Branch committee | Half early | |
| 6 | Anti-Ragging Committee | Half early | |
| 7 | Alumni committee | Half early | |
| 8 | NSS committee | Half early | |
| 9 | Herbal Garden committee | Half early | |
| 10 | Gender sensitization committee | Half early | |
| 11. | Anti-discrimination committee | Half early | |
| 12. | Placement and career guidance cell | Half early | |
| 13. | Library committee | Half early | |

Principal conducts meetings with heads of all the departments and various Committees in charges to discuss various departmental issues. The heads monitor the day-to-day activities of the department. They

nominate various in charges from the staff of the department to take care of time tables, attendance, student counseling, examinations, department student associations, placements, etc.

The IQAC is involved in developing a top quality system for conscious, programmed action to enhance the educational and administrative performance of the institute. IQAC meets at regular intervals and plays a crucial role within the implementation of its plans and policies. Entire functioning of institute activities is decentralized into various committees, with committee coordinators and committee members.

| File Description | Document |
| --- | --- |
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| Paste link for additional information | View Document |

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

**Response:**

St. Pauls College of Pharmacy has its own strategy and deploys the resources effectively. The process includes identifying the various options selecting the most promising and deciding upon how they will be useful in the development of the organization.

**Strategic Planning (2016-2021)**

| Strategic Goal | Strategic Planning | |
| --- | --- | --- |
| **Good Governance** | Governing Body: Supervisory and approving policy matters, Staff Recruitments, annual bu | |
| | Vision, Mission, and Institution Strategic Goals | |
| | Leadership & Transparency management: Polices formulation, approval & implementation. Service Rules circulatio | |
| | Conduct internal audit committee for monitoring compliance. | |

Systems, checks and balances- Remedial measures.

| | |
|---|---|
| **Autonomous Status** | Discussion in Governing Body and approval for university affiliation & A |
| | Resource planning & budget approval. |
| | Inspections university affiliation preparation & Approvals. |
| | Preparation for the Accreditation & certifications |
| **Physical Infrastructure** | Upgrade the Classrooms, Tutorials, Seminar hall. |
| | Up gradation Library infrastructure & e-learning Emerging sports (indoor |
| | Rain water harvesting and plantations. |
| | Developing facilities to improve the energy saving & management. |
| **Teaching & Learning** | The improvements in teaching & learning infrastructure. R&D Laboratory and its maintenance |
| **Library & Information Centre** | Digitization of Library resources |
| | Resources automation & Access (24X 7) |
| **Industry & Institute Collaborations** | Identification of potential areas of research MoUs with industries |
| | Support for internships, visits, trainings, guest lectures |

| | | |
|---|---|---|
| **IQAC** | Setting up of IQAC team Intermittent checks and guidance<br><br>Recognizing achievements & best practices Choose accreditation/certific | |
| **Research & Development** | Enhancing R&D laboratories in all departments. Dedicated R documentation centre.<br><br>Focus on Product development. Starting of patent cell. | |
| **Training & Placement** | Conduct Awareness programmes. Conduct Value added programmes. MOU s and relationship management Internships planning and execution<br><br>Developing Data base of various potential industries/companies. | |
| **Entrepreneurship** | Identification of emerging areas of entrepreneurship.<br><br>Identify interested students for entrepreneurship. | |
| **Alumni Interaction** | Strengthen Alumni association and engagement. Establish alumni as campus, engage students. | |
| **Social Activities** | Study rural projects and challenges under UBA. Conduct awar villages/communities.<br><br>Conducting health awareness camps & Blood donation camps. | |

**Action Plan Successfully Implemented**

**Good Governance:** Governing Body selection Vision-Mission reviews Number of meetings conducted. Polices implementation. Student & staff procedures, Service & Conduct Rules etc.,

**Accreditation & Certification: NBA accreditation** for UG program for the Academic years 2021-24 and also Certified by ISO.

**Infrastructure and facilities:** Upgraded the all the computers. Strengthen WIFI Facility.
The entire campus installed CCTV cameras and fire safety equipments in each floor of the block.

**Teaching & Learning:** No. of learning resources No. of student counseling/mentoring/training sessions conducted. Result of examinations, Graduate attribute attainment levels Student feedback.

**Industry & Institute Collaborations (MOUs):** MOU's done with different industries and organizations Like Climed, KIMS, Pharmacon Society, Progenerics, Sura Labs, Acubiosys, Inception Source, etc.,

**Skill Development:** Skill Development sessions, Group Discussions, Self access Interactive learning skills, MOU's done with TASK.

**Student Clubs:** Established St. Pauls Clubs for Cultural Activities.

**Research & Development:** Established R&D Cell

**Training & Placement:** Every Year Conducted Campus Recruitment Training (CRT) Classes with TASK. Placement drives conducted.

**Certification:** NIRF is in Planning Phase

**Green Initiative:** Replacement with tube lights with LED lights

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| strategic Plan and deployment documents on the website | [View Document](#) |
| Paste link for additional information | [View Document](#) |

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

**Response:**

The college has a Governing Body which is constituted as per the PCI and AICTE norms. It is the highest decision making body of the institution. College Academic Council, which consists of the academicians and section in-charges, is the other major body of the college that looks into various quality processes.

The Institute has instituted various committees at institute and department level for the effective functioning of the organization. The Principal chairs the meetings of various statutory and non statutory bodies/committees viz., College Academic Committee (CAC), Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Grievance Redressal Cell, Examination Committee, Training and Placement Committee, Anti Discrimination Committee, Industry institute interaction cell (IIIC), Research &

Development committee etc.,

**The governance of the college is effected through the following bodies:**

- Governing Body of the college
- Executive Committee (EC) of St. Pauls Educational Society
- College Academic Council
- All Institutional Committees
- The complete hierarchical structure of administration of the institution is provided in the **Organogram** as additional information.
- The service rules applicable to the staff of the college are kept with the office and also displayed in website. Faculties are made aware of the rules at the time of joining and are made accessible to all.
- Recruitment of faculty members is done through Governing Body by an interview as and when required by the Internal Staff Selection Committee and presented to the Governing Body at the time of its meetings. They are promoted to the next level depending on the eligibility criteria and rules of the University and institution.
- Promotion of faculty is as per AICTE / UGC norms. Faculty is promoted to the next level depending on the eligibility criteria and rules of the University through duly constituted University Selection Committee for that position.

Faculty members were being encouraged regularly to attend skill development AICTE/UGC sponsored FDP's, PCI QIP's and various professional activities to improve their expertise besides conduction of professional activities in campus on various timely topics of prominence.

Faculty appraisal is done annually which helps in the up gradation of teaching and non-teaching members of the institution. Employees are oriented about the service rules, code of conduct and welfare schemes followed at the institution.

Most of the faculty members were enrolled for Ph.D Programs and also have membership of Pharmacy Professional bodies like IPA, APTI and APP.

The All Faculty members were entrusted suitable responsibilities in all the committees.

Organizational Structure is established as per the hierarchy from top management to down the level evidently demarking the duties, responsibilities, accountability and authorities at each and every stage.

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

**6.2.3 Implementation of e-governance in areas of operation**

1. Administration

2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

**Response:** A. All of the above

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Institute Management provides / implements the following welfare measures to its employees - both teaching and non-teaching through:

**For Teaching and Non-teaching members of faculty**

- The institution; Provides an ethical, healthy, competitive academics driven, focused and supportive, professional work environment to its faculty
- Provides **Group Insurance**
- Canteen facility for students and staff and a dedicated area for staff.
- Provides **transport** facility
- **PF and ESI** for non-teaching staff

- Various leave facilities for both teaching and Non-teaching staff: Staff members can avail the leave facilities as per the eligibility criteria and norms of St. Pauls Policy.
  - Casual Leave
  - Compensatory Casual Leave
  - Combination of leave
  - Medical Leave
  - Maternity Leave
  - Sabbatical leave/study leave
  - Special leave
  - Leave on loss of pay
  - Early permission/Movements
  - Summer Vacation

**For the Professional Development of Teaching Members of Faculty**

- Teaching Staff is provided with Registration Charges as financial assistance to participate in various professional programs viz., attending Conferences, Seminars, and Workshops FDPs etc.
- Providing facilities to Faculty Member attaining Ph.D Qualification and to carry out research work
- Provides infrastructure, library, equipment and other resources to those who undertake research work
- Reimbursement of membership fees of the professional bodies to faculty
- Provides infrastructure, library, equipment and other resources to those who undertake research work
- Encourages presenting and publishing research papers
- Encourages undertaking minor/major research projects

**For the Professional Development of Non-teaching Members of Faculty**

- Encourages training on laboratory handling, fire safety and first aid
- Encourages library staff to attend training programmes
- Encourages to acquire computer literacy skills

**Other Welfare Measures for Teaching and Non-teaching Members of Faculty**

- Yoga facility for physical fitness
- Recreation programmes, sports and picnics
- Wi-fi facility
- Workspace
- Computing facility
- Aprons for Class IV employees
- Medical facility on emergencies
- Appreciation/Recognition and incentives to staff for their professional achievements
- Fire safety equipment at the institution
- CC TV cameras to ensure safety and security

Faculties are provided with many opportunities such as heading and leading the departments to act independently so as to empower themselves and also empower the organization. The committees with their co-coordinators and members work in teams to achieve the goals of the organization. They organize Faculty Development Programmes, Seminars/Workshops and Conferences which build their capacities in different ways. The programmes taken up by the institution invite the participation of all the faculty members at various levels and are aimed at improving their personalities and pedagogic methodologies.

| File Description | Document |
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| Upload any additional information | [View Document](#) |
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**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 77.93

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 51 | 45 | 36 | 35 | 32 |

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

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

**Response:** 6.8

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

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

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

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

**Response:** 76.35

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 51      | 78      | 36      | 29      | 7       |

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

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

**Response:**

The Institute has adopted performance-based appraisal system for teaching staff since 2011-12 in ISO format. It was reframed in the academic year 2019-2020 for both teaching and non-teaching staff to boost efficiency. The parameters are observed and annual performance appraisal report is submitted to the management by Principal for approval of increments and promotions.

**Performance-Based Appraisal System of Teaching Staff**

Teaching staff performance appraisal is based on the Annual Academic Performance. The assessment of Academic Performance Index (API) involves various parameters as below:

**Category I**

**Teaching-Learning and Evaluation**

It includes students feedback about teachers, academic performance of subjects taught by teacher, modes of teaching used by the teacher, University results, mentoring effectiveness, conducting tutorials, remedial classes, practical's, curriculum enrichment and examination duties.

**Category II**

**Co-Curricular, Extension and Professional Development activities**

It involves contribution to community, academic committee in charge/member, participation in health camps, organization of Guest Lectures/Seminars/ Workshops/Conferences/Symposia/Keynote talks/Invited talks/Disseminations, attending FDPs / Induction programs / Refresher courses / Orientation / Training programs at International (overseas), international (India)/ National/State/ University levels, UGC/AICTE

sponsored Short Term Training Programs/ up gradation by online SWAYAM courses/Industrial training, contribution in the development of department and institution.

**Category III**

**Research Contribution**

It includes research/review article publications in indexed Journals with high Impact Factor, projects guided at UG/PG/Ph.D., levels, patents/IPR granted/applied, Books/Chapters authored having ISBN with National and International publishers, Review of scientific articles for reputed Journals, serving in editorial roles, acting as Adjudicator /acting as Chair persons at Conferences/Research or Review Paper presentation /Invited Lectures/Talks delivered in Seminars/Conferences/FDPs at National/ International/ State/ University level, external funding for research activities/ Conferences/Workshops/Seminars/ STTPs/ FDPs, Sponsored research projects/Consultancy projects/Collaborative research/ Fellowships/Awards at International/National/State/University level from Academic bodies/Prizes won at various Conferences and other academic events.

**Non-teaching Staff Performance-Based Appraisal System:**

The performance appraisal of non-teaching staff is based on various parameters such as the employee's attitude towards job profile, respond quickly to the needs of the student, faculty and institution, intimate Principal for sanction of leave, employees work adjustment during leave, punctuality, up scaling ones knowledge, performance, communication and work equation with colleagues, willing to work by extending timings to complete the task assigned if needed, respond positively to any instruction, immediate location of files when asked for data. They are also encouraged to attend various administrative training programmes, training sessions of Good Laboratory Practices, fire safety training programmes, personality development programmes to acquire necessary knowledge to accomplish the specified work.

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## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

St. Pauls Educational Society has a system to conduct both internal and external audits for all the financial transactions carried out at St. Pauls College of Pharmacy every financial year. All day-to-day financial transactions of the institution are dealt with by the Accounts In-charge at the institution and forwarded to Accounts Section through Principal for further verification. The necessary financial statements as required by AFRC and Osmania University are prepared by the institution and submitted after its scrutiny by the accounts department.

**Internal Audit:**

Department of St. Pauls Educational Society carries out the internal audit for every three months. Cashbook, Bank accounts, Ledgers, Bills, Vouchers, and statement of cash position and cash flow are examined and the department conducts sample check on the heads of various accounts, balance dates, and postings which are done by the institutional Accounts Section inclusive of all the financial transaction statements.

The areas covered under internal audit include:

- Budget versus Actual Performance
- Revenue and Expenditure
- Fixed Assets and Purchases
- Statutory Compliance on TDS, EPF & ESI
- Systems Analysis and Compliances

**External Audit:**

The institutional external audit is got done **by P. Ravi Chandra** through **PR Chandra & Co. Hyderabad,** and the latter submits the reports to the St. Pauls educational Society. It is conducted at the end of each financial year following the procedures mentioned below.

Source of income verification:

1. Cross verification of the fee collection with approved list of students like:

- List of students admitted in the first year through EAMCET/PGECET/GPAT admissions and management quota admissions with the list of students approved by TSCHE.
- Eligibility list of students approved and sent to University for higher semester students

2. Reconciliation of fee amount receivable and amount received.

3. Expenses Vouching:

- Auditor will vouch payment with the approved supporting.
- Correctness of classification of revenue and capital expenses
- Reconciliation of bank accounts and checking the bank confirmations
- Status of the old debit/credit balances. Checking of statutory dues payment like PF, TDS, PT and ESI before the due dates.
- Salaries payments with the salary statements. Any other statutory compliances verification required as per Income Tax Act.

On such verification, any discrepancies found are discussed and sorted out with the Principal and management.

All financial transactions are accounted based on the financial statements like Balance Sheet and Income and Expenditure statements by the financial year end.

The recent audit was for the financial year 2020-21, which was completed after crosschecking the admission details, income generated and other expenses incurred. The Audit Report was issued after the financial statements are signed and approved by the Auditor and Management members of St. Pauls Educational Society.

| File Description | Document |
| --- | --- |
| Upload any additional information | View Document |
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### 6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

**Response:** 0

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

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

| File Description | Document |
| --- | --- |
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |

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

**Response:**

Availability of funds and mobility of the same are equally important for the success of an organization. St. Pauls College of Pharmacy follows a strategic plan for mobilizing resources and ensures transparency in its financial management. St. Pauls Educational Society and Principal monitor the approach for the optimal utilization of funds and resources. They see to it that the funds are spent on quality enhancement initiatives. Competent faculty with a higher qualification, state- of the art- laboratories and good placement record enabled fixing of better fee structure by the Govt. Fee Regulatory Authority.

**Strategies adopted by the institution for mobilization of funds:**

- The major financial resources of institution were through the fee collected from the students. The fees charged to the students are strictly as per the fees approved by Telangana Admission and Fee

Regulatory Committee (TAFRC) of Government of Telangana.

- Grants and Sponsorships received from various organizations including Professional Bodies are spent on conducting Seminars/Workshops/Conferences.
- Institution appropriately utilizes the resources on student project works for purchasing lab chemicals.
- Institution supports the Green Campus Initiatives from time to time.

**Optimal Utilization of Resources:**

- The resources are utilized for the following as per the budget proposal.
- Employee Salaries & benefits are a major component of expenditure.
- Furniture, Laboratory Equipment and Consumables, etc.
- Library.
- Skill Development and Innovation.
- FDPs, orientation programs, workshops, etc
- Training & Placement.
- Software procurement, up-gradation and maintenance.
- Wi-Fi, Internet & Networking.
- Student Services- NSS, Sports.
- Power and fuel.
- Printing and Stationery.
- Postage and telephones.
- Affiliation and Renewals.
- Travel and conveyance.
- Repair, Replacements, and Maintenance.
- Taxes and licenses.
- Campus maintenance.
- Events.
- Miscellaneous expenses.

For the smooth functioning of the institution there are various committees which work under the Chairmanship of Principal. Every committee lists out the requirements, forwards them to the **Institutional Development Committee (IDC).**

Accounts department reviews the utilization of resources and audits the income and expenditure and makes recommendations for better handling of resources and effective mobilization of funds to the IDC.

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

## 6.5 Internal Quality Assurance System

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

**Response:**

Internal Quality Assurance Cell (IQAC) was established in the year 2015 as per the norms of NAAC, for channelization of quality assurance strategies and processes.

**Objectives:**

- To develop the institution as the Centre of Excellence by equipping it with the latest infrastructure facilities so as to make it fit to achieve NAAC accreditation.
- To develop and practice enhancement of creativity and motivation that drives students towards inculcating professionalism.
- To set up environment congenial for synergizing academics, R & D, technology and industry, through training.
- To set up national and international collaborations among Pharmacy, Biotechnology and Information Technology disciplines to meet the global challenges.
- To create world class e-learning system for students and training for teachers, researchers and regulators in the respective fields.
- To expand research activities in new avenues and emerging segments.

**Strategies:**

In order to ensure quality sustenance and enhancement, IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- The relevance and quality of academic and research programs.
- Equitable access to and affordability of academic programs to suit to various sections of the society.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- Ensuring the adequacy and functioning of the support structure and services.
- Research sharing and networking with other institutions in India and abroad.

**Functions:**

The primary functions of the IQAC include (but are not limited to):

- IQAC will ensure the quality culture and tries to build a dynamic structure to improve institutional functioning and create quality changes in the institution. IQAC will also facilitate to strengthen internal communication for a better teaching-learning process.

- Disseminate information to the staff on the quality parameters to be adopted in teaching-learning.
- Organize Workshops/Seminars to help the institution reach the quality benchmark as given by NAAC.
- Receive and incorporate the valid feedback responses from students, parents and stake holders on quality processes.
- Document the various quality initiatives.
- Integrate and adopt modern methods of teaching and learning.
- IQAC ensures to complete the academic, administrative and financial tasks in a time bound manner, also ensuring efficiency and quality performance

**IQAC initiatives:**

**NBA Accreditation**

NIRF Ranking

Outcome based education (OBE)

Unnat Bharath Abhiyan

Institutional innovative Cell

IPA-SF

Collaborative quality intitiatives with other institution

Add on / Certificate Programmes

Mentoring System

R & D Cell

Training & Placements

Patent Cell

Identification of slow learners and advanced learners

Remedial classes

Research Presentations and Publications

FDP's, Conferences & Work shops

Enrichment of Infra Structure

Project Review Committees

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

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

**Response:**

St. Pauls College of Pharmacy has strategic teaching learning process and has systematic methodology for progressing the activities. In an Academic calendar year, The Internal Quality Assurance Cell (IQAC) meets twice to review the Teaching and Learning Process. Institutional IQAC is responsible for developing, coordinating and monitoring academic activities and their assessment to the effect of improvement in faculty teaching and student learning.

The Internal Quality Assurance Cell guides accordingly to initiate the professional activities by involving various departments and carries out internal audit for every department in each academic year. Institutional Academic Plan is confirmed well in advance before the semester commencement for all the courses. Institute has an effective internal communication system through physical circulars as well as through social media groups

Some of the IQAC supported initiatives mentioned here

**IQAC initiatives:**

- **NBA Accreditation**
- NIRF Ranking
- Outcome based education (OBE)
- Institutional Innovative Council (IIC)
- Unnat Bharath Abhiyan (UBA)
- IPA-SF
- Institutional MoU's
- Collaborative quality intitiatives with other institution
- Entrepreneurship Development Cell
- R & D Cell
- Training & Placements
- Patent Cell
- Animal House & IAEC
- Teaching and Learning methods
- Add on / Certificate Programmes

- Mentoring System
- Identification of slow learners and advanced learners
- Remedial classes
- Course Files
- Research Presentations and Publications
- FDP's, Conferences & Work shops
- Enrichment of Infra Structure
- Project Review Committees
- Industry interactions
- Student Club Activities
- Online Certificate Courses

Institutional IQAC under the headship of its coordinator conducts periodical meetings with the Principal and HOD's and also with various institutional committees in an academic year. An academic review will be on all departments by collecting information on various academic activities, completion of course syllabus, student's assignments, class seminars, and other professional activities.

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

**6.5.3 Quality assurance initiatives of the institution include:**

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Upload e-copies of the accreditations and certifications | View Document |
| Upload details of Quality assurance initiatives of the institution | View Document |
| Upload any additional information | View Document |
| Paste web link of Annual reports of Institution | View Document |

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

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

**Response:**

Gender equality is considered to be existing in places where females and males enjoy the same rights and opportunities across all sectors of society, including participation and economic decision making.

St. Pauls college of Pharmacy is committed to promote Gender equality and provides a safe and secured environment for all the students, which is free from oppression, threat, and abuse or ragging. The basic principle of this Institution is ensuring fundamental rights for all its stakeholders.

The gradual empowerment of women has led to increase in admission of girl students over the years. This has been possible only due to imparting of quality education and safe/secure environment being made available.

Gender equality in curricular and co-curricular activities is the standard operating procedure at college. As a result, different behaviours, aspirations and needs of females and males are equally valued and favoured. There is no-discrimination of gender in any of the student and administrative committees.

**Women Empowerment cell**

The institution has an active "Women Empowerment cell" which ensures that various events/expert lectures are held for benefit of all students. Majority of the programmes, boys are also permitted to attend since the institution felt that they need to be sensitized too for benefit of females in their life (Mother, sister, friend etc). Through this practice, the boys are taught to be more sensitive towards ladies and the issues they face, by employing this practice the institution has tried in its own way to break the shackles of patriarchal society existing in rural area and to provide equal opportunity to girl child in order to bring her to the forefront.

**Safety and Security**

College provides different safety and security facilities in the campus. College corridors, library, class rooms, seminar hall and office premises are under CCTV vigilance. There are different committees like Anti Ragging Committee, Grievances Redressal Committee, Internal Complaints Committee which help the students to resolve their issues. Emergency telephone numbers of members of these committees and police are displayed prominently in the premises. Each class has female and male class representative to coordinate between teachers and students. College has 24 hrs security guards in the campus to keep check on trespassers. Entry is allowed inside the campus against valid identity cards.

**Counselling**

The mentor mentee system is operational in the institution. After admission, the college reviews the number of boys and girls admitted in the college. Each staff member is assigned as mentor for fixed

number of students. Monthly meetings are conducted to counsel the mentees. The objective of personal counselling is to understand the issues which a student may hesitate to speak communally. Our institute has organized activities like drawing competition on "Save Girl Child" for creating awareness about the importance of girl child and proper nutrition to stay healthy.

**Common Rooms**

College has separate common rooms for boys and girls with required facilities like lockers, sitting arrangement, attached washroom etc. There is a sick room for the students in case of medical discomfort.

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

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

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

**Response:** A. 4 or All of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | View Document |
| Any other relevant information | View Document |
| Any other relevant information | View Document |

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

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

**Response:**

At St. Paul's college of Pharmacy, we believe that cleanliness is next to godliness. A dedicated team of cleaning personnel take care of the housekeeping. To reduce the waste formation, emphasis is given on three R's - "REDUCE, REUSE and RECYCLE". The course on Environmental Sciences included in curriculum has helped to create awareness of waste management and reduce pollution. Hence the students are sensitized for proper use of available resources and to reduce the wastage.

St Paul's college of Pharmacy (SPCP) Management has taken several initiatives in maintaining campus clean and green with its eco-friendly policies viz., energy conservation, rain water harvesting, bio-hazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

**Solid waste management:**

There are separate dustbins for the biodegradable and non-biodegradable wastes. Dry garbage, Wet garbage and recyclable material is collected through well labelled dustbins which are placed at various locations on campus like class rooms, corridors, washrooms, lawns etc.

The building premises are cleaned every day and the solid waste is collected in appropriate containers and these wastes are handed over to local Municipal Corporation.

For printing, wherever possible, back-to-back printing option is used to reduce the paper requirement and subsequent waste generation. One sided printed papers reused for rough work.

Clear instructions were given to the canteen management to reduce the use of plastic and to encourage the use of steel utensils for serving food etc,.

Wooden box is provided with label "Glass Waste Only". The glassware waste is collected by campus maintenance team and disposed properly.

**Liquid Waste Management:**

Use of hazardous liquid chemicals generating hazardous fumes is carried out strictly in fuming cupboard to avoid spread of fumes.

The liquid waste generated during practicals is disposed through well-constructed drainage system which is flushed with water from wash basins.

**Biomedical waste management**:

The institute has provided a separate area for the biomedical waste disposal and we follow the guidelines strictly. Waste generated from microbiology laboratories is autoclaved and then disposed off Biomedical waste is buried inside the soil in order to prevent spreading of infections. Basically, we conduct the experiments as per PCI guideline through simulated software's for Pharmacology Experiments.

**E-waste management**:

Monitors and CPUs are repaired and reused in most of the cases.

**Waste Recycling system:**

Recycling system handles the liquid wastes and makes it suitable for reusing. Rain water harvesting pits are constructed within the campus in an appropriate place which helps for preventing water lagging.

**Hazardous chemicals and radioactive waste management:**

Hazardous waste is a waste that is dangerous or potentially harmful to our health or the environment. Hazardous wastes can be liquids, solids, gases, or sludges. The faculty members also direct and scrutinize the students for careful use and handling of chemicals in various laboratories. Fuming chambers are provided in the laboratories for the proper disposal of hazardous fumes.

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | [View Document](#) |
| Link for Geotagged photographs of the facilities | [View Document](#) |

**7.1.4 Water conservation facilities available in the Institution:**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Any other relevant information | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

**7.1.5 Green campus initiatives include:**

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

**Response:** A. Any 4 or All of the above

| File Description | Document |
|---|---|
| Various policy documents / decisions circulated for implementation | View Document |
| Any other relevant documents | View Document |
| Link for any other relevant information | View Document |

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

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |
| Certificates of the awards received | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

| File Description | Document |
|---|---|
| Policy documents and information brochures on the support to be provided | View Document |
| Any other relevant information | View Document |
| Link for any other relevant information | View Document |

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).**

**Response:**

The institution is highly committed to promote a cultural harmony in the students, faculty and staff. The institute routinely engages in conducting a number of initiatives and activities focused on creating a more inclusive environment towards cultural events regardless of diversity and belief. Orientation sessions are conducted before initiating the academic year. All students (around 700) along with faculty members come from various cultural backgrounds representing diversity.

The institute adorns a festive look to celebrate Bhathukamma, the state festival of Telangana. Many competitions such as 'Bhathukamma' and 'Rangoli' display the enthusiasm and teamwork of the faculty. Annual day, Traditional day, Sports week, Fresher's day, farewell day etc., were organised in the institution in each academic year, elegant academic experts will be invited to these events to address the students in such way that, they get inspired and learn the importance of culture, human values, and ethics. In all events, all the students actively participate and enjoy the family environment of pharmacy campus. Students from different community, religion, culture, region and language equally participate in these events.

National Pharmacy week will be celebrated every year, Essay Writing, Elocution, Debate competitions, pharmacist rally and health camp will be conducted in nearby villages.

To provide an inclusive environment i.e., communal, socio-economic etc., and to feel responsible towards protecting nature, and our Institute facilitates a healthy and eco-friendly environment. Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Dussehra, Sankranthi, Bathukamma Festival, Dandiya Festival, Scientific Fest and Cultural Fest at Institute levels. Christmas and New Year celebration brings in fun filled games and special food amplifies spirit of togetherness.

List of National/International Days, Health Care Events and Festivals is as follows:

- National Pharmacy week
- International Yoga Day
- World Pharmacist Day
- International Women's Day
- World Environment Day
- Swach Bharat Abhiyan

- Unnat Bharath Abhiyan
- Teachers Day

| File Description | Document |
| --- | --- |
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | [View Document](#) |
| Link for any other relevant information | [View Document](#) |

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

**Response:**

The institution's national spirit is reflected in its celebration of national days, birth and death anniversaries of significant Indian personalities. Independence Day, Republic Day, Gandhi Jayanthi, Teacher's Day and Ekta Diwas(National Unity Day) are observed on the campus with great fervour and national spirit. The activities inform students about the fundamental rights and duties as mentioned in the Constitution of India and make them aware of their responsibilities as Indian citizens.

The Institution organizes various activities for sensitization of the students and employees for inculcating values, rights, duties and responsibilities for being responsible citizens of India.

- Institution conducts Debate competition on various topics such as, Human Rights and Responsibilities, National Integration of India to create awareness among students about different human rights and responsibilities of Indian citizen and national integration to protect fundamental rights, which will create an opportunity to live together in peace and prosperity.
- Institution organizes Swachh Bharath Abhiyan to create awareness about cleanliness in and around the campus. In addition, the institution also organizes blood donation camps to encourage students to contribute for public health.
- Institution celebrates the National Day of India, such as Independence Day and Republic Day, every year. These events begin with hoisting of the national flag by the Principal, Staff and Students.
- The different programs organized by the St. Pauls are Taechers day National Constitution Day, Ekta Diwas (National Unity Day), Gandhi Jayanthi, awareness program on fundamental duties and rights of Indian citizens.
- **Unnat Bharat Abhiyan:** Local problems and needs of the people are assessed. The possibilities of leveraging the technological interventions and the need to improve the processes in the implementation of various government schemes are worked out. Workable action plans for the selected villages are prepared. Our faculty and students coordinate with the Panchayat Heads, district administration and other stake holders like organizations, companies etc. to become a part of the process of development planning and implementation.

The college through faculty and students carry out studies of living conditions in

the adopted villages such as (i) Manchala, (ii) Lingampalli, (iii) Thippaiguda, (iv) dadpalli and (v) Chittapur in Ranga Reddy district, Telangana State.

| File Description | Document |
|---|---|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | View Document |
| Link for any other relevant information | View Document |

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

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | View Document |
| Code of ethics policy document | View Document |
| Any other relevant information | View Document |

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

**Response:**

Every year St. Pauls College of Pharmacy celebrates various National and International commemorative days, events and festivals with a view to promote patriotism, concern for the community, human values, inclusiveness and spirit of camaraderie. Also celebrate birth/death anniversaries of the great Indian personalities. Our Institution is committed to promote ethics and values among students and faculty.

- National pharmacy Week
- World Pharmacist Day
- Traditional day
- National Youth Day- The birthday of Swami Vivekananda

- Pongal Celebration-During Sankranthi festival
- Krishna ashtami celebrations
- Republic day- 26th January
- National Science Day-28th February
- International Women's Day -8th March
- International Day of Yoga – 21st June
- Haritha Haram Day
- Dr.Abdul Kalam Memorial Day-27th July
- Independence Day- 15th August
- Teacher's Day - Sir Sarvepally Radhakrishnan's Birth Anniversary- 5th September
- Gandhi Jayanthi- 2nd October
-  Bathukamma Festival- During Dussehra

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

## 7.2 Best Practices

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

**Response:**

**Best Practice-1**

**1. Title of the Practice**

Pedagogical initiatives to achieve Knowledge, Skill and Behavior of students

**2. Objectives of the Practice**

- Technical and knowledge based initiatives for overall development of students
- Practical approaches in developing GAP experiments of curriculum for enhanced learning
- Utilizing and motivating "ICT based Teaching-Learning Process"
- Up gradation of knowledge, practical skills and behavioral development of students

**3. The Context**

The design and application of the new knowledge and practical oriented pedagogical learning-centric method meet the needs of such diversity in various dimensions of pharmaceutical education in our

institution.

## 4. The Practice

Inspired and imbibed with "The Seven Habits of Highly Successful People" at all a level, encourages intrinsic motivation.

1. Real-time application-based learning is achieved by "WIT and WIL TM "Story Board" and "SPCP Lab Protocol TM ". Each lab of the respective department has structured and well-framed lab manuals that provide the validated methods along with Standard operating procedures (SOPs) of the equipment which helps the students to operate and manage the equipment for their practical works.
2. The communications skills lab right form B. Pharmacy Ist year enhances the personality and communication skills of the students that promote them to project with confidence during placement drive.
3. "Think-Pair-Share" "Learning by Doing" and "Process Oriented Guided Inquiry Learning (POGIL)" fosters cooperative learning and addresses different learning levels and styles.
4. "Industry oriented career based Visionary Approach" sets the goals for Teacher and student. Many workshops on research methodology, IPR and entrepreneurship in association with Climed research solutions were conducted as a part of institutional activity that imparted the industry oriented skills.
5. "Course-Based live Projects" provides platform and application in pharmaceutical industry. The IIIrd and Final years of B. Pharmacy, IInd year of M. Pharmacy, 5th and 6th years of Pharm. D as part of curriculum are required to submit live project with high impact publication based on the practical training imparted in each of departments at institutional level.
6. "Flipped classroom & Blended learning program under ICT fosters knowledge beyond classroom learning.

## 5. Evidence of Success

1. The pedagogical initiatives reinforced the skills, knowledge and overall development of students in terms of enhanced the team spirit, learning and practical capabilities along with social responsibility.

2. The student's orientation towards research projects with practical knowledge leading to quality indexed publications, startup and patents

3. Success rate of the placements.

**Number of entrepreneurship based internships**

| S. No | Year | Internships |
|-------|--------|-------------|
| 1 | 2016-17 | 0 |
| 2 | 2017-18 | 0 |
| 3 | 2018-19 | 0 |
| 4 | 2019-20 | 0 |
| 5 | 2020-21 | 5 |

**High impact publications during**

| S. No | Year | Total no. of publications |
|-------|------|---------------------------|
| | | |

| 1 | 2016-17 | 8 |
|---|---------|---|
| 2 | 2017-18 | 5 |
| 3 | 2018-19 | 15 |
| 4 | 2019-20 | 17 |
| 5 | 2020-21 | 40 |

## 6. Problems Encountered and Resources Required

1. Adaptation of ICT teaching methodologies is the most challenging

2. Learning styles and retention vary across the student fraternity creating a challenge to the classroom deliverables.

## 7. Resources Provided

The resources include

- Professional training outside by successful entrepreneurs motivating potential candidates to transform from job seekers to job creators. Influencing the potential candidates to take up entrepreneurship as their career. Enabling potential candidates to acquire entrepreneurial qualities.
- As in academic field, entrepreneurship accommodates different schools of thought. It has been studied within disciplines such as management, economics, sociology and economic history. Some view entrepreneurship as allocated to the entrepreneur. These scholars tend to focus on what the entrepreneur does and what traits that an entrepreneur has .This is sometimes referred to as the functionalistic approach to entrepreneurship.

### Short-term objectives:

These are goals which are set to be achieved immediately. In the short-term, the individual students/members are trained to be an entrepreneur and made competent enough to scan the existing market situation and environment. The person, who would be the future entrepreneur, should first set the goal as an entrepreneur. The information related to the existing rules and regulations is essential at this stage.

?

### Long-term objectives:

The ultimate objective is that the trained individuals successfully establish their own business and they should be equipped with all the required skills to run their business smoothly.

- Cutting edge training program by expertise faculty, video lectures on topics in communication and aptitude, exams for practice purpose, specific mock tests, etc are additional learning methods incorporated.
- Through these tests and exams it helps in determining and to measure the student's ability to

acquire, through future training, some specific set of skills (intellectual, motor, and so on).

**Best Practice-2**

**1. Title of the practice:**

Rural Socio-Economic Upliftment Involving Faculty and Students

**2. Objectives of the practice:**

- To involve students and faculty in interdisciplinary research in designing cutting-edge technologies for rural upliftment
- To identify the lacunas in villages and strive for the upliftment.
- To foster the employment and future development to upgrade villages.
- To focus more on the following points:

- Education
- Public health and Sanitation
- Women empowerment
- Infrastructure development (electricity, irrigation, etc.)
- Facilities for agriculture extension and research
- Availability of credit
- Employment opportunities

- To improve the living standards by providing food, shelter, clothing, employment and education.
- To Increase productivity in rural areas and reduce poverty.
- To involve in planning and development through their participation in decision making and through centralization of administration.
- To ensure distributive Justice and equalization of opportunities in the society.

**3. The Context:**

The societal needs were identified as community outreach activity by the students. The students and faculty under the flagship of R&D cell of the institute, promotes survey-based research and innovation in technologies and also work on the awareness at societal level regarding the management of diseases.

The following activities are also promoted alongside as community outreach programs

- Participation in a charity walks or run.
- Volunteering at a local nonprofit.

- Organizing a clothing drive.
- Participating in a national giving or Remembrance Day.
- Hosting a fundraising event and donating the money.

## 4. **The Practice:**

Field Activity-based projects, Pharm. D community projects lab transforms the classroom learning into a field project-based experience.

The field camps are set at villages in consent with the local governing bodies to create awareness on health care systems and monitor the health. The main focus is to achieve the following goals.

- Provide opportunity for the integration of classroom learning and field practice and vice versa (feedback mechanism for both class and field).
- Develop skills through learning how to utilize the knowledge learnt in the classroom for analysis of problems affecting the target groups and selection of the appropriate means for problem-solving.
- Cultivate attitudes, values and commitments of the profession and those relevant to working with the most disadvantaged sections of society.
- Develop awareness of self and the way in which student's behavior is affected by past experiences and cultural factors, and the way in which these affect the perceptions of their response to others.

The College has always been keenly aware of the need to provide relevant and effective services to people, especially in those areas where services are inadequate or non-existent.

Over the years many innovative projects were initiated to address the needs of vulnerable groups such as street children, construction workers, tribals in remote areas and other similar groups.

Knowledge hubs, Drug information centers, and ADRS monitoring centers are established in institutions to relate and identify disease prevention, treatment, and management.

To detect the nature and frequency of ADRs the following objectives are to be followed

- To assist the Drug Regulatory Authority, Public Health Programs, Scientists and Consumer Society to minimize ADRs.
- Providing updated Drug Safety Information to Health Care Professionals.
- To upgrade package insert and design appropriate package insert information and dissemination of information for marketing.
- Dissemination of information by designing proper education program to consumers
- To identify risk factors that may predispose, induce or influence the development, severity and incidence of ADRs.

## 5. **Evidence of Success:**

**Student initiatives:** Projects like IDEA point under IIC cell is first of its kind generating idea and

implementation of student ideology. FOCUS POINT – a social media platform enhances knowledge on community outreach activities. PANACEA INQUISITIVE a social media platform promotes knowledge on altered physiology and its impact on health.

The ADR monitoring center and Drug information center are established at college under departmental faculty expertise. ADRs monitoring is an essential need for the better health care and therefore the health care center should promotes the spontaneous monitoring, reporting, documentation and prevention of ADRs.

Collaborative projects like UBA national mission for rural village upliftment as part of MHRD-AICTE initiative was organized well with basic health and livelihood surveys.

Rural development is really important as it helps in flourishing the economy of India and helps in overcoming problems like illiteracy, unemployment and sanitation.

Many villagers are still unaware of different technologies; different things that they can explore and they still have an orthodox mind. These rural upliftment programmes help in development and improvement in the village and provide direction and certain strategies to the villagers in order to help them in their occupation and lifestyle.

The main aim is at changing the face of the countryside, and building a new outlook among the village folk.

**Year wise training and field activities list**

| S. No | Year | Awareness  activities |
|-------|---------|-----------------------|
| 1 | 2016-17 | 0 |
| 2 | 2017-18 | 0 |
| 3 | 2018-19 | 0 |
| 4 | 2019-20 | 12 |
| 5 | 2020-21 | 33 |

**List or year wise Collaborative research activities**

| S. No | Year | Collaborative field activities |
|-------|---------|-------------------------------|
| 1 | 2016-17 | 0 |
| 2 | 2017-18 | 0 |
| 3 | 2018-19 | 0 |
| 4 | 2019-20 | 1 |
| 5 | 2020-21 | 2 |

**6. Problems Encountered and Resources Required**

- Maintaining equilibrium between research and academia.
- Identifying and working on live projects with expertise
- Expertise/training in technologies and advancements.
- Institutional network beyond the academic sphere.
- Development of scientific protocols and simple, reliable methods

**Resources provided**

- Online platforms for information dissemination
- Rural awareness camps and field activities

**Other Best practice:**

**Title of the practice: Employability skills and campus recruitment training**

- Make the most of opportunities within studies to develop employability skills, e.g., through group project work, presentations, Internship, industry and community project units and mentoring programs.
- Project works helps the students in coming up with newer ideas.
- Industry visits by students into various factories and manufacturing plants so as to understand the processes and the work that goes on in them. These Visits are insightful for students interested in pursuing jobs in the core fields of pharmaceutical companies and provide the students with a glimpse of the path ahead.
- There are extracurricular activities such as club activities and sports, public speaking, and community activities, where it provides evidence of skills for job applications.
- Personal attributes that contribute to overall employability include commitment, adaptability, honesty and integrity, reliability, ability to deal with pressure, motivation, and cultural fit with the employing organization
- Communication skills, Team work skills, problem-solving skills, planning and organizational skills, learning skills, and self-management skills.
- To prepare students to face the challenges of the shortlisting process during Campus Recruitment. Our training aims at bridging the gap between corporates requirements and student's knowledge and skillsets. The training would guide students to be better placed by providing the right module of training that meets the industry needs and also by improving the employability skills of students.

We have organized Training webinars in various fields to achieve the below listed points.

- Enhance and improve employable skills.
- The ability to communicate effectively with coworkers, employers, clients and customers, friends and family members.
- The opportunity to enhance organizational skills.
- Improve Personal and professional effectiveness.
- Increased efficiency and leadership skills to improve team results.
- Gaining the ability to recognize symptoms of stress and learning management strategies.
- Sports activities In keeping with the theme of the benefits of sports for students, it is important to understand that teams provide more than just a fun place to hang out with friends and kick or toss a ball around.
- Team sports provide an outlet for students outside of their classrooms and homes. It provides a way to channel their talents, and exert themselves in ways that they otherwise could not have in a classroom or at home.
- Furthermore, the idea of team sports for kids presents opportunities for students to work together toward a common goal, which is usually to win the game.
- But regardless of the outcome of a sports game, the real goal is for a student sports team to develop respect for one another, and to learn about each other.
- These skills developed during team sports activities will undoubtedly help these students both in academics and professionally later in life.
- Mentorship programs allow students to take ownership of their own personal and professional development. Rather than feeling stagnant in their studies, the exercise growth of students through their relationship with a mentor and have a trustworthy resource with whom to consult for the

advice. This helps to improve retention and create cost-effective and scalable program for their career development

- In an effort to level the playing field by sharing opinions, knowledge and ideas, mentorship programs can help improve diversity in leadership. The sole existence of a successful program can serve to better attract, and of course, retain the students from all different backgrounds and walks of life.
- The communication goes both ways, so mentors can also learn from their mentees through knowledge sharing. For example, employees across generations will be paired together, which means that younger generations can teach the older generations about new technology and upcoming trends while the older generations can share best work practices and help inform values. Through these programs, there is a deepened connection between employees and management.
- Through bonds between people that may have never otherwise interacted, mentorship programs help to build intra-organizational personal relationships. They facilitate a collaborative learning environment and knowledge sharing between departments. This translates to more well-rounded students who can grow their skillset and increase their expertise.

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

## 7.3 Institutional Distinctiveness

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

**Response:**

The Institution has standard vision, mission, and quality policy oriented towards the holistic development of the student as evident from the admissions. St. Pauls college of Pharmacy (NBA accredited) is the premier institute and preferred college with a nearby 75 % of the seats filled from the top 30% of Engineering Agricultural and Medical Common Entrance Test (EAMCET) qualified students. The focus is to impart quality education and overall development of the students. The Institution has framed its vision, mission, priority and thrust to be focused on:

- To impart reliable education in the wing of pharmaceutical sciences
- To inculcate value based education that supports health care domain.
- To strive hard and conduct quality interdisciplinary research with recent technologies.
- To foster the health care sector by producing reliable and efficient pharmacy professional and contribute developing pharmanation.

The institution objectives are achieved by conducting various activities which include:

1. **Street cause:** The prime motto of the institute include " a thought leading life with cause"

Street Cause is the largest Non-Government Organization (NGO) run by students in the state of Telangana in which 'Street Cause ST. Pauls Unit' as a division. This unit started in 2017 undertaking the causes of the underprivileged sections of the society such as orphans, street children and elderly people. The awareness activities like health & hygiene and educating children in the slums, teaching of life skills for better life are taken up providing career guidance to students in govt schools and colleges by conducting classes based on their area of interest.

The objective is to render services to the needy through activities undertaken by the five departments as follows:

- Education Department
- Old age homes and Orphanages Department
- Environment Department
- Women Empowerment Department
- Social Impact Department

**2.NPTEL/MOOCs Courses:**

To develop self-learning skills, students are encouraged to obtain a certification in online courses before completion of the programme from reputed agencies such as NPTEL, Courser and to enhae academic knowledge on latest topics, faculty are encouraged to complete one MOOC for each semester. During the last three years, 80 Faculty members and 200 Students have completed NPTEL certification courses.

**3. TASK certification/ Climed research solutions clinical training**

The TASK(Telangana association of skills and knowledge) has partnered with institute and encouraged students with hand on training in entrepreneurship development. The Climed research solutions has imparted training in clinical drug development and clinical drug monitoring aided in practical disease management and awareness.

**4. Pharma-socio hands**

To inculcate the qualities of empathy, generosity, kindness and charity, Pharma socio hands was initiated. It is a student initiative to support needy peers with a voluntarily contribute and a matching amount is added by the Management for support of food, education & clothing.

**5. Course triads and E-learning facilities**

The Institute has always been a leading and dedicated institution in serving the health care sector. The education environment of St. Pauls innovation promises to reinvent and provide sustainable integrated creative models of teaching, learning, research, innovation, practical and extension activities. The distinctiveness is abided to our multidisciplinary approach of "Cognitive and Distinguished education SPCP triad" or "Education-Outcome Triad SPCP"

The domain is based on the reinforcement and mobilization of four critical step wise organization to develop education structure under success factors and functions including

7. **Excellence in Institutional Academics:** The value added experience and health industry based

approach is based on the high quality of academic excellence. The requirements of pharma industry are achieved by designing the curriculum standards and effective teaching learning methodologies with ethical values. This curriculum enables the growing pharma industry for a better place. The students have secured national level fellowships and qualified state level entrance exams to secure post graduate position in colleges.

## 8. Excellence in Practical Knowledge Based Approach in Research:

The Institute's fosters a practical approach for the live projects determining major research. The integrated knowledge, practical and supportive teaching is a commitment in itself to offer a quality research, high impact publication, and patent or startup activity. The R & D Cell of the institute is composed of high level equipment's and software's that facilitates the academic and sponsored projects.

During the pandemic, virtual labs and e course materials along with the e yantra app were launched to enable live training

## 9.Expertise in Ability Driven Approach in Innovation, Research and Entrepreneurship

The institute has provided platform for the entrepreneurs and startup foundation to develop their ideas into a commercial product. The students are encouraged to participate in various idea hackathons/workshops and the best ideas are rewarded. The lab infrastructure with advanced equipment's enables to work on live projects. The SPCP innovation hub encourages the stakeholders to incubate the idea and transform into viable project with the seed money and infrastructure. The Entrepreneurship cell works on igniting the excitement in the young brains to produce innovation providing basement for the startup and quality products to fight diseases.

## 10. Exponent for Overall Development of a Personality with Global Vision and Societal Responsibility:

The students are encouraged in Co-Curricular Activities (CCA) by IPASF, SIP that helps to enhance all round personality development to face the challenging world and enable to lay strong future. The Career guidance cell, Personal counseling and training are imparted through a good MentoringS center.

## 11. Student Governance

Every college level and department level committees of SPLP have involved student governance and representation. Students having leadership skills will be involved in student chapter activities; those having art and cultural knowledge in related clubs; service minded students will be involved and lead the team of communal outreach activities; many students have been associated with leadership programs. Every major or minor event including conferences, webinars, and awareness programs always includes student coordinators.

| File Description | Document |
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| Link for appropriate web in the Institutional website | View Document |
| Link for any other relevant information | View Document |

# 5. CONCLUSION

## Additional Information :

St. Pauls College of Pharmacy has bagged many appreciations and awards like letter of appreciation and letter of recognition from ozone hospital; appreciation awards from Indo-african international conference; appreciation certificate from Trinity Pharma Lab; appreciation certificates from KIMS hospital kondapur; appreciation certificate and recognition from TASK; appreciation certificates from APP; certificate of appreciation form Wellbeing Out of Waste (WOW);certificate of appreciation form Avenida Innovations; recognition from UBA and IIC, certificate of appreciation form Climed Research Solutions, certificate of appreciation form Manav; letter of appreciation from IPA-SF and UG Program accreditation from NBA and many more.

Association of Pharmacy Professionals (APP), Local branch, Hyderabad and the National Service Scheme (NSS) unit functions to promote a sense of community service. As a part of Unnat Bharat Abhiyan, SPLP has adopted 5 rural villages and contribute to technology development and customization with respect to sustained agriculture and employability. The college has adverse drug reaction (ADR) monitoring centre (AMC) which focuses on ADR reporting. With the help of Institution Innovation Cell (IIC), incubation centre and entrepreneurship cell of SPLP encourages students and faculty to think beyond class room and grow in a comprehensive moto of out come based education (OBE). This moto can be enriched by the organization of seminars, guest lectures, conferences and workshops etc.

In order to promote health care services, pharmacy practice department of SPLP strives hard to conduct health camps, blood donation camps etc. in assoiciation with KIMS hospital, Ozone hospital NSS Cell and IPA-SF

In association with Telangana Academy of skill and knowledge (TASK), SPLP conduct life skills, employability skills, communication skills workshops for career guidance in pharmacy profession.

In conclusion with the help of dedicated faculty, state of act infrastructure, well-equipped laboratories, resourceful library, experimental animal facility, SPLP have been nurturing the students with quality OBE and overall development. College believe in proactive leadership of stakeholders and team work in order to achieve further heights.

## Concluding Remarks :

SPLP has become the torch bearer in providing student-centric pharmacy education. The collaborative strategies opted by the college resulted in outcome based approach by students, faculty and other stake holders. This mission certainly helps the young budding pharmacists to grow as an intellectual, emotional, well behaved and skilled personnel. Students are taught adoptability, self motivation, self-dependent and self-driven towards building an integral health care system. The awards, recognitions and appreciations, including National Board of Accreditation (NBA) for UG Program received by the college show cases the ever increasing success of SPLP.

A strategic prospective plan for future academic years.

- To become recognized R&D centre

- Establishment of patent cell.
- Proud NAAC accredited institute
- Achieve Autonomous college.
- Make SPLP gain a self - driven professional brand image.