SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SRI VASAVI INSTITUTE OF PHARMACEUTICAL SCIENCES

SRI VASAVI INSTITUTE OF PHARMACEUTICAL SCIENCES PEDATADEPALLI, TADEPALLIGUDEM(POST), WEST GODAVARI DISTRICT, ANDHRA PRADESH-534101
534101
www.svips.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"Sri Vasavi Institute of Pharmaceutical Sciences" was founded in 2005 and is one of the top pharmacy colleges in Andhra Pradesh. Its 2.7 acres of lush green land have a built-up area of 6650.17 sq. mts. Since its establishment, the institution has made an effort to give its students a top-notch pharmacy education and to prepare them for the workforce. Ranked among the top 10 pharmacy institutions in Andhra Pradesh, Sri Vasavi Institute of Pharmaceutical Sciences is a shining example of excellence in the pharmacy sector. Every year, highly qualified staff help students to get into the best pharmacy colleges in their masters and to pursue their career in MNCs. Among the pharmacy colleges in the state today, SVIPS stands out owing for its multiple floors facility with top-notch laboratories, library that radiates knowledge, audiovisual classrooms with plug-and-play ambience, indoor stadium, seminar halls, auditorium, garden and parking facilities. Students from different districts in Andhra Pradesh are drawn to SVIPS to pursue high-quality pharmacy education. The governing body of SVIPS is composed of prominent individuals with skills, such as businessmen, and philanthropists, who contribute their talents for further growth of organization. In addition to being approved by the Pharmacy Council of India (PCI), New Delhi, and the AICTE, SVIPS is associated with Andhra University. SVIPS is one of the top 5 colleges affiliated with Andhra University. It offers career assistance and has a high success rate on University exams. SVIPS is a distinguished pharmacy institution that offers top-notch research facilities and well-equipped laboratories to satisfy the demands of academia, research and industry. There are now 30 faculty members, 24 non-teaching staff members, and 444 students enrolled at SVIPS. SVIPS provides a range of pharmacy courses, including UG (B.Pharm) and PG (M.Pharm) programs with three specializations (Pharmaceutics, Pharmaceutical Analysis and Pharmacology). The Institute has a clear mission and vision, as well as well-defined plans for achieving the program's goals. The policies for the effective administration and correct execution of the educational institution are determined by the Governing Body. The college's website, www.svips.ac.in, is well-designed with e-cap, updates regarding exams, events and feedback.

Vision

To become an eminent Institute of Pharmaceutical Sciences catering to the global health care needs.

Mission

- Provide quality Pharmaceutical Education by collaborating with Research Institutes and Industries.
- Nurture Team spirit, Professional skills and Ethics among the students.
- Establish state-of-the-art R&D facilities and Incubation centers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A strength is considered as an advantage that college possess, which aids in achieving its objectives.

- A prestigious institution with 19 years of distinction
- Offers Pharmacy programmes recognized by PCI and affliated with Andhra University.
- Exceptionally skilled, committed, and dedicated teachers
- Superior Facilities for the Infrastructure (Building, Transportation, Sanitation, Drinking Water, etc.)
- Modern laboratories
- Students have a firm understanding of the course's objectives and outcomes.
- The course content imparts professional skills and improves analytical abilities.
- The College collaborates with professionals in the field to offer value-added courses.
- The organization is equipped with resources to support research projects.
- Maintainance of animal house approved by CCSEA.
- The library has excellent resources that are automated, well-stocked, and spacious.
- Help for slow learners who need remediation.
- Installed 80 CC cameras for security and strict vigilance.
- Have MoUs of around 23 with Pharmaceutical Industries, Colleges and One Coaching Institute.
- A ISO-14001-2015,ISO-50001-2018,ISO-21001-2018 Certified institution,
- Equipped with LCD projector facility, 24 x 7 *wifi* facility and LAN facility & smart class rooms with interactive panels.
- Combined teaching methods (Experiential learning,Seminars,Webinars, etc)
- Special classes and Mock tests for GPAT, NIPER, PGECET for third and Final year students.
- Promotes and encourages teachers to apply for Ph.D. programs.
- A decent level of faculty retention.
- Possesses advanced machinery such as HPLC (Shimazdu), UV-Visible Spectrophotometer (Labindia) and Dissolution apparatus (Labindia) etc.
- Around 50 different types of medicinal plants are found in medicinal plant garden.
- Library has 1319 titles, 6965 volumes, 8-National & 6-International Journals(Print), Periodicals-12, Back volumes-352,150 CDs, E books from DELNET, K-NIMBUS, NDLI and 04 daily newspapers.

Institutional Weakness

An internal improvement is necessary for a weakness. The institution is unable to take advantage of a good opportunity as a result of these problems.

- The Management was further burdened by the Pharmacy Council of India's abnormal increase in regulatory fees for affiliation renewal.
- Insufficient cutting-edge research facilities.
- Insufficient foreign programs and support services.
- The AICTE has awarded scholarships for GPAT rankers to students accepted into the M.Pharm program. In 2023, AICTE ceased providing scholarships to eligible GPAT students without securing funding from any other government agency. As a result, pharmacy students who meet the eligibility requirements have been denied their scholarships, which has resulted in a decrease in postgraduate admissions when compared to previous years.
- Fewer Pharmaceutical companies located around Tadepalligudem, making them less accessible for business partnerships and exposure.
- Assistance from funding organizations like UGC, AICTE, CSIR, etc. is moderate.

- Lack of admissions from overseas.
- Lack of ties with overseas universities.
- The Institute lacks flexibility and creativity in curriculum design because it is an affiliated college of Andhra University and has a uniform syllabus that must be followed, framed by the Pharmacy Council of India.

Institutional Opportunity

- Greater chances of obtaining Government funding for research projects and adding new courses to SVIPS after receiving NAAC accreditation.
- The chance to create teaching and supplemental credential programs exists.
- Opportunity for improvement to work with more universities and the pharmaceutical industry on projects, internships, and training programs for B.Pharm students.
- Student's average pay packages might be enhanced.
- Become the area's center for innovation and research.

Institutional Challenge

- With the goal to boost students employability, students acquire communication skills and personality development.
- Enhancing Academic Proficiency in Line with the quickly changing needs of Industry.
- Enhancing workplace relationships to secure funding for sponsored research projects.
- Bridging the gap between Industry and Academia is something that is challenging in order to meet the current demands of the Industry.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Vasavi Institute of Pharmaceutical Sciences was founded in 2005. SVIPS is one of Andhra Pradesh's top Pharmacy colleges, committed to providing elite Pharmaceutical Education and preparing students for the workforce. After nineteen years of dedication to rural students, the institute is advancing toward its mission.

Affiliated with Andhra University and approved by AICTE and PCI, the Institute offers B.Pharmacy and M.Pharmacy programs in Pharmaceutics, Pharmaceutical Analysis, and Pharmacology, with syllabus framed by PCI. It follows the AU academic calendar for effective syllabus delivery and guides students to undertake certificate courses and Massive Open Online Courses (MOOCs).

The Examination Cell and Academic Committee design schedules for academic activities, including internal exams. In addition to the curriculum, the institute provides exposure through industrial visits, field trips, and training programs on soft and technical skills. It offers computer and internet facilities to support academic

content delivery and project literature searches.

Research methodology training and literature survey guidelines are also provided. The Training and Placement Cell organizes lectures by industry experts to develop employability skills and facilitates student training at pharmaceutical industries through MOUs. A structured feedback system is maintained to gather stakeholder input, helping to bridge academic gaps and enhance institutional infrastructure.

Teaching-learning and Evaluation

Sri Vasavi Institute of Pharmaceutical Sciences is dedicated to excellence and quality improvement, ensuring merit-based admissions in line with Government reservation laws. The Academic Calendar from AU directs the planning and execution of teaching, learning, and assessment activities.

Mentoring programs address social, academic, and personal stress, with extra attention given to both slow and advanced learners. Remedial sessions with tutorials and homework support slow learners, while advanced learners are encouraged to enroll in SWAYAM and MOOC courses, participate in research competitions, and set ambitious professional goals. A student-centric approach incorporating project work, seminars, and group discussions supports overall development.

The college maintains a 15:1 student-teacher ratio, enabling strong engagement between students and teachers. ICT is extensively utilized, with educators using interactive whiteboards to promote dynamic learning experiences. Most faculty positions are occupied by full-time instructors with strong academic backgrounds. Rewards are given for academic and research excellence.

Subscriptions to e-journals from DELNET, Library journals, NDLI, K-NIMBUS and other resources support literature reviews and effective teaching. Students receive training and practice exams for qualifications like GPAT, PGECET, and NIPER. The institution has maintained a high pass rate (above 90%) over the past five years, reflecting effective instructional, learning, and assessment techniques.

Research, Innovations and Extension

The Institute is highly focus on the Research, Innovation and Extension activities of an Institution. Sri Vasavi Institute of Pharmaceutical Sciences has established a Research and Development cell for extending the solidarity support for the faculty and students to carry out various research projects.The incentives are offered for the research articles that are published in the UGC care listed journals. The institute has produced over 39 publications in the reputed journals, since 2019. The faculty members have aimed to equip themselves by conducting and attending national and international seminars, workshops and conferences. An innovative ecosystem has established by the institution to encourage the students for unfolding their talents and creativity, to foster the knowledge among the students and the faculty as well. The centers for research, community outreach, social involvement, entrepreneurship enables its accomplishment. The entrepreneurship development cell focuses on supporting students to foster knowledge with creativity in becoming pharmaceuticals,healthcare entrepreneurs by conducting various seminars and training programs in terms of leadership, entrepreneurships, & communication skills as well. Moreover college has extended various outreach programs in its adopted villages aimed to help people that can enable the students to build their skills for empowering themselves and help villages to help themselves. Various outreach programs include Medical camp-Program on health awareness, Plantation program- to overcome global warming, suicide awareness program- to build humanity

among the heart and minds of the students.The effective function of IPR cell fostering the students to enable knowledge about intellectual property rights, Patent filing and publication as well.

Infrastructure and Learning Resources

Sri Vasavi Institute of Pharmaceutical Sciences covers 2.7 acres with total built up area of 6650.17 sq. mts. The College features distinct areas for Administration and Academic Departments. The campus includes 09 classrooms, 16 state-of-the-art laboratories, and a seminar hall, each equipped to support traditional lectures and practical sessions. Classrooms are fitted with ICT tools to enhance the blended teaching and learning experience. Additional facilities at the college include faculty rooms, an auditorium, student hostels, and residential quarters for non-teaching staff. To foster overall student development, the college offers excellent sports and recreational amenities, including a cricket ground with a well-maintained pitch and 03 practice nets, a basketball court, and 02 wooden shuttle courts. The college library boasts a vast collection of 6965 books,1319 titles and 14 journal subscriptions, along with DELNET, NDLI, K-NIMBUS access covering various disciplines. It also provides several e-books, e-journals, and other e-resources. ICT facilities and updated computing equipment are available for both academic and administrative needs. Hostels for both boys and girls are equipped with computers and internet access to help students use various resources. The institute is accessible from different parts of the city via over 80 buses, which are available for students, faculty, and staff. The college maintains clear policies and procedures to ensure effective management and use of financial resources for the upkeep and enhancement of its physical and academic infrastructure.

Student Support and Progression

Sri Vasavi Institute of Pharmaceutical Sciences (SVIPS) is dedicated to the holistic development of students from admission to placement, offering a comprehensive range of facilities and support systems. The Dean of Student Academic Affairs and the Welfare Department manage student life aspects, including hostel facilities, scholarship support, security, mentorship, and academic monitoring to ensure well-being and success.

SVIPS encourages physical and mental health through cultural activities organized by the Sakala Club and sports and fitness programs coordinated by Physical Directors, Gym Trainers, and Yoga Trainers, especially during Pharma Week, Sports Day, and National days.

From the first year, SVIPS provides personality and communication skill development training. In the third and fourth years, students receive career guidance, computer programming skills, and competitive exam preparation from industry experts, alumni, and through Campus Recruitment Training (CRT) programs. The curriculum includes GPAT and NIPER coaching, and students must complete at least one MOOC course to strengthen their resumes.

The Placement Cell Officers facilitate regular placements and manage MOUs with organizations and industries. SVIPS fosters competitive behavior by awarding the Best Student each semester and the Best Outgoing Student. Students also participate in academic, social, and administrative committees, including the Internal Quality Assurance Cell (IQAC), Internal Complaints Committee, Anti-Ragging Committee, Institutional Student Grievance Redressal Committee, and the National Service Scheme (NSS). This involvement ensures students have a voice in institutional processes and promotes their holistic development.

Governance, Leadership and Management

Sri Vasavi Institute of Pharmaceutical Sciences promotes inclusiveness and decentralization in decision-making through a collaborative governing body of esteemed Academics, Industry professionals, and Business leaders. The Institution's vision and mission align with both short-term and long-term goals, supported by a strategic plan with clearly defined objectives. Daily tasks, resource distribution, and stakeholder participation are managed systematically. Many committees were evolved to serve the organization including students involvement.

The college employs an e-governance system for administration, finance, student activities, and examinations, with student attendance, fee payments, and marks processed via the e-cap system by WEB PROS software. Staff compensation includes competitive salaries, performance-based bonuses, annual raises, and promotions. Non-teaching staff receive ESI, while both teaching and non-teaching staff are provided with provident funds and paid leave for maternity and medical needs. Additionally, it offers chances for yearly raises and promotions dependent on worker performance and the expansion of the company as a whole.

Financial assistance is available for teaching staff attending conferences and workshops, with 10,10, 10, 8, and 5 staff members supported in the academic years 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24 respectively. Staff development is further supported through Faculty Development Programs (FDPs), with two FDPs held annually featuring prominent speakers from Academia and Industry.

The college maintains a transparent financial system with both internal and external audits. The Internal Quality Assurance Cell (IQAC) continuously improves educational quality, organizing annual meetings to discuss and implement quality policies.

Institutional Values and Best Practices

The institute focuses on "Institutional values and best practices", emphasizing national development, global competencies, value systems, and technology use. SVIPS shows its commitment through various initiatives. Gender sensitization workshops, awareness programs on health issues such as PCOD and challenges faced by adolescent girls illustrate the institution's dedication to gender equity. Safety measures include CCTV surveillance, an anti-ragging cell, and a grievance cell to ensure the well-being of students and staff. CCTV surveillance is continuously monitored for the safety and security of students.

SVIPS promotes environmental sustainability by installing solar panels, LED lights, BLDC fans, a biogas plant, and conducting energy audits. Water conservation measures include rainwater harvesting, borewell recharge, sewage water treatment, utilizing RO waste water for gardening. SVIPS is located in 2.7 acres pollution noise free lush green campus.The college campus features a medicinal plant garden and implements waste management practices,a compost unit & biogas plant.

Accessibility is a priority, with facilities such as wheelchairs, ramps, and special toilets for divyangjan. Community engagement is promoted through NSS programs, including blood donation camps, plantation drives, and cancer awareness rallies. The college executes environmental audit and energy audit to raise awareness about environmental issues, and promotes the use of renewable energy. The institution organizes CRT programs, skill development programs, alumni interactions to empower students. SVIPS also celebrates national and international days and festivals to foster patriotism & cultural awareness.

SVIPS effectively integrates environmental, ethical, and community-focused practices, supporting national development also enhances student's global competencies maintaining a supportive and inclusive environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VASAVI INSTITUTE OF PHARMACEUTICAL SCIENCES
Address	Sri Vasavi Institute of Pharmaceutical Sciences Pedatadepalli, Tadepalligudem(Post), West Godavari District, Andhra Pradesh-534101
City	Tadepalligudem
State	Andhra Pradesh
Pin	534101
Website	www.svips.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Bhaskara Raju Vatchavai	08818-284734	9491352334	08818-284322	svipscollege@yahoo.co.in
Professor	Narayana Raju Padala	08818-284558	9177674488	08818-284322	office@svips.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

State	University name	Document
Andhra Pradesh	Andhra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	27-05-2014	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	08-11-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Vasavi Institute of Pharmaceutical Sciences Pedatadepalli, Tadepalligudem(Post), West Godavari District, Andhra Pradesh-534101	Rural	2.7	6650.17

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Pharmacy,	48	Inter or Diploma	English	110	94
PG	MPharm,M Pharmacy,Pharmaceutics	24	B.Pharmacy	English	9	9
PG	MPharm,M Pharmacy,Pharmaceutical Analysis	24	B.Pharmacy	English	12	4
PG	MPharm,M Pharmacy,Pharmacology	24	B.Pharmacy	English	9	0

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				12				13			
Recruited	5	1	0	6	5	7	0	12	4	8	0	12
Yet to Recruit	0				0				1			

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				12
Recruited	12	0	0	12
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				12
Recruited	0	12	0	12
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	1	0	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	5	7	0	4	8	0	24
UG	0	0	0	0	0	0	0	0	0	0

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

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Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	2	3	0	5

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	80	0	0	0	80
	Female	337	0	0	0	337
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	15	0	0	0	15
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	5	3	1
	Female	10	11	10	14
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	0	2	1	1
	Others	0	0	0	0
OBC	Male	9	6	12	9
	Female	37	40	33	31
	Others	0	0	0	0
General	Male	8	17	7	11
	Female	33	32	44	52
	Others	0	0	0	0
Others	Male	0	2	3	1
	Female	10	8	6	6
	Others	0	0	0	0
Total		107	124	120	127

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As part of the NEP 2020's emphasis on multidisciplinary and interdisciplinary education, the integration of pharmacy courses into UG programs reflects a progressive approach to higher education. Institutions are improving students academic and professional skills as well as creating a more comprehensive and integrated learning experience by making these courses required. Through the development of skills and knowledge that are applicable to a wide range of disciplines and careers, this project equips students to meet the needs of a world that is changing quickly. The importance of pharmacy education across other disciplines is becoming more widely acknowledged. Traditionally,

	pharmacy education was thought of as a specialist field that focused on the science and practice of medication. This program equips students for a variety of careers, including healthcare, in addition to meeting the demand in that industry. Institutions are adopting a more comprehensive educational perspective that is in line with the NEP 2020's emphasis on interdisciplinary learning by making pharmacy-related courses required for all UG students.
2. Academic bank of credits (ABC):	All those enrolling for the 2021–2022 academic year will receive ABC IDs per the directive from the Indian government. Subsequently, the Institute registered on the National Academic Depository Portal, making it simple for employers and higher educational institutions to access. We have also selected the templates for the Mark's memos, and we are now putting student mark memos into the national academic depository. Students can now verify their credit deposits and access their accounts using their ABC IDs.Our reliance on the national academic depository will terminate immediately, and we will no longer provide students paper documents.
3. Skill development:	Sri Vasavi Institute of Pharmaceutical Sciences, located in Pedatadepalli, Andhra Pradesh, is conducting skill development programs aimed at enhancing soft skills such as management, collaboration, interaction, teamwork, growth in personality, and life skills. To this end, the college offers annual skill development courses for B. Pharmacy and M. Pharmacy students. PCI has added communication and English language sessions to the first semester of the B.Pharmacy program in order to enhance soft skills. To further assist students in honing their skills and securing jobs in the business sector, the college started hosting a variety of classes, conferences, and guest talks on contemporary subjects.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	For its innovative approach to incorporating Indian knowledge systems into contemporary teaching, SVIPS College is at the front of educational innovation. The academic learning process at SVIPS is rich and comprehensive since the culture and knowledge of India are effectively incorporated throughout the curriculum. Every student's academic journey is enhanced at SVIPS College by the lively

	reality of the integration of Indian knowledge systems into education, which goes beyond mere theory. It reflects a dedication to quality, enhancing cultural diversity, and educating future leaders who are both profoundly influenced by their Indian background and globally capable.
5. Focus on Outcome based education (OBE):	In the Institution, outcome-based education is given first importance. This Institution is putting outcome-based education into practice by outlining its vision, mission, educational objectives, program outcomes, specific outcomes, and course outcomes in detail. Every faculty member prepares the course file with the intended results for each course they are teaching in mind. Even before the students enter the lesson, the intended learning outcomes are made very obvious. The primary goal of student assessments is to determine the degree to which desired results have been attained. Every semester, goals and procedures are evaluated and, if needed, redefined or updated based on the attainments. The Institution's entire range of operations is focused on achieving the desired results.
6. Distance education/online education:	No approval has been issued to the the institution to begin offering online or distance learning courses. On the other hand, the institute is pushing massive open online courses to improve the student organization's capacity for lifetime learning. The curriculum requires participation in massively open online courses. It is highly recommended that employees choose MOOC courses offered by Swayam, for which they will receive reimbursement from management.

Institutional Initiatives for Electoral Literacy

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes, Sri Vasavi Institute of Pharmaceutical Sciences established an electoral literacy club with the goal of promoting civic education, voter education, and the right to take part in the political process from a young age in order to help foster the growth of an engaged and democratic citizenry. The electoral literacy club has created a forum for engaging college students in engaging, practical experiences. The main goals of the events are to make participants aware of their |

	voting rights and educate them with the registration and voting procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, Sri Vasavi Institute of Pharmaceutical Sciences has established an ELC, consisting of Professor and student coordinators, in compliance with the stipulated guidelines. The ELC Student Coordinators are Ch. Venkatrao (B.Pharm), B. Kedareswari (B.Pharm), G. Mercy (B.Pharm), Ch. Annavaram (B.Pharm), D. Veeranjaneyulu (M.Pharm), and P. Anush Kumar (M.Pharm). The ELC Faculty Coordinators are Dr. X. Antro Jennie, Professor, and Mr. J.N.B. Indusekhar, Assistant Professor. The ELC has already carried out programs for all of the pupils that include voter literacy awareness training. Additionally, in collaboration with the panchayat, our institution's Election Literacy Cell (ELC) has scheduled programs to promote electoral literacy in the neighboring villages.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Every year, the ELC at Sri Vasavi Institute of Pharmaceutical Sciences hosts a number of awareness camps where Mandal Revenue Officers (MROs) provide students advice on how to exercise their right to vote. A seminar on "Voter Awareness and Education" was organized on November 21, 2023, and the Revenue Division Officer (RDO) and Mandal Revenue Officer (MRO) attended. Returning officials and tahsildars should enlighten the students about their rights and the voting procedure.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	To increase public awareness of the significance of voting literacy and democratic ideals, the Sri Vasavi Institute of Pharmaceutical Sciences - ELC teamed up with the NSS unit and planned a rally. volunteered during the election and worked with the relevant state authorities as well as the Gram Panchayat in the institution's neighborhood.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Nearly 95% of the approximately 500 students enrolled at the institute are eligible to vote. Students now have all the information they need from ELC to register to vote using Form 6.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
444	441	428	438	429

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 50

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	30	31	31

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
56.22	70.75	23.65	26.28	20.67

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

1.1.1 Curriculum Planning and Delivery.

Sri Vasavi Institute of Pharmaceutical sciences (SVIPS) embraces the curriculum implementation very effectively. SVIPS offers two programs such as B.Pharmacy and M.Pharmacy with three specializations i.e., Pharmaceutics, Pharmaceutical Analysis and Pharmacology. The curriculum is framed by Pharmacy Council of India (P.C.I) and implemented by Andhra University (A.U).

At the beginning of the academic year, Institutional Academic and Event Calendar is created based on that of Andhra university's Academic Calendar, to ensure the smooth operation of the Programs throughout the year. The institution conducts Co-curricular activities, such as seminars, guest lectures, workshops, and industrial visits on regular basis. Students participate in conferences, competitive exams, Practice school, small research projects, articles publication and add-on certification courses.

We have a well-organized academic program that comprises lesson plans, course files, academic plans, remedial measures for slow learners, and ongoing internal assessments for the relevant programs in accordance with academic calendar.

A well-planned timetable for the curriculum and examination schedule is prepared by the Exam cell and Academic Committee members. Prepared academic time tables are posted on the notice board. Workload distribution is assigned to each faculty members basing on their designation for both theory and practicals. Based on the subject allotment, each teaching staff creates a course file containing a teaching plan, course material, university question papers and multiple choice questions. The students centric methods such as experiential learning, group discussion during practical hours, problem based learning are adopted for effective curriculum delivery to cultivate critical thinking, creativity and practical skills that will prepare students for the future aspects.

The institute has a well-established feedback system for stake holders. The course curriculum is developed and implemented in transparent manner to ensure that the content is up to date, relevant, and accurate.

Assessment:

The institution follows the Pharmacy Council of India regulations for awarding of marks in internal assessment. The Exam Cell ensures that every question paper is prepared according to OBE system and the question papers are sent to the exam cell mail before exam. Evaluated answer papers are distributed in the classroom to address any clarification before posting in ECAP.

The external (University) exam schedule announced by the Andhra University will be circulated among the students and the scheduled examinations are conducted in the proper way according to norms.

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

1.2 Academic Flexibility

1.2.1

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

Response: 23

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 47.71

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online

courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
188	313	220	101	218

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum has integrated a variety of course types to address cross-cutting issues like gender, environmental sustainability, human values, and professional ethics. While some courses focus on developing professional skills, others aim to instill human values and environmental sustainability, ultimately resulting in the holistic development of students.

Professional Ethics: A variety of courses that improve knowledge and dynamics in professional, ethical, and social certainties are included in the curriculum, including Pharmaceutical Jurisprudence, Hospital Pharmacy, Quality Assurance, Pharmacy Practice, Social and Preventive Pharmacy, etc. In addition, students take a course called Pharmaceutical Jurisprudence (BP505T), which teaches them moral principles that pharmacists should follow when doing their professional practices. The curriculum also includes thorough instruction on how to avoid animal cruelty by following the CCSEA Guidelines when doing animal studies, breeding, and stock management. Through interaction with more experienced professionals, we impart to aspiring pharmacists the importance of maintaining a positive relationship with their jobs, trade, the medical field, and the pharmacy industry. The college offers first-year students a continual induction program that covers values and ethics. The orientation program increased the awareness of professional ethics among newly admitted students, with the ultimate objective being the preparation of ethically sound, skilled pharmacy graduates. In order to demonstrate our care and respect for the pharmacy profession, we celebrate World Pharmacist Day and Pharmacy Week and take the pharmacy oath.

Gender: Since the majority of students are female, the institution is known as "Girl Friendly." We are pleased to state that, since the college's founding, there has never been a single incidence of physical assault, harassment, or taunting. When comparing the ratio of female to male faculty members, including non-teaching Faculty, it is higher. The principles that foster peace and respect among students are the

main emphasis of mentoring. women's complaints The purpose of the reddressal cell was to support women and address grievances submitted by staff and students about both academic and nonacademic matters. Programs like Womens day celebrations and Menstrual health awareness are conducted among female students to create awareness regarding Physical and Mental Health.

Human Values: The college has consistently implemented socially conscious and service-oriented programs, which has instilled human values and professional ethics. Students and teachers participated in medical camps, blood donation events, and health awareness campaigns sponsored by NSS, among other events.

Environment & Sustainability: "Environmental science (BP206T)" is one of the curriculum's subjects. Students work on homework and theory in the same topic. Our NSS students remain in the neighboring villages when they come and educate the residents about the need of personal restrooms, clean water, protecting trees, and cultivating green vegetable creeper vines. With the support of NSS, the college hosts seminars, workshops, awareness programs, and other events with the goal of educating and raising students' knowledge of environmental and sustainability issues.

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

1.3.2

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

Response: 36.26

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

Response: 161

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

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant

bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 86.18

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

2023-24	2022-23	2021-22	2020-21	2019-20
107	124	120	127	133

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

2023-24	2022-23	2021-22	2020-21	2019-20
140	140	140	137	152

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 76.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
53	63	58	60	67

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

2023-24	2022-23	2021-22	2020-21	2019-20
78	78	78	75	83

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 15.86

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

By using student-centric techniques including experiential learning, active learning, and problem-solving methodologies, SVIPS aim to enhance student's learning capacities through creative teaching methodologies.

EXPERIENTIAL LEARNING

- Students are provided with access to equipment in order to enhance the practical knowledge they have learned in theory lectures.
- The curriculum's laboratory courses provide students with the opportunity to obtain real-world experience through the use of major instruments such as autoclave, dissolution apparatus, diffusion cells, flame photometers, UV-visible spectrophotometers, Soxhlet apparatus, Laminar air flow chamber, Tablet Punching machine, Bio Analyzer, HPLC, etc...
- To obtain practical experience: - field visits, internships, training, and project work are organized.
- To transmit professional development skills, notable individuals organize webinars, workshops, and guest lectures.
- In order to strengthen their group and teamwork skills, B. Pharmacy and M. Pharmacy final semester students are encouraged to do projects for six months to one year.
- Industrial tours are arranged on a regular basis to gain practical knowledge and engage with industrial professionals at places like MSN Pharma Ltd, Dr. Reddy's Laboratories, Goldfish Pharma Pvt Limited, Green Park Biosciences Pvt Limited, NATC Pharma Limited, and Seldom Pharma Pvt Limited.

PARTICIPATIVE LEARNING:

More interaction in learning is achieved by

- **Practice school:** A practice school is a 150-hour course that is delivered during the seventh semester of an undergraduate program to provide more practical knowledge on specific instruments or approaches.
- **Group discussions:** Group discussions are used to help participants create conceptual frameworks, practice problem-solving techniques, and express their own opinions on the concepts.
- **Journal Club:** Faculty and students get together to talk about research findings from a scientific publication published in a journal. For this Journal club, we're using our smart classroom.
- **Assignments**: Assignment topics are given to students in order to enhance their language proficiency and educational experiences.
- **Student seminars:** All of the institute's programs require students to participate in seminars.
- Eight ICT-enabled classrooms are equipped with web-based learning.

Content-based Resources:

- Digital libraries will use e-journals, e-books, and magazines to implement e-learning.
- We receive e-journal content through subscriptions to the K-NIMBUS, NDLI, Library journals and DELNET systems.
- CHEMDRAW ULTRA 7.0 software is used for pharmaceutical chemistry to draw structures.
- Our subscription to EX-PHARMA allows us for demonstrating animal research in pharmacology.

PROBLEM SOLVING METHODOLOGIES:

Students' problem-solving abilities are honed by involvement in a variety of activities, such as: Research; field work to fill in curriculum gaps; online courses such as MOOC; Mini Projects for B.Pharm.

Supportive classes and Quality enhancement of teaching: Promoting teaching ideas like supportive classrooms and Quality Enhancement Teaching (QET) through multidisciplinary lectures gives the students additional input.

Learning through extension activities: Students take part in outreach initiatives including donating blood, health awareness campaigns, NSS events, and planting trees. Students offer their time and plan events that foster leadership and teamwork.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 95.48

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	31	31	31	31

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 22.3

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

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

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

TRANSPARENCY

- Andhra University (AU) posts the program's structure on its **website.**
- Our **institution's examination Coordinators** and **Principal,** provide new students with comprehensive explanations regarding the examination scheme, evaluation process, and passing/promotion criteria in both internal and external exams during the first Student Induction Program, upholding the College's **policy of transparency**.
- The **academic calendar** details the start and end dates of classes as well as the internal and external exams for B. Pharmacy and M. Pharmacy programs.
- To ensure fairness and openness, the faculty in the institution creates **question papers** for internal tests based on an **outcome-based education system** only.
- In the event of laboratory exams, the assessment is predicated on **PCI guidelines**. The examination timetables are displayed on the college notice board.
- The **Examination Grievance Cell** maintains a register and is in-charge of handling relevant matters. Student complaints are directed to the University in order to ensure that the individual receiving the complaint receives a personal response. Mentors support students as they work toward their goals.

INTERNAL ASSESSMENT:

- The corresponding topic teachers review the **answer scripts** after the midterm exams are over.
- Following their **evaluation**, the students view and debate the answer scripts. When a student asks a question, the instructor answers it.
- In situations where a student obtains prior permission from the principal or is unable to attend a mid-examination due to a medical condition, we administer the **remedial exam** in accordance with the regulations.

EXTERNAL ASSESSMENT & GRIEVANCE REDRESSAL

- After the **AU examination results** are published and uploaded on the **official website**, the valuation process is concluded. Moreover, they are easily accessible and conspicuously posted on the campus bulletin board.
- If any **discrepancies** are discovered in the result sheet, they are carefully examined and, if required, forwarded to the university's examination coordinator for resolution. Students who have failed in their exams have the option to apply for **revaluation**, if they are dissatisfied with their marks.
- They need to send an application to the Examination Cell and the required supporting documentation in order to start the revaluation procedure.
- The Examination Cell assumes responsibility for the **grievance's follow-up** by composing a letter to the university's examination coordinator, enclosing any pertinent supporting documentation for additional handling.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

PROGRAMME OUTCOMES (POs) AND COURSE OUTCOMES (COs):

Declaratives known as Program Outcomes (POs) outline the abilities and responsibilities that graduates of any given educational program ought to possess. A course's knowledge, abilities, and attitudes are defined by its course outcomes (COs).

Three pharmacy specializations are available in M.Pharmacy program at our college: Pharmaceutics, Pharmaceutical Analysis, and Pharmacology. The website (**Svips.ac.in**) of our college shows each and every Program Outcome (PO) and Course Outcomes (CO's).

- For every program, we adhere to the syllabus and scheme set by the **Pharmacy Council of India**.
- The B.Pharm program consists of **54 courses** that are offered over four years in a semester format.
- The two-year, semester-based M. Pharmacy (3-Specializations) program consists of **19 courses**.
- There are two general categories for courses: theory and practicals. Approximately five COs will be assigned to each course, based on the number of units in the syllabus.
- **Lesson plans** are made at the beginning of each academic year. Before classes begin, each faculty member gives the students an explanation of the course structure and objectives.

• Testing and evaluation make the course objectives attainable. Exams (both theoretical and practical), assignments, and seminars demonstrate the attainment of CO's. To frame **CO-PO matrices**, the attained COs are matrixed with POs. Three correlation values were assigned to each PO, with 1 being Slight (Low), 2 representing Moderate (Medium), and 3 representing Substantial (High). These three tiers serve as a foundation of achievement against which the attained level is evaluated. The B.Pharmacy and M.Pharm assessment scheme is as follows.

Assessment is of two parts: **Internal** and **External**.

Periodic testing and evaluation conducted by the college during the course constitutes internal assessment, while university-wide exams constitute external assessment.

EVALUTION TOOLS:

Tools for Internal Assessment

TYPE OF COMPONENT	NATURE OF EVALUTION	TYPE OF EXAMINATION
Theory	First Sessional Examination	Very short, short and long answer questions
	Second Sessional Examination	
Practical	Daily evaluation	Attendance, Execution of experiments, maintenance of observation book, lab record, viva-voce
	Practical Examination	Synopsis, completed observation book, Major experiment, minor experiment, completed record, Viva-voce

Tools for Eternal Assessment (University End Examinations)

TYPE OF COMPONENT	NATURE OF EVALUTION	TYPE OF EXAMINATION
Theory	University End Theory Examination	Very short, short and long answer questions
Practicals	University End Practical Exams	Synopsis/Spotting, Execution of experiments through Major experiment and minor experiment, interpretation, data analysis, Viva-voce.

For both B.Pharmacy and M.Pharmacy programs, we adhere to a credit-based system. A minimum of 208 and 95 credit points are needed to be awarded for the B.Pharmacy and M.Pharmacy programs, respectively.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The achievement levels are determined by taking into account the typical performance levels on the university examination. The measurement of attainment level is based on the results of internal assessments as well as university examinations.

The achievement levels are established by accounting for the average performance levels on the university examination. Both internal evaluation results and university exam results are used to calculate attainment level.

- **PO attainment:**

A student's actual proportion of marks earned is used to calculate their attainment.

- **CO attainment:**

Attainment Level 1: 55% students scoring more than University pass percentage marks.

Attainment Level 2: 65% students scoring more than University pass percentage marks.

Attainment Level 3: 75% students scoring more than University pass percentage marks.

FOR B. PHARM: The completion of industrial training, practice school, and project work is required in addition to internal assessments and end-of-semester exams for COs and POs. Two sessional exam averages will be calculated.

FOR M. PHARM: Project work is incorporated in addition to end-of-semester exams and internal assessments.

The tools we use to evaluate POs are outlined below.

METHOD	TOOLS	OBJECTIVE
Direct Assessment Method:	Sessional examination (First and second)	- acquiring knowledge - writing and problem-solving abilities - exposure to current computational and experimental instruments.
	University Examination	acquisition of experimental knowledge as well as writing and problem-solving abilities.
	Practical Examinations	- Practical skills, - logical reasoning - planning - problem solving - proficiency with sophisticated scientific instruments - communication abilities - knowledge and attitude
	Viva voce	- Evaluation of knowledge - aptitude for communication - capacity for problem-solving.
	Seminar	- knowledge acquisition - effective communication

		• conceptual understanding
	Student research projects	Introduce research to foster a scientific mindset.
	Industrial training	exposure to the pharmaceutical sector and receive practical training

INDIRECT ASSESSMENT

METHOD	TOOLS	OBJECTIVE
Indirect	Students exit survey	Evaluation of the degree of student satisfaction.
	Alumni feedback	Evaluation of the course's efficacy and relevance
Assessment of various program outcomes.	Guest lectures/ Seminars	Assessment of conceptual understanding
	Industrial visits	To learn how theoretical ideas are actually applied.
	Co-curricular activities	Using theoretical understanding in professional contexts
	Extracurricular activities	contribution to team formation, interpersonal relationships, and personality development overall
	Placement record	indicates a graduate's professional competency, employability, and skill set.

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

2.6.3

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

Response: 93.51

2.6.3.1 **Number of final year students who passed the university examination year wise during the**

last five years

2023-24	2022-23	2021-22	2020-21	2019-20
95	90	108	117	109

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

2023-24	2022-23	2021-22	2020-21	2019-20
107	99	112	123	114

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

Innovative ecosystem

Sri Vasavi Institute Of Pharmaceutical Sciences innovative eco system is more than a concept, it is dynamic and a convergence in the network of students, faculty members, researches, industry partners and community stake holders, to ensure the growth of the institution. It has a project monitoring and review committee comprising three members, led by the principal, tasked with fostering and organizing research endeavors. The institution has well equipped laboratories to carryout research projects, especially with HPLC, Rotary Vaccum Evaporator, UV visible spectrometer, Tablet Compression Machine, Dissolution Apparatus etc.

Our Focus Areas:

- Conduct Interactive Sessions with innovators and startups to instill how to generate create ideas
- Provide platform for innovation skills
- Formulation of Phytopharmaceuticals
- Student exchange programs
- Creation and distribution of teaching resources

Kinship with External Stakeholders for Innovative Ecosystem:

MoUs

Sri Vasavi Institute Of Pharmaceutical Sciences has recognized the importance of fostering collaborations and building strong relationships with external stakeholders to cultivate an innovative ecosystem in the field of pharmaceutical sciences. These partnerships are instrumental in driving research, innovation and the exchange of knowledge that ultimately benefits our institution, our partners, and society at large.

As part of our commitment to collaboration and mutual growth, Sri Vasavi Institute Of Pharmaceutical Sciences has established 23 Memoranda of understanding (MoUs) with various organizations, institutions and industrial players. These MoUs serve as formal agreements outlining the terms, objectives, and areas of cooperation between our institution and our esteemed partners.

Through these MoUs, we aim to leverage our collective expertise, resources and networks to advance research, develop innovative solutions, facilitate technology transfer and enhance educational opportunities. We believe that these collaborations exemplify our dedication to excellence, innovation and partnership, and we look forward to the continued success and impact that they will bring to our institution and beyond.

Patents at SVIPS:

Our institution promotes a culture of innovation by encouraging faculty members to file patents. As a result, one patent have been published under our institution.

SVIPS Ecosystem:

Institution has,

- Clearly defined policies contribute to a dynamic research culture
- Institutional Animal Ethical Committee oversees research that adheres to ethical standards
- Policies offering incentives and seed funding aim to cultivate a robust research culture.
- Initiatives to organize faculty development programs(FDP) and conferences on emerging research trends, coupled with academic leave allowances for faculty members to participate in such events at other institutions, are provided.
- We firmly believe in fostering a collaborative and self- sustaining network among students, faculty, researchers, entrepreneurs, government agencies and independent providers
- To facilitate student and faculty exchange programs to promote cross-cultural learning and professional development
- Engaging in joint research projects sharing facilities and scientific knowledge to advance the profession.

- To develop and continue education programs, workshops and seminars to enchance the professional competence of pharmacists and healthcare professionals
- Collaborating on initiatives to address public challenges, promote health awareness and improve access to pharmaceutical services in the community.

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

3.2.2

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

Response: 27

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	1	2	1

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.14

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

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

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

3.4 Extension Activities

3.4.1

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

Response:

Sri Vasavi Institute Of Pharmaceutical Sciences, extension activities are an integral part of our educational philosophy, reflecting our commitment to fostering socially responsible citizens and future leaders in pharmaceutical profession. Through these activities, we aspire to make a meaningful difference in the lives of individuals and communities while empowering our students to become agents of positive change in the society. As a Student Centric institution, NSS unit make students originate together and volunteer themselves to work with Governmental and NGOs for overall enhancement of the individual and neighborhood.

NSS Unit of institution:

NSS unit of the institution with Andhra University has **3 adopted villages** namely Pedatadepalli, Kadiyadda and Ramannagudem of West Godavari district, Andhra Pradesh. NSS volunteers of the institution used to contribute to social and economic development of the community through voluntary service activities, strive to foster a sense of responsibility, empathy and civic engagement among youth by actively participating in various community service projects. Additionally, NSS volunteers aim to promote national integration, communal harmony and sustainable development while developing own leadership skills, teamwork abilities and a spirit of selfless service.

Students Activities from the institution and under NSS:

- 4 Health awareness program
- 2 Alcohol and drug abuse awareness program
- 5 Blood donation camps
- 6 training program
- 1 Free Cancer Screening Drive
- 2 Cancer Awareness Program

Impact of the Extension Activities:

1. Extension activities including the experimental learning enhances professional skills, communication abilities and leadership qualities, making them better prepared Pharmacist or pharmaceutical scientists.
2. Engagement of the institution with local community, addressing their healthcare needs, raising awareness about health issues and providing valuable pharmaceutical services. This fosters goodwill and strengthens the college's relationship with the community.
3. To foster a culture of giving back to society and addressing social needs. This cultivate future pharmacists who are not only competent professionals but also compassionate caregivers and advocates for public health
4. Overall, extension activities of a pharmacy college have the potential to create positive impacts on multiple levels, contributing to the holistic development of students, improving community health outcomes, and advancing the reputation and mission of the institution.

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

3.4.2

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

Response:

Sri Vasavi Institute of Pharmaceutical Sciences has received 3 awards/ recognition from the government recognized bodies that reflect our commitment to foster social responsibility and Leadership in pharmaceutical profession. As a Student Centric institution, NSS unit make students originate together and volunteer themselves to work with Governmental and NGOs for overall enhancement of the individual and neighborhood.

Recognitions for educational developmental activities Service and Excellence

- Sri Vasavi Institute of Pharmaceutical Sciences has received **SERVICE EXCELLENCE AWARD** by **RED CROSS SOCIETY OF ELURU** district in the year 2023.
- Sri Vasavi Institute of Pharmaceutical Sciences has received an appreciation certificate from ASRAM blood center for conducting a blood donation camp and creating awareness to the students of the year 2024 - **BE A LIFE SAVER**
- Sri Vasavi Institute Of Pharmaceutical Sciences had received the Pharma Awards 2023 from Andhra Pradesh Pharmacy council for the commitment, devotion and dedication to the development of pharmacy profession.
- Sri Vasavi Institute Of Pharmaceutical Sciences had received an **Appreciation certificate from Aathmabandhuvulam Seva Sangham** for outstanding contributions in organizing a voluntary health camp to aid the need in pedatadepalli Village.
- Sri Vasavi Institute Of Pharmaceutical Sciences had received an **Appreciation certificate from Aathmabandhuvulam Seva Sangham** for outstanding volunteering during the cancer awareness program.

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

3.4.3

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

Response: 31

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

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

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

3.5 Collaboration

3.5.1

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

Response: 09

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The 2.7-Acre environmentally friendly campus of Sri Vasavi Institute of Pharmaceutical Sciences is situated in Pedatadepalli Village, Tadepalligudem, and is outfitted with cutting-edge facilities to support research and teaching.

Rooms for tutorials and classes for B.Pharmacy are well-ventilated equipped with benches and LCD screens with a seating capacity of 100 students in each room.

Labs that support a range of departments, including Biotechnology, Pharmaceutical Analysis, Pharmaceutical Chemistry, Pharmaceutics, Pharmacology, and Pharmacognosy for students of B Pharmacy and M Pharmacy.

ICT facility is available in every B.Pharmacy classroom, which can hold up to 100 students. M.Pharm Tutorial rooms can hold 30 to 50 students.

The institution offers a 300-seat AC seminar hall with podiums, DLPs, screens, uninterrupted power supply, high-speed internet, ICT tools, chairs, and audiovisual equipment, among other amenities, to facilitate pleasant, productive, and successful extracurricular and academic activities.

Every laboratory is equipped with enough work space, safety measures, and functional utilities (such as power, gas, water, and gas) to create a great, lively environment.

SVIPS college, fire safety is paramount, with strategically placed fire extinguishers ensuring preparedness in case of emergencies. These essential devices are stationed prominently throughout campus buildings, marked clearly for easy identification and quick access.

High-tech equipment such as HPLC, UV-Visible Spectrophotometer, Multistation tablet compression machine, Dissolution testing apparatus, tablet coating machine, Rotary evaporator, Rotarod apparatus, Pole climbing apparatus, Eddy's Hot plate, Tail flick apparatus, Plethysmometer, etc. are used in the training of students.

We have well-maintained and established DRUG MUSEUM for Medication and commercialized forms. Unrefined pharmaceuticals Pure and crude drugs, excepients and marketed formulations.

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

4.1.2

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

Response: 4.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.57	2.42	1.59	1.68	2.4

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution provides **Quality learning resources both in hard and soft copies to the users**. The library is designed for comfortable study and ventilated for students during long study hours.

A Library Advisory Committee is constituted with a senior professor as chairman, librarian as member secretary and 04 faculty members. Total area of the library is 122.67 sq.m., with a seating capacity of 50 which is as per PCI norms.

Library collection - Books: library has a collection of 6965 volumes with 1319 titles on various subjects including Pharmacy, Competitive and humanities and covering biographies, dictionaries, encyclopedias, manuals, yearbooks etc. all the books are arranged in DDC. **1319** reference books are available

Periodicals: The library subscribes to 08 National & 06International print journals

E-resources: 7,000 e-journals (DELNET and KNIMBUS) and4350 e-books.

The institution has spent a total amount of Thirteen Lakhs rupees (Rs. 13 Lakhs) including on Printed books (48851/-), print journals (1,37,576/-) and e-resources (32927/-) in the past 5 years for the upgradation of Library.

Integrated Library Management System (ILMS):

SVIPS employs **Barcode technology** for access control, automatic issue and return of library books. Library Automation-**ECAP** in 20018, enabling complete automation of library transactions.The library is open for all users from **8.00 am to 6.00 pm**. The library is open on **Sunday** during Exams like GPAT & PGECET etc.The average foot fall is **52.**A separate **Digital library** with**40 Computers is available to the students with free internet access with a speed of 100 mbps,** and Wi-Fi connectivity.

53 ranks in last five years for GPAT, NIPERexams. Awareness to students on thrust areas of research and usage of Library resources, as a encouragement, Institution has organized NDLI Awareness Programme for better usage of e-Resources for the AY 2021-2022 for students.

S. No.	PROGRAM	NO. OF TITLES	NO.OF VOLUMES
1	B. Pharmacy	1319	6965
2	M. Pharmacy (Pharmaceutics)	150	522
3	M. Pharmacy (Pharmaceutical Analysis)	92	340
	TOTAL	1561	7827

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Sri Vasavi Institute of Pharmaceutical Sciences offers enough internet bandwidth and regularly maintains its IT infrastructure. SVIPS is furnished with Wi-Fi and a 400-500Mbps high-speed Jio and BSNL internet connection. The office is equipped with highly designed computers that are linked to WiFi and the internet, as well as biometric systems. The Institute has ninety-five computers available for student use. An additional feature of ICT enabled teaching and learning is the provision of LAN and internet access. The institute is has adequate un interrupted power back up through UPS and , Generators.

SVIPS is well-equipped computer lab with internet facility. The lab has an adequate number of PCs with internet access, headphones, and practice tests for competitive exams like the GRE and TOEFL.

Various e resources were available at SVIPS libraty and SVIPS computer labs. Ex-Pharma software is utilized in the computer lab to showcase animal simulation experiments related to pharmacology. The Digital library equipped with DELNET, JNTU Consortium and also various free journal access like Bentham Sciences - Pharmacy Collection and other e-resources can be accessed by teachers and students using computers equipped with internet and Wi-Fi connections.

All the books in the library were managed with SVIPS V-login (E-CAP) and monitored withs CC cameras.The books are barcoded, making it easier to find what you're looking for. Accessibility: Using a different user name and password, staff and students can access the internet. There are broadband internet connections available in the office, staff rooms, seminar halls, library, and classrooms. Four projectors are available for professor and student usage. Techniques used to guarantee Wi-Fi and IT facility upkeep and upgrades.

Periodically, the IT facilities are improved. The internet connection is made available via a 500 MBPS per day dedicated leasing line from both Jio and BSNL. All of the necessary facilities have constant connectivity to the internet. In order to record footage on campus, the institute has installed closed-circuit television cameras in every corner of the college.

Computer data is safeguarded with passwords, which are routinely altered for security reasons. By deploying a secure wireless access point with central authentication, Wi-Fi is made available.

IT experts examine and assess the state of the institute's computers in order to facilitate and determine the necessary upgrade type.

Kasper sky and K7 total security antivirus security is applied to the systems. Updates to both hardware and software are timely. The organization upgraded the operating system from Windows 7 to Windows

10 and XP and bought new computer versions. Licenced copies of Windows operating software are installed on the PCs.

The teaching and learning process has witnessed an IT upgrade as LCD approaches have entirely superseded the use of OHPs.

Using a specially licensed version of the **Learningo**, the organization has deliveried online lectures to the students during the pandemic. The institution's social media accounts on Facebook, Instagram, Twitter, and YouTube are updated with information on its events.

Student Computer ratio 4.67:1

Total No. of Computers available for Students	Total No. of students for the Academic Year	Student Computer Ration
95	444	4.67:1

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

4.3.2

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

Response: 4.67

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

Response: 95

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 27.2

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)**

2023-24	2022-23	2021-22	2020-21	2019-20
21.74	27.52	2.12	0.60	1.75

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 59.54

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

2023-24	2022-23	2021-22	2020-21	2019-20
256	263	260	271	248

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 42.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
192	175	182	194	173

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 35.54

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	39	49	35	25

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	99	112	123	114

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

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 9.71

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

2023-24	2022-23	2021-22	2020-21	2019-20
11	7	6	4	6

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 2

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 5.6

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

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

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

5.4 Alumni Engagement

5.4.1

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

Response:

Registered Institution Alumni Association plays a crucial role in maintaining a lifelong connection between the Institution and its graduates, creating a network of support and engagement that benefits both the alumni and the institution. Alumni organize Institute-facing Programs and guest talks to learn about Corporate Requirements. The Association maintains records of its alumni who are going to college and interacting through online platforms as well as information about their jobs and Entrepreneurial Endeavors. The office plans social events, reunions, and meetings. The association maintains constant communication with one another via letter correspondence as well as social media platforms like Facebook and WhatsApp.

Alumni Entrepreneurs: SVIPS registered entrepreneurs from a variety of industries have provided our juniors with entrepreneurial guidance, enabling them to acquire a range of skills and information necessary for launching their own businesses.

1. Mr. K. Aravind Kumar, Wholesale Medical Distributor, Manikanta Sai Medical Agencies

2. Mr. K. Vamsi, Proprietor, Kotla Medicals, Kovvur

3. Mr. K. Surya Teja, Siva Shakti Medical, Tadepalligudem

4. Mr. T. Phaneendra Varma, Proprietor, Satya Sai Krishna Medical Store, Thurputalla

Alumni Association started the Alumni Interaction Series, which consists of virtual and hybrid gatherings for interaction. Through interactive lectures and seminars, alumni with knowledge in cutting-edge fields such as pharmacogenetics, Computer-Aided Drug Development, Artificial Intelligence, Innovative Drug Delivery Systems, Peptide Chemistry, etc., engaged with current students to offer appropriate professional and technical advice.

14 Graduates have so far engaged in idea sharing on a variety of platforms outside of regular gatherings.

Impact:

- **Mentorship Programs:** Connects alumni with current students and recent graduates to provide guidance, career advice, and professional networking opportunities.
- **Internships and Job Placements:** Facilitates internships, job placements, and career opportunities through the Alumni network, helping students and recent graduates gain valuable work experience.
- **Professional Development:** Access to exclusive job opportunities, career advice, and industry insights.
- **Social Connections:** Opportunities to reconnect with former classmates and build new relationships with fellow Alumni.
- **Institutional Involvement:** A chance to contribute to the Institution's growth and development, often through volunteering or giving back.
- Interference has enhanced students' talents.
- Increased placement opportunities.
- The organization hopes to provide more non-financial and financial assistance for development.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Sri Vasavi Educational Society launched the Sri Vasavi Institute of Pharmaceutical Sciences (SVIPS) in 2005. The Vision, Mission, and Quality Policy of the Institute below serve to articulate its primary ideology and focus. In accordance with the Vision the Institution implements a decentralized and transparent approach in managing its academic affairs, administration, finances, and overall operations. This approach involves assigning suitable responsibilities to lower-level management, which allows top management to concentrate on major decisions and policymaking.

In order to fulfill the demands of national and international health care sectors, the SVIPS is dedicated to providing high-quality education in the field of health care. A learner-centered, research-driven atmosphere is fostered by SVIPS. By offering online materials, virtual simulations, and e-learning platforms, the university promotes student involvement in research. Our skills lab improves leadership, flexibility, and communication. For educational purposes, students tour, research facilities, and medical facilities. Workshops are one way that the institution supports teacher development. FTP/FDP as well as conferences.

The Governing Body, Academic Council, Finance Committee, are examples of regulatory committees that are systematically established and work in accordance with the roles and responsibilities that are specified by the governing bodies. In order to successfully accomplish both short- and long-term goals, these committees play a vital role in the formation of policies covering governance, academics, financial matters, research, and the teaching-learning process. The Principal offers guidance in academic administration and cultivates a productive atmosphere that promotes learning.

SVIPS adheres to implement NEP 2020. The institution has planned adapted a systematic approach to change the situation from traditional learning to student centric learning. Implemented the digital learning, industry institute collaboration, implementation of research projects, experimental learning and online courses.

He/She guarantees that students receive a high-quality education, encouraging their comprehensive growth. Additionally, the Principal ensures the Institute's well-rounded development and realizing its strategic objectives. He/She facilitates the institution's seamless operation with assistance from the Heads of the departments. Examination-related tasks are strategized, carried out, and supervised by the examinations committee. Department Heads manage the seamless operation of all academic activities at the departmental level. Class teachers are responsible for overseeing the delivery of classes, while lab in-charges make decisions regarding laboratory operations. Multiple committees like IQAC, Examinations, Disciplinary, Academic Auditing committees, and many provisional committees collaborate in

strategizing, organizing, executing, and overseeing the institution's various activities.

VISION:

To became as an eminent institute of pharmaceutical sciences catering to the global health care needs.

MISSION:

Provide quality pharmaceutical education by collaborating with research institutes and industries.

To nurture team spirit and professional skills and ethics among student.

Establish state of art R&D facilities and incubation centers in the campus.

Quality Policy:

At Sri Vasavi Institute of Pharmaceutical Sciences, we are dedicated to upholding the highest standards of quality in all aspects of our educational and research endeavours. Our commitment to excellence permeates every facet of our institution, guiding our actions and decisions to ensure the best possible outcomes for our students, faculty, and stakeholders.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

FUNCTIONING OF THE INSTITUTIONAL BODIES

There are about 18 institutional committees in SVIPS. The staff members who demonstrated passion and devotion in their respective fields were assigned responsibilities.Our Institutional entities include the Finance Committee, the IQAC, the Disciplinary Committee, the Grievance Redressal Committee, the Entrepreneurship Cell, the Anti-Ragging Cell, and others.Experts in the Pharmaceutical Industry as well as business people and Industrial Entrepreneurs make up the Governing Body committee who consistently provide support and are essential to the college's development. We have 24 nonteaching staff members and 30 faculty members to keep an eye on these functional bodies.

SVIPS is able to assist B.Pharm and M.Pharm students with Internships, Projects, and Placements thanks to external support from Institutional entities. SVIPS keeps memorandums of understanding with a range of businesses and educational establishments to improve students' employability. Every year, SVIPS organizes campus placements, placing students in a variety of businesses and roles, including Production chemists, Quality Control chemists, Quality Assurance chemists, and R&D executives.

Since SVIPS ALUMNI has a strong registered alumni association that supports academic encouragement through seminars and webinars, industry exposure, international admissions, and contributions to various programs and events, we are always involved in the development plan.

All of the SVIPS appointments are transparent; they were made after interviews and advertisements in the top news publications. The interview procedure consists of a written exam, a demo, and an interview. The interview panel is made up of subject matter experts, members of the Governing body, and Professors.

All applicable service rules (CLs, ODs, Els Maternity Leaves, etc.) are included in the HR Policy. The increase policy was contingent upon teacher performance and was transferable. Additional perks for faculty members could include TA, DA, and financial rewards for book, patent, and journal articles.

Developing learner-centric pedagogy and interactive education through innovative teaching techniques

1. The SVIPS has placed a great deal of emphasis on pupils' skill development.
2. The institute encouraging students to participate in a wide range of extracurricular activities and intercollegiate competitions aids in the development of these skills.

Administrative and Organizational plans.

1. Strengthening the administrative Organizational positions through Accreditation from National Assessment and Accreditation Council (NAAC)
2. 12(b) status by 2024-25.

To Develop excellent faculty towards advance teaching and learning

1. Modifying the number, quality, and proficiency of the professors.
2. We'll see to it that SVIPS has an adequate supply of faculty members for both teaching and research. Our goal is to increase our college's research output by appointing academics who possess research aptitude and skill.

Utilise technology to advance teaching and learning

1. Encourage faculty, staff, and students to take full advantage of technology's potential to enhance teaching and learning.
2. Our goal is to improve the efficiency and dependability of the existing technologies.

Research initiatives

1. One of the main priorities for faculty members at SVIPS should be research and publication.

2. There will expert guidance provided to the faculty members to enable them to become excellent researchers.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

SVIPS faculty were provide with Employee's Provident Fund (EPF) Facility to both teaching and non-teaching staff.

SVIPS faculty were having government ESI : Employee's State Insurance (ESI) facility for non-teaching

staff.

SVIPS faculty and non teachign staff having Leaves (Casual, Medical, Earned, Professional & Maternity) which were implemented in a transparent way.

Faculty members were of SVIPS are allowed to avail On-Duty Leave for carrying out research work/ examination and for attending seminars , conferences, Universities, other institutes and pharmaceutical industries.

SVIPS faculty were provided with internet access to all rooms and labs. The college provided with wifi facility.

SVIPS Provides facilitates to conduct Seminars/Workshops/Conferences and Faculty Development Programmes. Provide incentives for publications. Encourages presenting and publishing research papers. Encourages undertaking minor and major projects. Code of conduct for newly joined facuty members.

Provides training programmes on laboratory handling. fire safety and first aid. Encourage library staff to attend training programmes. Encourage lab technicians to acquire computer literacy skills.

SVIPS has provided interest free specila for teaching and non-teaching staff. Facility of festival advance payment against salary to the staff.

SVIPS has provide with free college bus facility for all teaching and non teaching staff.

SVIPS faculty and not teching staff were given medical assistance and vaccination has been provided to entire staff during COVID 19 pandemic.

All the employees of the institution were paid full salary during COVID time. College Management has provided Rice, vegetables, groceries Sanitizers and masks to the nonteaching staff during the pandemic.

Gymnasium, Sports and Yoga facilities are open to all staff members durign free time and evenign and morning.

SVIPS campus is having bank & ATM facility is available through State Bank Of India (SBI)

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

6.3.2

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

Response: 26.35

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	9	10	3	12

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

6.3.3

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

Response: 50

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

2023-24	2022-23	2021-22	2020-21	2019-20
27	29	25	26	27

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

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

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The Institution's primary source of revenue is tuition fees paid by the students, either directly or through education loans from banks. Additionally, students receive various scholarships, such as backward community scholarships and SC/ST scholarships. These financial resources help support the institution's operations and ensure it can provide quality education and services to its students.

The revenue generation cycle for the institution typically follows the academic calendar, with most of the tuition fees collected at the beginning of the academic year. Students also pay examination fees for semester-end examinations, which cover expenses related to question paper setting, invigilation, evaluation, result declaration, and scrutiny.

Government scholarships are received periodically throughout the year and provide additional financial support to the students. As a self-financed institution, the organization does not receive regular government grants.

To manage these financial resources effectively, the institution should maintain accurate records, plan budgets, and ensure proper allocation of funds. The internal and external audit processes mentioned earlier can help verify that the institution is using its financial resources effectively and efficiently while maintaining compliance with relevant policies and regulations.

It is crucial for the institution to prioritize its spending and investment in areas that contribute to its long-term growth and success. This may include investing in faculty development, enhancing academic programs, improving infrastructure, and promoting research and innovation. By effectively managing its revenue sources, the institution can continue to provide quality education and foster a thriving learning environment for its students.

Strategies for optimal utilization of financial resources:

The budget preparation process in the institution is a collaborative effort that involves input from various stakeholders, including academic and section heads. This comprehensive approach ensures that the budget accurately reflects the institution's needs and priorities, allowing for effective allocation of resources across various departments and activities.

Here is an overview of the budget preparation process:

Academic and section heads are asked to provide their annual budget requirements, considering the needs for development and updating of laboratories

The budget is presented to the Finance Committee, which deliberates and makes any necessary adjustments to ensure a proper balance of receipts and expenditures.

Governing Body approval: The revised budget is submitted to the Governing Body for approval.

Budget communication: After the Executive Committee's review, the approved budget is communicated to the departments and sections.

This communication helps ensure that all parties are aware of their allocated resources and can plan their activities accordingly. This budget preparation process enables the institution to effectively manage its financial resources, ensuring that funds are allocated to support its strategic priorities and operational needs.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Quality Assurance Strategies and Processes

SVIPS IQAC has half-yearly meetings at the start of each semester to discuss, plan, and implement academic and administrative strategies in order to assure the maintenance and enhancement of quality of the institute. IQAC of SVIPS guaranteeing the efficient, prompt, and progressive completion of audits in administration and academia.

SVIPS offer career counseling and coaching to help students become employable in the global competetive world. SVIPS encouraging students in doing research projects by signing memorandum of understanding with educational and industrial organizations .

Academic Monitoring

SVIPS IQAC periodically access the departmental academic activity by using the following strategies, the IQAC recognizes the effective enhancement of instruction and places a greater emphasis on student learning.

1. SVIPS offering Quality teaching methods for the better understanding of subject by the students.

2. SVIPS offering "Flipped Class" by giving some home assignment and make them ready for the next class.

3 .SVIPS education offer every student became as an instructor which is the part of PCI syllabus.

4. SVIPS gives Lectures on video and PPT during COVID pandemic time..

5. The Students of SVIPS are encouraged to sign up for MOOCS, NAPTEL, and other certification programs in order to support studying outside of the classroom.

6. Student mentoring programs are put in place to control curriculum delivery and results.

IQAC Contributions for Academic and Administrative Iprovements

Over its academic career, SVIPS has improved the level of services provides to its stakeholders. ICT-enabled knowledge transfer techniques replace traditional classroom instruction.
Through student-centered activities, SVIPS IQAC aims to foster creativity and enthusiasm that propels students toward professionalism. The use of e-learning platforms by educators and learners will be useful for their scuccess. Digitalization of the library allows for the improvisation of e-content and infrastructure.

For the benefit of departments, annual subscriptions to various software programs are promptly renewed. All staff members and students have access to the internet in the library, labs, and classrooms for focused technological use. Arranging guest lectures, seminars, and workshops in more innovative settings to inform students about the state of the topic in question today.
Activities to promote environmental sustainability, such as energy and green audits, were organized.

Conclusion:

The goal of SVIPS IQAC is to improve quality by using skilled faculty and programs like FDPs. Enhancing the pupils' academic achievement. Increasing student placements and higher education prospectuses. Encouraging ecological efforts and instilling in them a sense of social responsibility

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The term gender equity means "Equal approach for both women and men, corresponding to their respective needs". Equal approach includes privileges, benefits, obligations, and opportunities.

- Gender equity in education implies that men and women have equal chances for socioeconomic, cultural, and political growth.
- Sri Vasavi Institute of Pharmaceutical sciences sensitizes students and employees regarding gender equity and takes the social responsibility of reacting to the events happened in the society.
- The institution enhances self confidence, women participation and empowerment to create congenital environment and to critical thinking and decision making ability of women students.
- The key feature of sexual harassment of women act 2013 is the key for the introduction of Women Empowerment cell at Sri Vasavi Institute of Pharmaceutical Sciences.
- Women Empowerment cell must oversee the implementation of anti-sexual harassment policy, deliberate and resolve complaints on sexual harassment at work place and recommend disciplinary action.
- The institution provides gender equity in admissions, recruitment, administrative functionality and academic activities.
- Women were encouraged by making them as a faculty incharges to the cell/ committee as Examination cell, Women Empowerment Cell, cultural committee, Grievance cell, Sports committee, Disciplinary committee, Anti ragging committee etc. and also student members and representatives in each and every committee.
- Every year women's day celebrations are conducted with various activities.
- Leading female role models of society in all the sectors were invited to present their journey in order to motivate and provide immense knowledge and experience to students.
- 6 months maternity leave with pay is provided for women faculty.
- Women faculty and female students are actively encouraged to participate in academic, cultural, co-curricular, and extracurricular activities.

Specific facilities provided:

The institution is strictly concerned about the Safety and Security of female students and was stringently not permitted to leave outside the campus without the consent of their parents or care takers.

- Separate hostels for girls were provided in the campus with resident wardens.
- Security guards were present 24x7 within the campus to ensure security of the students.

- In order to thoroughly ensure the safety of all the inmates of the campus and girl students inparticular, CC cameras are installed at almost all the prominent places.
- A transport facility like Ambulance was provided in case of medical emergency.
- Women faculty members accompany girl students when they participate in outdoor activities.
- Anti-Ragging Cell, Grievance Redressal Committee and Women Empowerment Cell are available in the Campus to address Ragging Issues and Gender Issues respectively
- A complaint box is also arranged in the campus to invite the student problems.
- One mentor is allocated for each 15-20 students, and the problems are recorded for each class of all programmes.
- Self-Motivation programmes are conducted to motivate girl students for actively participation.
- Separate waiting halls and restrooms are provided in the campus with required facilities for both girl students and women faculty.
- Open Gym facility is provided for lady faculty & girl students
- Indoor stadium facility can be availed by female faculty & girl students.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The

institutional environment and energy initiatives are confirmed through the following

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

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

Response:

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions and studying without any discrimination. Though the institution has diverse socio-cultural back ground and different linguistic, we do not have any intolerance towards cultural, regional, linguistic and communal socio-economic and other diversities. By enrolling students from all over, the institution, which resides in a rural environment, strengthens the social, cultural, and communal framework.

Inclusive Environment:

The institution has provided a vast environment for students to expose their inborn talents in the cultural and sports events to improve their mental and concentration levels by engaging them in sports activities on a regular basis. The students and staff of the institution organizes various medical camps and health assessment activities in rural areas and distribute medicines in free of cost. The institute also provides skill development programmes to the students which causes benefits especially rural areas. The institute also provides excursions and Industrial visits for students for insight into the real working environment.

Tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic:

The institute celebrates commemorative days to honour and remember the important role of well-known and renowned personalities. The institution takes immense pleasure in honouring faculty members who made invaluable contributions in research, academic excellence, and student development. The institute often conducts ceremonies to honour Best outgoing student with Gold medal.

Various grievances of faculty and students are addressed by Women Grievance and Redressal cell in the institution and resolve complaints on sexual harassment at work place and recommend disciplinary action.NSS unit of our college in association with Sri vasavi Engineering college NSS unit organizing various activities like blood donation camps, Medicines distribution, BMI calculation, Monitoring Blood pressure, Diabetes, % of Hb,Cancer awareness rally , Plantation , Mega cleaniness drive to make the students as socially responsible ones.

The institution also organises Orientation programmes, Skill development programmes to help the newcomers to develop a new perspective so they can move forward together without any fears or biases. The institution conducts Freshers day and Farewell day to create positive vibes, better understanding among students and a feeling of co-operation is fostered.

Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens:

Sensitization of students and employees of the Institution to the constitutional obligations is done through curriculum as well as through extra-curricular activities. Many of the subjects offered have topics which sensitize the students about rights and responsibilities of citizens.

All students take a course on Environment studies in their first year which gives them insight into environment acts, wildlife protection act, forest act, global environmental concerns etc.The Women Grievance Redressal Cell organises several programmes to educate women about their rights. Seminar on Women Empowerment and protection and workshops on Gender sensitization for strengthening women, Gender sensitization-Equal oppurtunities, Guest lecture on Gender equality Vs Gender equity, Awareness programmes on menstrual hygiene and nutrition impact of millets are conducted.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICES- I

Title:

Empower the students and faculty through Training and Awards

Objectives of the practice:

• To prepare students for resume preparation, handle mock interviews for Interview Preparation.

• To aid students in recognising the potential skills required for various roles in Industry

• To improve soft skills like team work, communication, problem solving, time management and interpersonal skills.

• To provide insights into different career paths and help students to take goals about their career.

The context:

Students come from varied cultural backgrounds, which can influence their learning styles and needs. The institution offers facilities and availability of technology to supports the training programmes to meet educational objectives and outcomes.

Identify specific skill gaps and professional development needs among faculty members to design relevant training programs. Ensuring fairness in the selection process for awards and recognitions is crucial.

The Practice:

SVIPS aims to provide multifaceted training for students to make them employment ready and help them to flourish in their chosen fields. The institution implements the following practices

• Campus recruitment training

• Skill development training

• Industry visits

• Hands on experience

• Student teacher interaction

• Alumni interaction

• Online Educational management system

• Awards to meritorious students

• Placements drives

Evidence of success:

? campus recruitment training provides skills, knowledge, and assurance to succeed in interviews and in their future employment.

? Skill development training help students to achieve their goals by assisting them in developing good communication skills, life skills, and employability skills

? Industrial visits is an opportunity to apply their academic knowledge in real world.

? Hands on experience provide practical skills that complement class room learning.

? Student teacher interaction can build confidence and provide guidance to students to balance their academic life

? Alumni interaction assisting students in making well-informed decisions regarding their future.

? The ECAP software (online educational management system) is used in SVIPS to monitor student progress and attendance by the administration, professors, and parents.

? Through merit cash prizes, institutions can foster a supportive and dynamic learning environment that celebrates and encourages student success.

? Placement drives are a critical component of the college experience, bridging the gap between education and employment.

? Engage the faculty in Faculty development programs to equip educators with various strategies and tools to actively engage students in the learning process.

? Honour the faculty with awards for their dedication and hardwork.

Problems encountered and resources required:

• Students have varied learning styles and backgrounds, difficult to design training programs that meet everyone's needs. So Implement adaptive learning techniques and personalized learning paths that cater to different needs and levels

• Keeping students engaged and motivated throughout the training process can be difficult, Use interactive methods, real-world applications.

• Limited resources can hinder the development and implementation of training programs. Overcome by external funding and leverage low-cost or free resources and tools

• Access to technology and digital literacy varies among students, which can create disparities in training

effectiveness. Make ensure that all students have access to necessary technology to avoid disparities

• Ensuring that training programs are inclusive and accessible to all students, including those with disabilities. Implement Design programs with universal design principles.

BEST PRACTICES- II

Title: Inculcating social responsibility in students

Objectives of the Practice:

• To educate the students about social, economic, and environmental issues affecting their communities and the world

• To teach students about the importance of ethical behavior and integrity in both personal and professional contexts.

• To impart tactics for handling crises and calamities at the national level.

• To raise public awareness of issues linked to health through medical camps.

The context:

Inculcating social responsibility in students is crucial for fostering a conscientious and compassionate society. Here are some key aspects to consider

• Providing students with knowledge about social issues, diversity, and global challenges.

• Encouraging students to participate in community service projects, volunteer work.

• Encouraging students to critically analyze social issues and reflect on their ethical implications promotes a deeper understanding of social responsibility.

• Providing opportunities for students to practice making ethical decisions and helps develop responsible

behavior.

• Empowering students to actively participate in democratic processes.

The practice:

In order to inspire and motivate the students, the SVIPS staff and management organize activities related to women's issues, hygienic living circumstances, etc. The institution's head and the NSS unit keep up a positive relationship with the village non-officials, social workers, and local leaders, involving them in the institution's awareness campaigns. Special camps were held on behalf of the NSS unit in collaboration with the local governments in a number of Tadepalligudem locations, including Pedatadepalli, Ramannagudem, Kadiyadda, etc. The underprivileged received donations of medicines from our students.

Evidence of success:

It was obvious that the villager's attitudes on hygiene had changed. The students' involvement in the institution's many social activities gave the impression that they were more motivated and sensitive. Organizing these events at the institution seemed to improve the students organizational skills. Because the villagers were involved in agricultural chores, their involvement in the medical camps was rather low during the day.

Problems encountered and resources required:

? Lack of Awareness among Students in understanding the concept of social responsibility or its importance. So conducting awareness programs and discussions about global and local issues can help to bridge this gap.

? Social responsibility may not be integrated into the core curriculum, leading to a lack of emphasis. This will be overwhelmed by incorporating social responsibility topics into various subjects and extracurricular activities Leads to global awareness among students.

? There are limited resources to support social responsibility initiatives. This can be overcome by leverage volunteer support, in collaboration with self service organizations to participate in social responsibility activities.

? Diverse student backgrounds may influence their perspectives on social responsibility, leading to differing levels of engagement. By implementing inclusive programs to ensure resonate with all students.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The institute has a motto of "Value Based Education" to create a strong learning environment that enhances academic achievement and develops students social and relationship skills that last throughout their lives. Values have social, moral, psychological, economic, spiritual and philosophical aspects leads to holistic development. Value based education aims at training the students to face the outer world with the right attitude and values. It is a process of overall personality development of a student. Value education creates a strong relationship between the student and teacher. The students become more responsible for their behavior with teachers and fellow students. It helps students to take their own decision without any hesitation.

SVIPS has made a name for itself in the state as a private self-financing institution that is well regarded for its extracurricular activities, sporting ability and academic brilliance. Innovative teaching methodologies, such as ICT-based, case-based learning using software and simulation exercises are the features that set our pharmacy college apart from others. The college has a curriculum planning other than affiliated university that is regularly updated to meet industry demands, ensuring that students are well-equipped to handle the challenges of the health care industry.

 Students participation and involvement in co-curricular and extracurricular activities: At our college, one unique feature of the educational experience is the encouragement of student participation in co-curricular activities. Numerous advantages can be obtained by students who participate in co-curricular activities. They may be able to improve their time management, cooperation, and leadership abilities, for instance. Students may have the chance to network with peers and professionals through extracurricular activities, which may prove advantageous for their future job choices. Our students sense of community and belonging at the college is also fostered by co-curricular activities. Students who might be feeling alone or cut off from their friends may find this to be especially crucial. Promoting student participation in extracurricular activities is generally one of our institution's distinctive features since it gives students the opportunity to learn new skills, make relationships, and grow a feeling of community.

Student Induction Programmes & Orientation session:

The Purpose of the Student Induction Program is to help new students adjust and feel comfortable in the new environment, inculcate in them the ethos and culture of the institution, help them build bonds with other students and faculty members, and expose them to a sense of larger purpose and self exploration.

Skill Development Programmes & Trainings:

Our Institution designs Skill Development programs and trainings by keeping several objectives in mind like enhancing job performance, fostering career Advancement, promoting adaptability and flexibility, Improving employee engagement and satisfaction, addressing skills gaps, ensuring compliance and safety, supporting orgartizational goals and promoting continuous learning and development.

Industrial visits:

SVPS encourages Industrial visits to broaden the outlook of students with exposure to the working environment.

Mentoring and counseling:

Mentoring benefits all the students. For some students who may be experiencing social isolation, mentoring can be a much-needed emotional and social support. For other students experiencing academic challenges, mentoring can be an effective strategy for building a new or renewed love of learning and literacy.

Faculty development Programmes:

Faculty Development Programmes (FDP) are organized by our institution to address topics like technical education policy, new ideas, approaches, and strategies, theory and skill development, pedagogy upgrade, educational technology, motivation, communication skills, management, and other pertinent issues in order to stay up to date with the rapidly evolving field of technical education. The scheme is designed to enhance the teaching and other skills of the faculty and to make them aware of modern teaching tools and methodologies. It provides an opportunity to acquire knowledge about current technological developments in relevant fields.

Our institution organizes FDP on Universal Human values helps the faculty to incorporate universal human values such as integrity, respect, empathy, and fairness into their teaching methods and interactions with students. Improve the relationships between faculty and students, and among students, by emphasizing values that promote mutual respect and understanding.

Gender Sensitivity at the campus:

SVPS has a strong ethical work culture that is based on inclusivity standards in all its activities. Equal opportunities are provided to all gender, race, caste, color, creed, language, religion, political or other origin, property, birth or other status. It observes highest ethical individuals irrespective of opinion, national or social origin, property, birth or other status.

NSS Activities:

Students will play a crucial role in the future of our nation as they pursue careers in fields that

will improve our nation. People are taught about the importance of living in a clean environment, as well as fundamental human rights and duties by the pupils. In order to inspire and motivate the students, the SVIPS staff and management organize and carry out a variety of outreach and awareness campaigns about matters pertaining to women's issues, hygienic living circumstances, etc. Major roles are played by all of the SVIPS committees and departments, including NSS. SVPS NSS helps the student to grow individually and also as a group. Volunteering for various tasks under NSS activities allows students to become confident, develop leadership skills, and learn about different people from different walks of life.

Conclusion :

SVIPS implemented Value Based education by integrating ethical principles, Social responsibilities, personal development into the academic experience. Teaching Methods involves interactive learning, employed discussion based classes, invite professionals & community leaders to Share their experiences related to values & ethics. SVIPS Organised various extracurricular activities like Swacha Bharath, Mega Cleanliness Drive, blood camps, Awareness Programmes, Gender Sensitization activities & encouraged the students participation in Community Services that promotes Social responsibility, leadership & environmental Sustainability. Our Institution celebrates various National and International commemorative days and festivals to inculcate a spirit of patriotism, national integration, cultures and traditions. The institute enforced a code of conduct that reflects the institutional values & ethical Standards.

By integrating all these elements can foster a learing environment that SVIPS can not only emphasizes academic excellence but also the importance of ethical & value driven behavior.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

The college holistic educational profile has garnered prominence due to its continuous achievement in **academics, athletics, and other extracurricular activities** that prioritize students total development. Student attraction at SVIPS includes **committed instructors, facilities, well-stocked labs, an innovative library, residential dorms, transportation options**, and a campus that is **environmentally sustainable**. The Institution encourages and motivates students and faculty to arrange **workshops, conferences, seminars, and guest lectures** in addition to providing instruction outside of the classroom. The Institution promotes participation in **health camps, awareness campaigns, and Swachh Bharat programs** in addition to **teaching life skills.**

Concluding Remarks :

SVIPS has well-established infrastructure, which includes an **extensive library, and contemporary audiovisual classrooms**, contributes to its reputation for providing top-notch instruction. Each student of the institution acquires sportsmanship, critical and creative thinking, and an appreciation of arts through **sporting facilities** and cultural events. One reason for the college's outstanding reputation among Andhra Pradesh's Pharmacy Institutions is its **committed Professors, and Industrial contacts**. Stakeholder input is useful in improving the institutions implemented rules and guidelines. Even with these advantages, SVIPS nevertheless has to contend with a number of significant obstacles, such as rising regulatory costs, fewer overseas collaborations, and a homogeneous curriculum that limits creativity and flexibility due to its association with Andhra University. The recent discontinuation of AICTE scholarships for GPAT rankers has further impacted post graduate admissions, highlighting a reliance on external funding sources. Nevertheless, SVIPS has significant opportunities to enhance its role in the field. **Achieving NAAC accreditation could unlock additional Government funding for research and enable the introduction of new courses.** Expanding collaborations with universities and pharmaceutical companies could provide valuable project opportunities and internships for students. By addressing its current challenges and capitalizing on these opportunities, SVIPS has the potential to strengthen its position as a top-tier pharmacy institution and continue its tradition of excellence in pharmacy education and research.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : Answer After DVV Verification :23 Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under pharmacy curriculum and have excluded courses less than 30 hours
1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years* 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>453</td><td>349</td><td>254</td><td>157</td><td>257</td></tr></table> Answer After DVV Verification : <table><tr><td>2023-24</td><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td></tr><tr><td>188</td><td>313</td><td>220</td><td>101</td><td>218</td></tr></table> Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses under pharmacy curriculum and have excluded courses less than 30 hours
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 409 Answer after DVV Verification: 161 Remark : DVV has made necessary changes as per supporting document shared by HEI value have been downgraded based on certification related to Project work and internship letter within 1 month shared by HEI
1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from*

various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

Remark : DVV has made changes as link to the website is not provided by HEI.

2.1.1	**Enrolment percentage**

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
107	124	119	127	133

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
107	124	120	127	133

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
140	140	140	137	152

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
140	140	140	137	152

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
37	41	42	37	43

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
53	63	58	60	67

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
57	57	57	57	57

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
78	78	78	75	83

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	80	88	90	91

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
95	90	108	117	109

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	89	92	96	96

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
107	99	112	123	114

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4	30	0	1	2

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
4	0	1	2	1

Remark : DVV has made necessary chanegs as per prescribed format shared by HEI and value have been downgraded as we have considered publication under UGC care with current ISBN ones and has followed the calendar year (JAN-DEC)

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
6	1	0	0	2

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
9	9	9	6	9

Answer After DVV Verification :

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

6	6	7	6	6

Remark : DVV has made changes as per the report shared by HEI.

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*
	
	   Answer before DVV Verification :
	   Answer After DVV Verification :09
	   Remark : DVV has made necessary changes as per supporting document shared by HEI and and has considered MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research

4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	7.64	4.5	3.5	5.5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.57	2.42	1.59	1.68	2.4

Remark : DVV has made changes as per the report shared by HEI.

4.4.1	*Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)* 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	64.53	20.17	17.05	30.17

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21.74	27.52	2.12	0.60	1.75

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	39	49	35	25

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
45	39	49	35	25

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	99	112	123	114

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
95	99	112	123	114

Remark : DVV has made changes as per the report shared by HEI.

5.2.2 *Percentage of students qualifying in state/national/ international level examinations during the last five years*

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
75	10	07	10	14

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
11	7	6	4	6

	Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded PGCET Claims
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 　5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification: Answer After DVV Verification : Remark : DVV has made changes only considering winning positions for e-copies shared by HEI.
5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 　5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification: Answer After DVV Verification : Remark : DVV has made changes as per the report shared by HEI.
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 　6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

5.3.1.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	0	1

5.3.1.1 Answer After DVV Verification :

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

5.3.2.1 Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
37	33	32	25	32

5.3.2.1 Answer After DVV Verification :

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	10	10	10

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	9	10	3	12

Remark : DVV has made necessary changes as per supporting document shared by HEI

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
33	33	31	32	32

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
27	29	25	26	27

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as IIQA and has considered non teaching staff

7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives**

4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has made necessary changes and any 2 of above option has been selected as there was internal audit report

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 52 Answer after DVV Verification : 50
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
30	30	30	31	31

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
28	28	30	31	31

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	84.34	44.27	102.5	131.6

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
56.22	70.75	23.65	26.28	20.67