



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

PRATISHTA INSTITUTE OF PHARMACEUTICAL SCIENCES

**DURAJPALLY VILLAGE, CHIVEMLA (MANDAL), SURYAPET
DIST, TELANGANA
508214**

www.pratishtapharmacy.in

SSR SUBMITTED DATE: 10-07-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Pratishta Educational Society is the brainchild of intellectual forum of Suryapet Town. It came into existence to provide good modern quality education to the community. IT believes in nurturing the talent of the student and grooming for excellence along with human values. The Pratishta Institute of Pharmaceutical Sciences is established during 2007-08 and maintaining the dimensions and standards of the PCI.

Committed to provide quality modern education with a bent of social harmony and designed to rise as an educational centre of excellence while upholding the ethics, values and ideals of the society and to emulate to run at pace with knowledge society as a trend setter.

PIPS is located on State Highway and is one Kilometer away from Durajpally village which is on Hyderabad – Vijayawada National Highway No.9 and 5 kms away from Suryapet town. The college has beautiful ambience and located amidst hillocks.

Vision

Committed to provide quality modern education with a bent of social harmony and designed to rise as an educational centre of excellence while upholding the ethics, values and ideals of the society and to emulate to run at pace with knowledge society as a trend setter.

Mission

To emerge as a leader in the field of education by forging ahead with team work and shared vision in nurturing and exposing the creative talent of educand in building of their bright career in a compatible society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Our college's strength is its 3.05 acre campus, which is lush with flora and clean.
2. The biggest advantage of the college is that it is located in the village with all amenities, such as transportation, food, and a hostel. Location is easily accessible
3. We follow the regulations formed by professional organizations such as the AICTE, NAAC, JNTUH and the State Council for Higher Education.
4. Highly qualified, devoted, and experienced faculty. 5. Digital classrooms with ICT resources, enough infrastructures with labs/computer laboratories, and computers

.5. There are regular parent-teacher meetings to accept complaints and suggestions for improving ourselves. Additionally, students are provided with feedback in order to learn about their performance

Institutional Weakness

1. In order to contribute to social progress, the institution's research efforts should be strengthened
- . 2. Our staff, students, and other members are less involved in the community.
3. The majority of students lack communication skills, despite the institution's efforts to develop them.
5. There is a scarcity of NRI students.
6. There are no targeted ads for out-of-state or out-of-region pupils.

Institutional Opportunity

1.The institution has the potential to urge professors to devote more time to research and to participate in funded initiatives.2. Alumni collaboration sessions, and technical practitioners' exchanges with students with the goal of practising experiential learning. 3. From an economic standpoint, the Institute has the opportunity to maximize resource use while minimizing waste on campus.

Institutional Challenge

1.The organization faces a financial burden as a result of fast technological advances on a national and worldwide scale. 2.A mismatch in terms of competences between required expectations and students' abilities. 3.Training given to the students in accordance with the current market needs for the industry. 4.Availability of Ph.D. faculty with specialized areas of expertise, as well as research and development. 5.The volatility of the educational system in terms of curriculum development is a challenge for the institution

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The dissemination of the curriculum is done considering the resource potential, institutional goals, employability, entrepreneurship and skill development.

To maintain the quality education and effectively deliver the curriculum PIPS has a robust system in place consisting of Academic Calendar, Lesson Plan and the entire process is monitored by the Program committee which has representation of students also. The effectiveness of the curriculum is measured by students, HODs and Principal by feedback mechanism.

Along with Pharmacy technical knowledge the students are sensitized on equality, social issues. The creative, ethical and divergent competencies are built through additional activities conducted by various committees. A range of value-added courses are provided to students considering the industry requirement and trends. Internships, industrial visits, seminar projects, live projects, research projects are next level of activities where students are given hands-on or experiential learning opportunities to understand, do, analyse and apply what is being taught.

Teaching-learning and Evaluation

In alignment with the institutional strength, the workforce of the institution strives hard to develop a student centric teaching and learning ecosystem. Over the period the institution, under the guidance of IQAC, has taken various initiatives for the holistic development of students. This majorly includes participative learning and use of ICT tools to make the learning process effective.

Institution has a high enrollment percentage of students and this has motivated the management to increase the intake in due course of time.

All the students benefit from the mentoring system.

Institution maintains high standards of discipline in conducting examinations. The process of evaluation is transparent and follows the SOPs. Students are given a chance to put forward their grievances and they are resolved through the systems set up.

As an output of continuously evolving teaching and learning methodologies, transparency in evaluation and robust planning, the college has achieved great results at B Pharm and M Pharm passing levels.

Research, Innovations and Extension

The core of the teaching profession, which is continually changing, is research. The environment of the university encourages the teaching faculty to pursue research. The institution is driven by a system, and the policies are designed in such a manner that they serve as a source of inspiration as well as a rich source of infrastructure. The Institute provides a thriving research environment with connections to government research institutes, industry, and consulting firms. The Institute has an established R&D policy statement that provides vital information on R&D objectives, schemes, available resources, and financial rewards to academics and employees. . Through a well-publicized plagiarism policy document, original research work is assured. some have also registered to pursue their teaching ambitions. Students are also given the opportunity to apply for research in the institution through the Research and Development Center. Faculty members are encouraged to submit research proposals to various funding sources and perform in-house research by the college administration. The R&D cell hosts seminars on intellectual property, research proposal writing, and technical presentations from time to time in order to foster a research culture among faculty and students and improve research quality. The Institute has inked Memorandums of Understanding (MoUs) with several Institutes. The Institute supports academic research by providing access to laboratories and research facilities. Academic on duty, authorization and financial support to attend conferences for paper presentations. PIPS faculty have attended 23 FDP, they have published about 40 papers in UGC/ More than 2 books were published..

Infrastructure and Learning Resources

The institute is located on 3.5 acres of lush meadows, beautiful terrain, excellent buildings, and an ecofriendly environment. It features ICT enabled classrooms, well-equipped laboratories, sports facilities, and strong infrastructure. The classrooms are well-lit, well-furnished, and roomy with sufficient ventilation. They are kept in good working order to provide optimal visibility and audibility. The college has a large seminar hall as well as a conference room. The lecture rooms have a large seating capacity and are well-equipped with ICT equipment. For the presentation, digital boards and projectors have been installed. Programme with extensive ICT capabilities for delivering online classrooms and seminars, NPTEL video lectures, among other things. With 90 systems, the has built a high-speed campus-wide network that connects all departments. All employees have complete access to internet services and information with one leased lines which i 100 MBps . The surveillance of campus activity is aided by the deployment of 64 CCTV cameras in strategic areas. The institution has a power management department that ensures that energy is always accessible and that electrical assets are kept in good working order. The university has one kirloskar power flash 63KVA generator as well as solar electricity with a 50kw capacity. Authorised vendors undertake yearly maintenance contracts on diesel generator sets, power distribution systems, 50 fire-fighting equipment, water purifier (water plant) – 1000 litres per hour, 2 water-coolers, and 10 grid – 16 solar panels each (AMC). A canteen, , books and stationery are available to all students and employees, as well as transportation services, which comprise eight buses. Central library with about 34,65 volumes with titles 2950, National journals:89, International journals:30, ejournals:19 and access to a digital library . Outdoor sports amenities include cricket, grounds, tennikoit courts; indoor sports facilities include ball badminton, chess, carrom board, Separate Boys and Girls H, rest rooms, Cafeteria, and health center with all essential facilities are included in the amenities. The institution encourages sociability by hosting cultural events in the auditoriums and on the campus grounds.

Student Support and Progression

The essential characteristics listed below reflect the actions taken by the Institution to aid students academically, such as offering relevant learning experiences on campus and promoting holistic growth and progression. It also focuses on student achievement, alumni participation, and student advancement toward further education and/or employment. State and federal government agencies grant financial aid to economically and socially disadvantaged students based on a set of criteria. Through the Equity Action Plan, the administration also provides financial support to low track round students. Skill development courses, such as communication skills, soft skills, and technical skills, as well as organised CRT programmes, are part of the capability enhancement and development schemes. Co-curricular and extracurricular activities are also incorporated into the system to aid in a student's overall development.

Governance, Leadership and Management

The institute has a well-defined organizational structure, and the Principal implements the policies of the management committee and DAC with the support of department heads and numerous committees formed for special reasons. As part of participatory management, faculty members are represented on the GB, Academic Council, and DAC. Representatives of teachers, non-teaching staff, and students engage in different committees of the institution as part of decentralization. Using in-house built software, e-governance has been deployed for admissions, finance and accounting, and exams.

The Principal is the leader of both the academic and administrative domains, and the Management has given

him the authority to plan, implement, and review the operational aspects of all domains' operations.

Institutional Values and Best Practices

The college is committed to excellence. It works hard to maintain its high standards by being creative in all it does. The following are some inventive tactics that demonstrate the streak of innovation. In terms of academics, finance, and administration, the school adheres to all regulatory standards and maintains total openness in all of its operations. The institute recognises and accommodates the needs of female staff and students in terms of safety, security, and counselling, and has created appropriate provisions. The college has taken an environmentally responsible approach to campus maintenance, focusing on tree planting, water harvesting, sewage recycling through a STP, the use of reclaimed water, and the utilisation of renewable energy resources for power g

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PRATISHTA INSTITUTE OF PHARMACEUTICAL SCIENCES
Address	Durajpally Village, Chivemla (Mandal), Suryapet Dist, Telangana
City	Suryapet
State	Telangana
Pin	508214
Website	www.pratishtapharmacy.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V Raj Kumar	08684-200284	9246966645	-	pratishta.pharmacy@yahoo.com
IQAC / CIQA coordinator	Yenumula Nettekallu	08684-2002841	9246966645	-	pratishta.pharmacy@yahoo.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
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	12-08-2021	24	

Details of autonomy

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

Recognitions

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Durajpally Village, Chivemla (Mandal), Suryapet Dist, Telangana	Urban	3.5	7422.96

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	English	100	84
PG	Pharm D, Pharmacy	72	INTER	English	30	25
PG	MPharm, Pharmacy	24	BPHARM	English	15	15
PG	MPharm, Pharmacy	24	BPHARM	English	15	15
PG	MPharm, Pharmacy	24	BPHARM	English	15	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	3				12				38			
Recruited	3	0	0	3	8	4	0	12	22	16	0	38
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				12				38			
Recruited	3	0	0	3	8	4	0	12	22	16	0	38
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				30
Recruited	12	18	0	30
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				30
Recruited	12	18	0	30
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	8	4	0	22	16	0	50
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	3	0	8

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	42	0	0	0	42
	Female	42	0	0	0	42
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	32	0	0	0	32
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	19	11	7	7
	Female	22	24	21	16
	Others	0	0	0	0
ST	Male	9	3	4	2
	Female	10	3	9	4
	Others	0	0	0	0
OBC	Male	27	22	17	11
	Female	24	26	24	31
	Others	0	0	0	0
General	Male	17	8	8	2
	Female	3	4	3	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		131	101	93	78

1. Multidisciplinary/interdisciplinary:	PIPS tag on the motto “A holistic place for Technical Education “.PIPS would move toward multidisciplinary teaching with more engineering and humanities, according to the proposal. This illustrates positive performance and quality standards we maintain in Teaching, Research, Employability, and Innovation. PIPS will place a strong emphasis on research and innovation through establishing start-up incubation centres and other comparable facilities, as well as multidisciplinary/interdisciplinary research in the engineering and humanities.
2. Academic bank of credits (ABC):	PIPS emphasis Academic Bank of Credit is envisioned as a digital bank that stores a student's credit from any course in the due years. PIPS aim to provide curriculum flexibility with interdisciplinary or multidisciplinary as ad-on courses. It is a key tool for facilitating multidisciplinary and comprehensive education, as mentioned in NEP to ensure many entry and departure points into and out of higher education.
3. Skill development:	According to a prominent job portal site, key skills by an organization are motivation, innovativeness, community skills, critical thinking and proper interpersonal communication PIPS emphasis with Placement and IIC centers to improve skills for the students and the faculties. Skill development courses are regularly conducted in the college premises to the beneficial of the students and the faculties according to our national education policy. Proper training is provided to the students through the foundation courses, which includes English, IT.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	PIPS provides the course to provide undergraduates with a proper guidance to the history, culture and philosophy of India. PIPS also introduces to the main themes and debates related to that history and also intended to manage with the basic skills including Group learning and group work, cultural, seminar presentation and writing of essays. PIPS also supports NPTEL courses through online mode to the benefit of students and faculties to enhance their technical knowledge.
5. Focus on Outcome based education (OBE):	Outcome Based Education (OBE) is a student centric learning model, that focuses on measuring student performance through learning outcomes and parameters like CO's, PO's,PSO's and PEO's . The Mechanisms for Evaluation Systems based on OBE

	are 1. Blooms Taxonomy is followed while setting the internal examination question papers. 2. The prepared questions are mentioned with course outcomes. 3. Questions are uniformly distributed across the syllabi (course description), 4. Rubrics are drafted and used in Theory, Laboratory, Assignments, Seminars, Mini Projects Major Projects.
6. Distance education/online education:	PIPS enable teaching for the students through distributed learning, e-learning, m-learning, online learning and Virtual classroom. Students can go around their life skills into job-oriented courses in a short duration under the new policy, which provides the gateway to online education. PIPS provides online education, is the best place where the students have the deep sea of information & content, Research, discovery and deliverable from across the world.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
162	166	167	167	165
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
402	321	265	243	277
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
160	135	120	145	138

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

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
98	46	38	60	92
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
56	47	41	39	39
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
56	47	41	39	39
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 15

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
52.9	52.03	43.1	61.4	62.9

4.3

Number of Computers

Response: 90

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The following mechanisms for effective curriculum delivery are currently in place at Pratishta institute of pharmaceutical sciences: 1. At the start of each academic session, Departmental meetings are held in which the topics in the syllabus are distributed to the teachers after discussion with them. 2. The number of classes for each topic is determined by the syllabus and the number of credits awarded to each topic/group/paper, among other factors. 3. For each year/semester, the college administration gives a well-designed weekly Routine/Schedule/timetable for both UG and PG classes. 4. Department heads create a routine that is duly approved by the Principal. 5. Lectures are prepared by teachers based on the assigned curriculum and available classes. 6. Under the supervision of college administration, classes are held according to the schedule. 7. We have a large central library with an open access system, as well as various departmental libraries for the benefit of students.. Courses in video format for a variety of fields. 8. Various classroom teaching methods based on the needs of different subjects, such as a. chalk and blackboard method are regularly used for effective curriculum delivery. b. An ICT-enabled teaching-learning approach. c. Using various software programmers. d. Effective lecture delivery requires the use of scientific models and charts. e. Teachers' distribution of class notes. f. Group discussion among students during class. g. Curriculum-related micro-teaching and seminars by students h. Students paper presentations i. Students are provided with proper and enough equipment for their practical classes; there is also a central instrumentation facility for this purpose. j. The departments carry out need-based survey programmers, fieldwork, and educational excursions. k. Project work and dissertations are completed in order to complete their degrees. l. For advanced studies, seminars and special speeches by experts are held on a regular basis. To maintain track of the students' progress, frequent class tests, mid-term examinations, mid-semester examinations, regular assessments in practical classes, and viva-voce are conducted. Remedial and tutorial classes are also offered according to need. Departments keep extensive records of classes, assessments, and project reports, among other things. The college administration also keeps a close watch on the outcomes, departmental activities, and student needs, as well as keeping track of the college's many activities in terms of teaching-learning, development, and improvement of various methods of effective curriculum delivery

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

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

Response:

The University publishes an academic schedule for Respective Courses at the start of the academic year. The institution ensures good time management and carefully adheres to the affiliating university's timeliness. To stay on track with the academic calendar, the Institute uses good planning. This allows teachers and students to space out their teaching and learning while also allowing for regular assessment. There are two semesters in every academic year. Each semester will last 16 weeks. After 8 weeks of classwork, the first Continuous Internal Examination (CIE- I), also known as MID-I, and the Lab Internal-1 are Conducted. After 16 weeks of classwork, CIE- II (MID- II) and Lab Internal- II are conducted. The students are taught the relevant syllabus during the above-mentioned 8 weeks of classwork. They are then put through their paces on the same material. Students are evaluated by the Institute in three ways: theoretical, objective, and assignments. The descriptive part is given a score out of ten. The aim is graded on a scale of 10 points. The grade is based on a 5-point scale. To prevent overburdening pupils with too many exams, these tests are given at regular intervals. The student's final internal marks are obtained by taking the average of both of these exams. These marks are also used to identify pupils who are slow learners, and bridge lessons are held to help them improve their performance before the external examination. The OBE format is used to create all question papers. They are aligned with the course outcomes, which are stated at the start of the course. Unaddressed programme outcomes are included in the assignments provided to the students. This aids students in gaining information outside the syllabus, as many topics are not addressed in university exams but are still relevant. In a semester, these assignments are delivered twice. To stay on track with the university's academic calendar, students must finish them in the time allotted. Every department prepares internal calendars in accordance with the university calendar to guarantee that the curriculum is delivered on time. Every instructor adheres to a rigid schedule that is discussed and authorized by their department's head. After that, a daily division of subjects and chapters is determined. These subjects and chapters were selected in light of the impending CIE. The pupils will be able to complete the assigned syllabus in a reasonable amount of time thanks to the schedule that was prepared. Students are given ample time to prepare and practice their topics prior to the examinations. As in event that a change is required, the university informs the college, and the college enacts the adjustment. Teachers from all departments adhere to and respect the academic calendar in all circumstances.

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

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

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

Response: C. Any 2 of the above

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

1.2 Academic Flexibility

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

Response: 100

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

Response: 5

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 16

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

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

File Description	Document
List of Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 86.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
379	301	233	202	207

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

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

The goal of education, according to PIPS, is to assist each student discover their identity, recognize their purpose in life, and contribute to society, the environment, and their fellow humans. The art of holistic education is found in institutions' ability to provide a diverse curriculum in effort to enhance students to develop an intrinsic appreciation for life and a strong desire to learn. The institution would evaluate the significance of the world's pressing conditions and challenges, such as the environment, climate change, politics, socio-economic, and gender conflicts, under the autonomy framework.

In order to solve the shared accountability, PIPS educates the students for themselves and society, educates them for a bigger view of life, and inspires a sense of social responsibility through relevant courses in various categories that enrich the learning experience. PIPS has introduced various types of courses in the curriculum to combine cross-cutting courses relevant to gender, environment and sustainability, human values, and professional ethics. The courses are designed to enhance professional competencies even while imparting general competencies such as social and ethical values, gender, human values, professional ethics, environmental sustainability, and etc, resulting in students' success and growth. Field work, citizen involvement, and gender sensitization just are just few example of practical experiences related to gender sensitivity which enables the students to understand real-life problems and situations. These courses test students' conceptual, theoretical, and analytical understanding on gender as a social construction, as well as several approach when working toward gender equity in India and across countries. Students are trained by PIPS to develop human values and professional ethics in them. In this context, the following ten golden rules of professional ethics in the workplace have been discussed in order to respect the Institute and students. The golden rules are as follows: 1.Always aim toward excellence. 2. Be dependable 3. Be Accountable 4. Always be respectful and polite to the others. 5. Be reliable 6. Responsive, and effective. 7. Always behave in an ethical way. 8. Always be genuine and admirable in your activities. 9. Ensure the confidentiality of the others. 10. Act as role models The students participate in several of activity in order to establish these principles in a professional manner. Women Empowerment Cell, Anti-Ragging

Committee, NSS, Eco Club, and other committees and groups are responsible for the various activities. These committees and clubs are necessary to the institute's efficient execution. Environmental Sciences, Soft Skills & Professional Ethics, Gender Sensitization, Indian Constitution, Essence of Indian Traditional Knowledge, as well as other mandatory courses are included in UG courses, whereas Value Education, Stress Management through Yoga, Personality Development through Life Enlightenment Skills, and other PG courses are included. A variety of activities, such as seminars, workshops, guest lectures, and industry PIPS, are conducted to recognize the importance of the course to students about environmental matters.

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

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

Response: 83.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
140	132	142	140	138

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Any additional information	View Document

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

Response: 50.75

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

Response: 204

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

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

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 67.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
131	101	93	78	65

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
160	135	120	145	138

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 67.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
131	101	93	78	65

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Bridge classes are conducted for the first year students immediately after they join, to enable flexible transition into college study from school level. After commencement of the first year classes, diagnostic test will be conducted to analyse the statistics of the students. 1. Number of students in school with medium of instruction in Telugu 2. Number of students who had no exposure to computing knowledge 3. Number of students from Rural Background Based on these statistics, the Bridge classes are conducted as below: Communicative English Fundamentals of Computing Mathematics course is conducted for everybody from Pharmacy point of view Remedial Classes handled by the respective subject handling faculty after class hours they interact with students in clearing all the doubts. The teachers after first internal assessment guide the students as far as student-specific gray areas are concerned. The students who obtain marks below the class average are identified as slow learners after the first internal mid examination and special coaching classes are being conducted for the students based on their performance in the test, after the college hours. Their performance in the first internal assessment test is monitored and if it is less than the class average these students are advised to register for remedial classes. The mentor should counsel these students motivating their participation in remedial classes. The remedial classes are held in the evening between 4.00 PM and 5.00 PM. After these remedial sessions, if the performance improves in the subject internal tests, the students are appreciated and motivated to keep up the performance. The institution offers scope for advanced learners also appoint the Faculty Co-ordinator to conduct various events to improve their skills. They are identified · By their performance in the class room. · Performance in the end semester examinations. · Participation in department activities. · Prizes won in Co-curricular and extracurricular activities. · For these advanced learners the following provisions are made to take up one · Full time project work or internships in industries or R&D establishments.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 7:1

2.3 Teaching- Learning Process

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

Response:

The teaching-learning process is one major objective and the strength of our college. Students are given a right blend of traditional and modern methods to make learning student-centric and a rewarding experience. Experiential learning, participative learning and problem solving methodologies are well adopted to ensure the holistic development of students and facilitate life-long learning and knowledge management. a) Experiential learning 1. Practical courses (laboratory) including virtual labs are made compulsory in the online mode class activities. 2. The inclusion of Internship is develops good practices and innovative methods of learning, The traditional lecture and laboratory activities have evolved into more open ended, Internship-based experiences that help students develop additional skills and contextualize the learning of theories. 3. Each student has to do a Project as part of the curriculum where the student can choose a domain of their interest and implement their innovation. The students are motivated to do industry and research oriented projects. 4. Content beyond the experiments are assigned to the student to fill the gap between curriculum and industry requirements.

b. Participative learning 1. Industrial / field visits / internship at Industry and/or renowned institutions are mandatory. 2. Students are involving group discussion and also seminar presentation in very course related topics. 3. Students are encouraged and presently made mandatory to take Online Courses offered by premier institutions of the country. 4. Each course handling conducting Quiz, Debate for the sharing of the student technical knowledge. 5. Industry projects and collaborations are undertaken to enrich students with pre-employment training. 6. Periodical Guest lectures on topics relevant to employment skills by personnel from respective organizations / industry.

C) Problem solving methodologies 1. Each course handling faculties are giving Case Study topic related their subject for analysis and discussion. 2. Faculties are conducting subjects of highly analytical nature, with the objective to increase problem solving capabilities, analytical thinking and logical ability. 3. Faculties are support to the students to attempt and solve problems individually and independently. 4. For the tutorial session, a class is divided into two groups and faculty members are assigned to each group separately. 5. Giving assignments and quizzes at the end of instruction of each unit. All academic activities are aimed at elevating the students' knowledge, skills and build confidence in them.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

All the course and lab course handling faculties are using ICT mode content delivery in the way of video presentation,. ICT tools were used for the effective content delivery in the class room for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. Traditional teaching-learning methods and ICT tools both usages is highly interested in providing innovative methods for enriching the learning experience

The institution has provide the high speed internet access and high configuration computers and technical

resources for the effective utilization of ICT among the students and the faculty. Teaching/Learning methodologies include the use of ICT tools for illustrations and special lectures, case studies, project-based-methods, experimental methods, flipped class room sessions, v-lab videos. The conventional lecture method facilitates the teacher to interpret, explain and revise the content of a topic, only for better understanding of the subject by the learners. At the end of instruction of each unit, the students are given specific assignment and seminar handled by the students which enriches their learning. To enhance the effectiveness, acquired knowledge by the way of answering a few questions or a brief peer group discussion or a think-pair-share activity or any other relevant interactive session. Thus, the blended mode of learning which combines direct mentor-taught interaction with the online learning is implemented. ICT components are embedded in the course contents of all relevant Pharmacy disciplines which include free / commercial software used for computation / simulation. ICT for course delivery includes power point presentation, video conferencing and also educational websites. Course handling faculties are conducting to the students' learning process through online quizzes, submission of online assignments etc. It helps our students in blended learning, flipped classroom and other e-learning projects even for the Covid pandemic situation. ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, online journals from DELNET, Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students using vmedulife software. Communication skills training facility is enriched with ICT tools to make the students acquire proficiency in listening, speaking, reading and writing skills. Discussion/demonstration and ICT based ways of learning, enable students gain the skills in critical thinking, communication, and group dynamics and reflect appropriate integration of direct and online interaction of the participating members.

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

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

Response: 7:1

2.3.3.1 Number of mentors

Response: 56

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 10.74

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

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

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

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

Response: 4.18

2.4.3.1 Total experience of full-time teachers

Response: 234.1

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document

2.5 Evaluation Process and Reforms

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

Response:

PIPS is affiliated to the JNTU Hyderabad, and has adopted methods of assessing the student academic performance on continuous monitoring basis. Rules and regulations are followed in tune with the affiliating University norms so as to conduct the Continuous Internal Evaluation bringing larger transparency. Continuous assessment in theory subjects: As per the JNTUH regulations, 25 marks are allotted for internal assessment examinations and end semester external examinations are conducted for 75 marks. In this frame work, the college conducts Mid examination in the specified pattern consisting of Objective Questions and Descriptive questions for all the theory subjects. The Objective Question Paper (10 marks) are split with Multiple choice and fill in the blank type questions. Descriptive type Question Paper (10 marks) is set by internal faculty members. Assignments are given to the students carry weightage of 5 marks. The internal marks are awarded by taking the marks from both mid examinations and assignments. Continuous assessment in practical subjects: For laboratory courses, continuous evaluation process is being followed during the semester for 25 marks which is regarded as internal marks and 75 marks are allotted for end semester external examination. In the 25 marks for internal, 15 marks are awarded for day to day evaluation, to assess student performance which includes regularity, Observation book submission, procedure, calculations and graphs in terms of result, viva and promptness in submission of records in the laboratory and 10 marks for conduct of Internal lab examination. The Major reforms in Continuous Internal Evaluation implemented by INSTITUTION are as below • Outcome Based Education (OBE) is a student centric learning model, that focuses on measuring student performance through learning outcomes and parameters like CO's, PO's, PSO's and PEO's and the Graduate Attributes defined by the NBA . The Mechanisms for Evaluation Systems based on OBE are 1. Blooms Taxonomy is followed while setting the internal examination question papers. 2. The prepared questions are mentioned with course outcomes. 3. Questions are uniformly distributed across the syllabi (course description), 4. Rubrics are drafted and used in Theory, Laboratory, Assignments, Seminars, Mini Projects Major Projects. 5. Formation of Course Outcomes for all theory and laboratories are made by using action verbs of Bloom's Taxonomy and mapped to the Program Outcomes and Program Specific Outcomes. The evaluation is made for the attainment of vision and mission statements of the institute. 6. The attainment of Course Outcomes is evaluated with Continuous Internal Evaluation and University end Examinations.

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

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

bound and efficient**Response:**

An efficient and transparent system is followed in PIPS in terms of dealing with internal examination-related grievances. The College Academic committee consisting of the Principal, and HOD's and senior faculty members prepares the academic calendar in the guideline with JNTUH academic calendar well in advance before the commencement of the class works. The calendar outlines the semester class works schedules, Assignment submission deadlines, internal examination schedules and external examination schedules. University Academic Calendar: The University officially publishes Academic Calendar for their affiliated institutions for planning and conduct of class works. The Academic Calendar Consists of Commencement Last date for a spell of Instructions, Mid Exam Schedules with submission of Marks to the University, Assignment deadlines, Practical Exam Schedule, End semester Supplementary Exam dates for the forthcoming semester with Holidays. College Academic Calendar: The Institute prepares the academic calendar in line with the University Academic calendar consisting of all academic events including co curricular and extracurricular activities. The head of the department finalizes the course allocation for the faculty members based on their choice and area of interest or expertise. For the Conduct of Academics, each year is being divided into two semesters of 16 weeks (Each semester having 90 instructional days plus 6 days for mid-exams or a total of 16 weeks for the conduct of Instructions including mid-exams) and 3 weeks for the conduct of end semester examinations. After completion of 45 Instructional days, The Mid 1 Examinations are conducted and after completion of 90 working days, the Mid2 are conducted as per the given schedule. Once the mid-exams are conducted immediately, the solution of the test along with the question wise marking scheme is displayed on the notice board within one day this way the test maintains transparency and uniformity in the assessment of the internal tests. The faculty evaluates the papers within three days of the conduction of the test. The evaluated answer sheets are shown to students in class and faculty undertakes individual grievances with a student on the paper if required by the student. At the end of the semester, the average marks of both the unit-test marks are displayed to the students for verification and cross-verify their marks details. If any discrepancies are reported by the students, then they are resolved by the faculty immediately. Assignments are evaluates based on the rubric which is also shared with the students. The rubric consists of criteria- timely submission, clarity, neatness, etc. The evaluated assignments are given back to students thus maintaining the transparency of the marks assigned and resolving grievances is any The experiment performed in the lab by the student is immediately evaluated by the faculty and the performance marks are assigned based on the lab rubric designed by the faculty.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Course Outcomes (COs) represent the described level of knowledge and skills the students can acquire at the end of the course. COs have been thoughtfully defined for all courses across the various programs being offered. The Course outcomes of all courses offered are prepared by the respective course instructor at the start of the semester and uploaded on the college website. The course instructor maintains a teaching plan in which around five to six-course outcomes are written based on the requirements. It should be measurable and maps across relevant cognitive levels of Bloom's taxonomy. The introductory lectures planned for all courses are meant for communicating the COs to the students by the course instructor. Pos from graduate attributes mapped with Cos verifies with Programme assessment committee members. The PAC minutes will be discussed and gets approval from the department advisory board committee. The Program Outcomes (POs) which are based on Graduate attributes are circulated amongst all graduates, stakeholders and are significantly displayed on Department notice boards, laboratories, classrooms, college brochures, and also the institute website. National Board of Accreditation has defined 12 Pos derived from the graduate attribute thus maintaining with the slight modification required for the respective department across all branches of Undergraduate Program in Engineering. Workshops, seminars, FDPs have been conducted to educate the teachers about outcome-based education and its implementation. Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) have been defined and stated after much debate and involvement of the stakeholders. This has been done for all undergraduate programs being offered in the institute. It is also displayed on the institute website along with the POs. In our institution, every faculty member understands the concept of Outcome-based education and conscientiously tries to ensure that outcome attainments are met.

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

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

Response:

PIPS has clearly declared learning outcome for each academic program and was amalgamated with the Institutional vision and mission. Program outcomes (POs) and Program Specific Outcomes (PSOs) are the paramount to maintain the quality in the graduation program. Each department of the college has developed the curriculum taking all the POs into consideration. The PSOs are also appropriately designed along with the curriculum development.

Course Outcomes (COs) describe the learning that will take place across the curriculum through concise statements, made in specific and measurable terms. These COs are then mapped with POs and PSOs. During the CO-PO/PSO mapping, the strength of the mapping will be assessed by Course Lead at the beginning of the semester. During the semester the course is assessed using assessment tools to compute CO attainment. The PO attainment calculation considers 75% weight to direct methods as more samples are available for this category and 25% weight to the indirect method. The following assessment methods are used for the assessment of Program Outcomes and Program Specific Outcomes: 1.Direct Assessment (75%) Assignment Internal Examination Semester end examination This process includes following three

components: 1.Assignment (5%): The students are assigned to solve several questions related to respective courses; one assignment per unit in the course. The assessment will be done based on their performance. 2.Internal Examination (20%): This type of performance assessment is carried out during the examination sessions which will be held twice in a semester. Each and every internal examination is focused in achieving the course outcomes. 3.End Semester Examination (75%): End Semester examination comprising entire syllabus of the course is a measure for assessing whether the entire COs are attained or not. 2. Indirect Assessment (25%) Students feed back : Feed back about over all teaching performance of each faculty member allotted to the respective class will be conducted in the middle of the semester. Analysis of the feed back will be carried out by Internal Quality Assurance Cell (IQAC) and shared it with faculty members through HOD. HOD and Principal will discuss in person with faculty members whose performance is not satisfactory. Course Assessment: At the end of the semester assessment of learning of course outcomes for each subjects will be conducted. Course Outcomes involved in the assessment process will be mapped with POs with indication of attainment level. Exit feed back: The passing out batch of student will given feedback on various facilities provided to them as well as teaching Learning parameters adopted during their stay in the college. Event Feedback: For the overall personality development of students and to make them technically sound institute and department have established various Club Activities Clubs. These clubs prepare their activity schedule at the beginning of semester.

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

2.6.3 Average pass percentage of Students during last five years

Response: 69.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	35	34	42	58

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

2020-21	2019-20	2018-19	2017-18	2016-17
98	46	38	60	92

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response: 3.95	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 7.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
2.36	0	2.56	2.14	0

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

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

Response: 0

3.1.2.1 Number of teachers recognized as research guides

File Description

Document

Institutional data in prescribed format

[View Document](#)

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

Response: 60

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

PIPS , identifies an ecosystem to share technical knowledge between the students and faculties for innovation with the incubation center .The college builds up with R&D cell to promote research activities headed by Dean R&D.The R&D cell focuses on mini and major projects of the students along with funding agencies that to be carried out during the course of study. The R&D cell facilitates faculty and students to publish quality papers in referred journals with high impact factor. The R&D cell conducts workshops on how to write a paper, important steps to avoid plagiarism and identify quality journals which help the faculty and students to meet their research requirements. The management is very much keen in research activities and promotes faculty and students to come up with new innovative ideas by providing suitable infrastructure and financial assistance whenever needed. Entrepreneur Development Cell (EDC) of the College targets to develop entrepreneurs generate employment through technology and also to improve the competence of the students by providing opportunity to enhance their managerial skills and leadership qualities, to attend and participate in workshops, to visit the industries in order to meet the global demand and new challenges to generate employment. The students are motivated to take a step forward and take up a career of self employment and set up a small and micro enterprise as an entrepreneur. The skill set required for the development of an entrepreneur includes resources planning, manpower management, finance planning, marketing management and manufacturing expertise.

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

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

Response: 15

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

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

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards**3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years****Response:** 0**3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years****3.3.1.2 Number of teachers recognized as guides during the last five years**

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years**Response:** 0.88**3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	10	7	3

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0**3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

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

File Description	Document
List books and chapters edited volumes/ books published	View Document

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

PIPS organizes and takes part in various public issues and resolves the same with technical oriented and community participation. The NSS unit of PIPS is accomplishing its service-oriented programmes in a fruitful way covering multifarious aspects. In the due course of it, the NSS successfully conducted an awareness programme on anti-ragging, the importance of diet and its associated health problems, promoting Swatch Bharat, blood donation camps etc. The NSS unit organizes various guest lectures on women safety, women startups, and other general issues. Every year Yoga day is celebrated, to understand the importance of yoga which makes the mind and body have a healthier life. PIPS established a “Health care center” that promotes awareness on health, proper diet, and nutrition. Health club supported with gym facilities in the hostel to carry out health Care and fitness facilities and equipment.

Activities carried out every year Students impact on activity

- 1.Green Campus Students are motivated to plant more trees regularly.
2. No plastics Students were advised to avoid plastics .
3. Swatch Bharat Students motivated to maintain cleanliness in hostel and all amenities .
4. Water utilization Students were encouraged to create a suitable system and to conserve water through proper wastage .
5. Republic and Independence day celebrations Students remember the freedom fighters and Responsibility towards nation buildup.
6. Yoga day Students are motivated to perform yoga Day

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

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document

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

Response: 18

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

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

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 87.37**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
346	233	233	222	274

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

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 5**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

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

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses

etc. during the last five years

Response: 25

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

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

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Management of PIPS is committed to provide quality services to the stakeholders and in this direction strives to provide the best infrastructure support and provides the necessary budget every year as per the requirement. The college has established policies and procedures to create and continuously enhance the infrastructure in the form of human resources (Faculty, Technical, Administrative staff), laboratory equipment, built-up place, learning resources (print and electronics aids) by keeping the following objectives in view to promote Teaching Learning process directly and indirectly. To provide good, sufficient and well ventilated academic and supporting spaces for effective teaching and learning. To have conference halls, meeting rooms, faculty cabins, digital Library for effective teaching and learning. To use ICT for academic purposes including teaching and learning To provide access to internet to students and faculty members To develop class rooms, tutorial halls, departmental and central Library and content to meet the changing requirements of teaching and learning. To develop labs as per curriculum requirement and also beyond the curriculum To provide amenities like Canteen, Transport, Play grounds etc. Classrooms: The Institute has Classrooms with ICT facilities, LCD projectors, WIFI-LAN, PA System, and good ambience. It has ICT Classrooms with multimedia facilities and spacious for conducting theory classes. All the Classrooms are ergonomically designed so that proper ventilation, lighting is provided with good acoustics. All the Classrooms of individual departments are at close proximity in order to have better access to the students. These Classrooms are provided with OHPs, screens, fans and LAN cables. Tutorial Halls: The college has 14 tutorial halls to conduct Tutorial Classes to address the doubts and queries, to conduct remedial classes for academically slow learners/students with backlogs. All the Tutorial Classes are equipped with Black Board, Benches, Fans and Tube Lights. Laboratories, Seminar Halls, Drawing halls, Auditoriums: The Institute has well equipped and well maintained state of the art laboratories, 6 Seminar halls to conduct various student activities. Computing Equipment: 40 Computers are available in the Institute.. All the Classrooms, Seminar Halls and most of the Laboratories are equipped with ICT facilities having licensed and open-source software. Printers, Scanner and Xerox Equipment are also Available.

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

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

Response:

Sports and Games: The Department of Physical Education (DPE) of PIPS has been putting in its best

efforts in imbibing knowledge and imparting skills to students and faculty in various sports and games, developing them to higher levels of expertise. Sports club of PIPS has successfully induced the sporting culture among the students and faculty, which is evident through the laurels achieved. The PIPS comprises of 2 Physical Directors and supporting staff. The institution has adequate facilities for quality physical education programmes, which are needed to increase the physical competence, health-related fitness, self-responsibility, and enjoyment. Indoor and Outdoor Games: The institution provides facilities for indoor games like Table Tennis, Caroms, and Chess etc, also has a spacious playground for outdoor games like Basketball, Cricket, Football, Handball, Kabaddi, Throw ball, and Volleyball. Athletic Track Space for all field sports events like Javelin Throw, Shot put, Hammer Throw, Discus Throw, Jumps, etc are available. State of art training is provided to students in all these sports and games. Full time qualified trainers to train students in Caroms, Chess, Table Tennis, Athletics, Basketball, Cricket and Football. The trained students participate in National/International tournaments. Many students have won medals and awards in national/international tournaments besides inter collegiate and intra-college activities. Gymnasium An exclusive Gymnasium is available for the students and staff at Sports complex. It provides an arena for the body builders and the students who wish to keep their body fit. State of the Art facilities are made available along with the trainers to train the students properly. Yoga An exclusive Yoga facility is provided with a dedicated yoga teacher for training both the students and staff. Practicing yoga creates mental clarity and calmness, increases body awareness, relieves chronic stress patterns, relaxes the mind, centers attention, and sharpens concentration. Since 2015 every year on June 21st, the International Day of Yoga is celebrated, in which all the students and staff proactively participate. Best performers are rewarded to encourage active participation and promote wide scale participation of various stakeholders.

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

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 15

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during

last five years(INR in Lakhs)

Response: 20.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.39	7.09	7.3	18.8	11.3

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

4.2 Library as a Learning Resource

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

Response:

PIPS Library plays a vital role in meeting the present and anticipated future needs of its scientific community by selecting, acquiring, disseminating appropriate scientific and technical information through different channels of communication.. The college's central library is housed in a part of the block having a plinth area of early 680 Sq.m with a total seating capacity of 150. The Central library is stocked with books and also subscribed to National and International Journals.. Digital library is well equipped 2 systems with 1 server to access E-journals , in addition Multimedia ELearning Center. NPTEL Facility (National Program on Technology Enhanced Learning) to access web & video lectures, subscription of e-resources and Institutional Membership of DELNET, (Inter- library loan) for resource sharing are available in the library. The Central Library collectively supports the teaching, research and extension programmes of the Institute. All students, faculty members of the Institute are entitled to make use of the Library facilities by taking library membership. The Library, besides having a huge collection of books on Engineering, Science & Humanities offers library services through its various divisions.

Software Package which is an Integrated Library Management System (ILMS) with Barcode Scanner that supports all in-house operations of the library. The Central Library can be accessed through the On-line Public Access Catalogue (OPAC) within the campus premises. Competitive Examinations Cell The novel feature of PIPS Library is the establishment of Competitive Examinations Cell with the main objective of providing reading material for student community preparing for various competitive examinations. The cell provides books and journals relating to Civil Services, Public Service Commission, TOEFL, GRE, GPAT, GATE, UGC-NET and other competitive examinations. Library Timings Working Days - 9:00 A.M. to 5:30 P.M. Facilities / Services available at PIPS Library: Issues and Returns Reference and Reading Section Competitive Books Open Access System Reprographic Facility Journals/ Magazine/ Periodicals

Reprography Service OPAC(Online Public Access Catalogue) Library Automation Digital Library(E-Journals/ E-Books/ NPTEL) Back Vides/Back Volumes/Project CD's/NPTEL Video's CDROM : 500 Project Works : 2662 e-Books:(EBSCO) : More than 6000 Printing/Xerox Facility Previous Question Papers/E- Question Paper News Paper Clipping Service SC/ST Book Bank Scheme Circulation New Arrivals displayed on Notice Board

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

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

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

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

Response: 3.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.99	3.64	2.99	4.82	3

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

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

Response: 14.19

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

Response: 65

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

PIPS maintains thrust on this vital area to ensure continuous and consistent availability in tune with the growing needs as well as changing technologies. The institute places lot of importance on e-learning and major plans is in hand to upgrade the bandwidth, connectivity as well as the devices. The entire campus is optically networked between buildings and cable within the buildings for connectivity. In addition, Wi-Fi facility is provided in all the buildings. Dedicated bandwidth (leased line) of 100 Mbps is taken from a single source. In addition each building /department of importance like examination center, remote center for online workshops, placement cell, and library have additional dedicated bandwidths of 100 Mbps. Internet facility was upgraded from 64 Mbps to 100 Mbps. Two Language labs were updated with infrastructure, computers and software. The library is updated with Koha software. The management has been substantially augmenting the following IT facilities since 2018: Internet connectivity was increased from 64 to 100 Mbps. Intra-net connectivity is provided on the campus with 20 GBPS fiber optical cable. Installed Network facilities for All Computer labs Installed Air Conditioning Systems for Computer Labs. All the systems have been provided with backup through the uninterrupted power supply. MacAfee antivirus software has been installed for all the systems.. Biometric attendance system for PG students and Faculty.

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

4.3.2 Student - Computer ratio (Data for the latest completed academic year)**Response:** 4:1

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution**Response:** A. 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)****Response:** 22.56**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
14.05	11.78	7.31	13.2	15.8

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

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

Response:

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures as mentioned below, concerning Laboratories, Library, Sports center, computer systems, and classrooms. All the Laboratories are maintained in proper working conditions in terms of the premises as well as all pieces of equipment, i.e., consumables and non-consumables, as overseen by the concerned Lab in charges. Separate registers are maintained for lodging complaints, stock keeping works executed, etc. The repair and servicing of equipment are carried out after obtaining statutory approval of the concerned Head of the Department, Principal, and Secretary. The lab in-charge and the concerned faculty ensure proper utilization of the laboratory premises and instruments/equipment. The procurement of new equipment is as per the standard procedures wherein, the lab in-charge applies to the Principal through the Head of the Department. Upon obtaining approval from the Secretary, quotations/tenders are invited based on the tentative cost of the equipment. The Central Library is headed by the Librarian who oversees the maintenance and utilization of the premises and all the books, data, etc. The library staff maintains books in the lending as well as reference sections, stacked in catalogued racks segregated branch wise. The issue and return of the borrowed books are maintained by the library software. Procurement of new titles, volumes etc. is carried out once every academic year, based on the inputs received by students, faculty members and the Library committee. Remote access to all online content is made available to all the faculty members. The students can access the same using dedicated systems available within the library premises. The subscription and renewal of the online journals are undertaken and overseen by the librarian and the library committee for each academic year. The Sports center is headed by the Physical Director who oversees the maintenance and utilization of the sports premises as well as all sporting items/equipment, grounds, etc. List of sporting items, equipment, etc. are maintained in stock registers. The issue and return of sporting items are overseen by the Physical director and his/her support staff. All the classrooms, seminar halls, auditoriums, etc. are ICT enabled and maintained under the supervision of the Administrative Officer. All works related to periodic inspection, maintenance and repairs are carried out by the Administrative officer and his team of technicians and housekeeping staff. Proper utilization of teaching premises is ensured by all the faculty members as per standard norms. A dedicated team comprising a system administrator and technicians takes care of periodic maintenance and upkeep of all computer systems in the Institute. Proper utilization of systems is overseen by the Lab incharges and concerned faculties. The maintenance and upkeep of all classrooms, seminar halls, etc. come under the purview of the administrative officer and his/her team of technicians and housekeeping staff.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 72.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
291	246	199	182	180

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

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

Response: 4.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	13	10	8

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

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

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

Response: A. All of the above

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

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

Response: 59.54

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

2020-21	2019-20	2018-19	2017-18	2016-17
192	197	157	180	153

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

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

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

Response: A. All of the above

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

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years**

Response: 46.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	25	6	42	58

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

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

Response: 10.2

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

Response: 10

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

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

Response: 55

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

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

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

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

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

5.3 Student Participation and Activities

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

Response: 31

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

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

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

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

Response:

PIPS has an active student council. Each class nominates two students from each section. They are called Class Representatives (CR). These class representatives choose some of them as student council members. Student council acts as bridge between management and faculty. Through this student council students are encouraged to participate in the organization of various events of the institution and develop their communication and organizational skills. Students are encouraged to participate in institutional academic and administrative activities. This will help in building a sense of trust and understanding among the student community on the institutional functioning. The student representatives are chosen as members of various academic and administrative bodies. The various activities of student council and their representation in various committees are given below. Activities of the Student Council: Smooth Conduction of the Institute Annual Day every year. Conducting Fresher's day every year. Prevention of ragging in the campus through counseling and helping the administration whenever necessary. Organization of student technology workshops, club activities and professional society activities Celebration of Engineers Day, Mathematics Day, Teachers Day etc. Rendering help in organizing

community service activities Organize the programs to improve cleanliness and greenery in the campus. Maintenance of the peace and harmony among campus community in General and student community in particular. Suggesting the administration in the improvement of student amenities Representation of students in the academic and administrative bodies: AntiRagging and prevention of sexual harassment

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

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

Response: 9.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	10	10	12	10

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

5.4 Alumni Engagement

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

Response:

The college has an alumni association. The Alumni Association creates and maintains a lifelong connection between the Institute and its alumni. The Alumni Association works to connect alumni, support students and build an unforgettable Institute experience through a diversity of events, programming and services. Alumni Association is one of the easiest ways to reconnect, give back to the Institute, and serve

as a springboard for further involvement. Alumnae from various parts of the world enthusiastically participate in the meet. The alumni participate and contribute to the development of the institute in the following ways. Internal Quality Assurance Cell (IQAC): IQAC has a some members of the alumni. These members contribute to the improvement of teaching, learning processes. Promotion of the Intuition: To develop and help maintain active alumni interactions and enhance the image of the PIPS College through self enrichment, career development and role modeling in the wider society. Alumni Feedback: Alumni gives valuable suggestions, or feedback to find out the curricular gaps in the university curriculum for the present requirement of industry needs. Guest lectures : The alumni are invited to deliver guest lectures and also as the resource persons for workshops and seminars on recent trends in technology. They also share their professional experience and motivate the students. Monetary Support : Meager but to their magnanimity, Alumni also contributes financially. Nonmonetary support: The alumnae actively participate as judges in various technical and nontechnical competitions organized at the institute. Alumni as support to conduct community service activities Alumni form an active network and help them to institution in getting internships, placements and industrial visits.

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

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution PIPS is initiated by the ideals of Educational Society, the management of the institute consists of a Governing Body with a panel of members as per norms of Society, nominees from industry, regulatory body like , PCI, Affiliating University and the State Government. The Institution vision and mission is “To be a Centre of Excellence in Technical Education and to become an epicenter of Research for creative solutions” and “To address the Emerging Needs through Quality Technical Education with an emphasis on practical skills and Advanced Research with social relevance” respectively. The institution has evolved a quality policy which is as follows: “To provide an integrated learning environment to enable students to grow towards their fullest potential and meet high expectations of industry and society.” The entire envisioning, designing and formulation and implementation are done following intense deliberations by all members of the Governing Body. The Governing Body functions subject to the existing provision in the bye-laws of the college and the rules laid down by the state government. The Principal of the college is the head of the institution providing the required leadership to the institution and its system. The principal ensures that all provision of the university bye-laws, statutes and the regulations are observed. He convenes the meetings of the Advisory councils, the Academic council, Board of Studies, Finance committee, planning and Monitoring Board, Selection Committees. He also over sees admission of students, recruitment of faculty, curricular programmes, student feedback, internal and external assessment, financial implication, course contents, cocurricular and extra-curricular activities. The faculty are actively engaged and involved in decision making process. Periodic meetings of all Head of the department and also the intra-departmental meetings convey and implement decisions taken by the committees and endorsed by management. Senior faculties are represented in all committees by rotation to enhance administrative experience of all staff. This will help to refine and run the system of administration to continuously sustain, renew and enhance quality of the education by the institution PIPS administration is led by the Principal, collectively with the help of HODs, and various functional heads. There is complete delegation of authority and responsibilities at PIPS , and the administration functions through various appointed committees. Planning in the institute is collective “Bottom to Top” process. Requirements are gathered at functioning level and assessed and forwarded to administrative level. This results in a plan reflecting actual requirements. It is guided by vision and mission and willingness to fund any developmental expenditure by the Management. The management gathers information regarding the various aspects on functioning of the institution in a number of ways. The Planning process is helped by an efficient Software system which provides access to integrated data that is used to disseminate information. PIPS constantly tries to bring innovation in teaching and learning process by using modern technology, training methods and human resource planning.

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

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

Response:

The Principal of the college has complete authority to administer the institute within the purview of the bye-laws, rules and regulations framed by the management, affiliating University, and the state government. At the beginning of the academic year, a self mapping or review exercise is conducted by the Central Academic Committee which is assisted by HODs Committee. The CAC is constituted by the management is the 'Principal Planning Body' of the institute and is responsible for the monitoring of the development programmes of the institute. The Principal as the chairman of the board, includes six internal members and at least two external experts. Apart from the principal, the administrative officer, two deans/senior professors, two heads of the department and two senior associate professors form part of the body. The powers and functions are prescribed by the bye-laws. They have the right to advise the general body and the academic council on any matter, which it considered necessary for the fulfillment of the objectives of the institute. The recommendations of the CAC shall be placed before the governing body for consideration and approval. Proposals relating to academic matters may be processed through the academic affairs committee. This exercise exposes the strengths and challenges of each of the personnel to draw a potential plan, giving the management an insight for the distribution of responsibilities. The Principal appoints conveners for various institutional committees with the approval of the governing body, and further nominates the members of committees in consultation with the respective conveners based on the inputs and outcome of the reviews. Guidelines defining the roles and responsibilities of the committees are notified and the committees prepare action plans and submit to the principal for approval. The committees carry out the activities and at the end of the academic year the conveners submit the reports of the work done to the head of the institution. All these activities are then evaluated by the CAC. The faculties are then informed of their duties and responsibilities by the head of the institution in the scheduled staff meetings and departmental briefings. The administrative staff responsible is also given an action plan along with the roles and responsibilities. The department which forms the fundamental building block of the Institute by and large the decision making role is that of the faculty. This form of decentralized functioning mechanism, empowers the departments and individual faculty with a great level of flexibility in academic administration, and helps the faculty in making decisions at the local level. The policies in these cases are well defined by the College authorities including the Managing Committee and Principal. The representation of faculties in almost all the committees of the institute is very evident at PIPS. However, simultaneously, there are sufficient checks and balances in-built in the system to help these decisions to be made with caution.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

1. To achieve recognition as a high quality academic institution for technical education in the state of Telangana in India and eventually at the global level, the strategies include expanding the Post-graduate program as a major part of educational offering, to continually review and innovate in the structure of the course, to recruit, develop and motivate high caliber diverse faculty and achieve Standard accreditation for all eligible PG courses.
2. To be recognized as a Centre for creative solutions for technological problems and to develop latent, relevant and new technologies for India, the strategies give emphasis on stepping -up in-house R & D efforts and also to enter into collaborations with institutions and industry. To set up Centre for Creative Work involving select groups of students and teachers with creative skills working in boundless space. To achieve focus on research and training through integrated industry-institute interaction. Promotion of entrepreneurship among students become more of job providers and to set up technology incubation centre to provide initial infra structural support for budding young entrepreneurs.
3. To enable students to acquire technological knowledge that is at once modern and relevant to the needs of the industry. Strategies include providing state-of-the art infrastructure and learning resources, to involve students as partners in the process of deciding what to teach and how to learn. To develop a sense of lifelong learning as a norm and to provide real -world experience in collaboration with industry.
4. To enable students to mature into responsible citizens through integrated character development programmes. Strategies include provision of a well rounded collegiate experience by involving them time and facilities for healthy co-curricular and extracurricular activities, to help students to develop value systems with a balanced mind. To inculcate as sense of environmental responsibilities and sustainable development, to emphasize the need to realize the importance of development of society as a whole as opposed to development of self at others cost.

File Description	Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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

Response:

The Institution has a very efficient feedback monitoring and redressal system. The system follows a 'bidirectional flow processes in addressing feedbacks, suggestions and redressal actions. They are the "Bottom Up- for Developmental suggestions and the Top-Down- for Monitoring". In the 'bottom-up' approach the information and suggestions are sourced from the stakeholders of the institution namely the students, staff, parents, alumni, industry and the society. The feedback from students and staff are collected

in a format, from parents- on parent interaction day and class coordinator committees. Institutional Committees covering Transport, Canteen, Library, Discipline, Web Feedback, Time Table and Faculty Club also contribute. All the feedback and other information are processed by the Institutional Development and Monitoring committee. The information is then passed for deliberation to the Management and the Governing Body. The recommendations and implementation takes a 'top-down' approach where in the Governing Body gives feedback on actions to be taken and is passed down to the various Committees for localized implementation and monitoring to the satisfaction of all the stakeholders, so that the environment is conducive for learning. Decision making Process: • Secretary of PIPS in association with The Principal and Governing Body Members is mainly responsible for development of Objectives, Strategies and Goals of the institution to satisfy the global requirements of stakeholders in a broad manner. • Principal under the guidance of the Secretary will translate institutional Objectives, Strategies and Goals to the various departments based on their relative specialization; so as to provide its best to empower the students to secure higher education and employment opportunities across world. • Principal in association with Dean(s) and HODs of various academic and administrative units develop Objectives, Strategies, Goals and Budgets to the various departments.

Faculty-Recruitment will be done as per affiliating university norms.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

effective welfare measures for teaching and non-teaching staff

• FDPs and Workshops on Pedagogy for newly appointed staff. Senior Faculty Members of the department act as resource persons in the college FDPs/Workshops/Seminars/Conferences/Technical Paper Contests.

• Faculty are sent to National and International FDPs/Workshops/Seminars/Conferences/ Short-Term Courses with needy financial assistance which include Registration Fees, Traveling Allowance, Local Conveyance, Lodging and Boarding Expenses within and outside the state. Presentations by the Heads to The Principal and Secretary about the achievements of the departments.

• Departmental strategies to further improve the quality of TLP.

• Department's academic and R&D plan for forthcoming semesters.

• Departments are well-equipped to enhance advanced and self learning modules.

• Financial and Non Financial Motivation/Incentives for Higher qualification and QIP

• Financial assistance to the faculty members, interested to get registered to obtain memberships in professional associations.

• Financial assistance to the Technical Training Programmes for Technical and Non Teaching Staff members.

• Financial and Non Financial Incentives to the faculty members for publishing in national and international journals.

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

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

Response: 76.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	40	32	30	31

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 2.4

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

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

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 27.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	12	15	12	6

File Description	Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

Well-Structured Self Appraisal Report form is already in use for assessment of Performance of faculty members. • At the end of the academic year, the faculty members have to fill the details of their academic, administrative, R&D and Consultancy activities during their Service in general and last academic year in particular, to assess them for future training, increment and promotion. Appraisal form covers various aspects of teaching, mentoring, feedback, performance of students in that course, publications, organizing and attending FDPs etc., and focus on all-round development of faculty members in light of Outcome Based Education and in the interest of stakeholders. Performance appraisal forms are reviewed by Principal and Secretary for betterment of faculty career and to address the stakeholders needs in light of OBE. • Advise on suitable remedial measures on various academic, administrative and R&D for retention of valuable services of the faculty. • In inevitable cases, a final recommendation and opinion of HOD will be considered for further action and intimate the same to GB with explanation for such severe action by the institute. Institutional opinion and final decision will be communicated to the respective faculty member through HODs.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Governing Body of the college consisting of university, management representatives and other industry and academic members preview financial year budget proposals including Income & Expenditure (both recurring and nonrecurring) details. The proposals are made on different heads such as laboratory equipment, library expenses, salary payments, building infrastructure and other maintenance expenses. The college has an internal audit system where the utilization of various resources, and the related receipts, bills and vouchers, supporting documents are verified periodically to ensure proper utilization of the resources. External Audit Committee verifies the income and expenditure details of the college as per the balance sheet. Then all the statements are recommended for External Audit. There will be statutory financial audit by the External Audit Agency who is a qualified Chartered Accountant recognized by ICAI. External Statutory Audit is conducted without the institution's interference.

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

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**Response:** 0

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

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

File Description**Document**

Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years

[View Document](#)

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

The institute's major sources of funding are as follows: Total fee collected from the students. Grants received from RD&C services.. PIPS Endowment Fund from well wishers and alumni. Revenue generated through consultancy and lending services for examinations PIPS manages its funds through budgets:. Occasionally, institution also raises interest-bearing loans from Bank for smooth functioning of the institution. The audited income and expenditure statement of academic and administrative activities available in the Institutional Website. Various steps are being taken by the institute to generate additional funds. The institution organizes seminars and conferences. The expenditure for the conduct of these seminar and conferences is met by the grants received from the sponsoring agencies.

File Description**Document**

Upload any additional information

[View Document](#)

Paste link for additional information

[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

PIPS has evolved and tested an efficient system of maintaining internal quality assurance from within the existing academic and administrative system. The academic quality of the institution can only be ensured when policies, procedures, aims, objectives being clearly spelt out, understood by all and implemented, monitored with appropriate feedback and corrective mechanisms in place. This demands good administrative quality. . The academic quality of the institution is evaluated on the basis of the performance of the students in their examinations covering both the internal and external examinations and also by placement and performance in co-curricular activities within and outside the college. The faculty evaluates the student's academic abilities by way of class quiz, assignments /projects and written tests. The academically weak students are helped by the teachers during tutorial hours to improve their academic quality also by taking extra classes and providing literature. Head of the Institution through Dean, Academic Affairs and HODs ensures proper delivery of the material and timely completion of course as per syllabus in time. The Academic Affairs committee council in the administrative system looks after the quality education in the institution. Apart from this committee, Advisory Board, Departmental Monitoring Committee, Class Coordinating Committee, HODs Meetings, the Library Committee, the Finance Committee all contribute to the quality assurance. The Management of the institute has accepted quite a few of the recommendations of the Institutional Developmental and Monitoring Committee such as : 1. Instituting incentive scheme to staff based on academic performance 2. Preparation of new and updated PIPS Manual. 3. A feedback system for stakeholders 4. Road shows for Mini Projects 5. Periodic internal auditing of departments in terms of facilities, procedures, documents and suggestion for corrective action.

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

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

Response:

The Internal Quality Assurance Cell conducts academic audit of the department annually. All the Heads of the departments present the activities and achievements of their respective departments in the Administrative and Academic Audit form .Constructive criticism is offered by the audit committee that includes external members also. Based on the recommendations of academic audit, specific measures have been taken by the college to improve teaching, learning and evaluation. They are: Improvement of library facilities Organization of seminars and workshops for the faculty and staff to further improve their skills Staff are encouraged to publish their research work and engage in research activities. The computer training for the office staff has increased the administrative efficiency of the office.

Quality of classroom instruction, course files, lab experiments and lab manuals, assignments, question papers for internal assessment, tutorial sessions etc. Maintenance of a teacher's diary to record work done

by teachers Publishing newsletters / magazines etc. To showcase creative exhibits and the activities of the departments Subscribing to on-line journals. Improving extension activities Optimum utilization of e-journals. More ICT enabled / innovative teaching Conducting Value education classes Starting short term courses In addition, college gets the audit by external agency and is ISO 9001-2008 certified institution. Continuous review of the teaching takes place in the college by considering the inputs from the students' feedback. These inputs are not only unused to highlight the major drawbacks of the teaching –learning mechanism adopted by the college but also to evaluate the teaching ability of the faculty so that a corrective action can be taken to minimize the deviation from the desired target. The following institutional mechanisms are in place to continuously review the teaching learning process. The Internal Quality Assurance Cell: It is the body that initiates quality measures and reviews the teaching-learning process. Structure : The IQAC headed by the Principal includes coordinator, external experts, and members from the management, teaching and non-teaching staff, students, alumni and the local community. The college academic committee: It sets the academic framework for each year and meets at least once a month to review and discuss matters. It also monitors the day to day functioning of the College. Structure: The college Academic Committee includes the Principal as the Chairperson, Heads of the departments, Deans and senior faculty members (All professors) from the faculty. The methodologies adopted to review the teaching learning process are: Weekly reports are collected from faculty on the progress made towards the timely completion of syllabus. Monitoring sessions to provide students with personalized support are regularly held. Students attendance and Mentor books are observed on a fortnightly basis. Three separate students' counselors are available for each section, who act as mentor to the students.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The institution has introduced several measures in gender equity & sensitization in curricular can be seen from the courses introduced by the institution. For example, the Department of Humanities and Sciences offers a course on “Gender Sensitization” where the main objective of the course is to introduce students to information about some key biological aspects of genders and expose students to more egalitarian interactions between females and males. The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, street plays, poster exhibitions, counseling, etc. The institution organized ‘Self-defence training’ for the girl students of the institution initiated by the SHE TEAM Telangana. Awareness programs like the importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically. The institution constituted the following committees as per norms laid by University Institution Grievance Redressal Committee, Anti-Ragging, Students’ Disciplinary Committee, Women Welfare & SC /ST Students Welfare Committee, Safety & Disaster Management Committee, and Mentoring Programme care for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs. The institution provides safety and security facilities for the staff and students such as CCTV surveillance throughout the campus and security staff monitors 24/7 throughout the campus. Students must wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counselling Centre and a good mentoring system for the students to take care of their academic, emotional, social, and cognitive development. Personal Counselling is provided to the students at different levels. The Institution also provides a Daycare center facility to Staff for their younger children. There are separate washroom facilities for girls and boys. Washrooms are provided with sanitary napkin vending machines for the safe. The Institution also provides Well Equipped Common Rooms for girls as well as for Boys Separately.

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

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

1. Solar energy

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

Response: A. 4 or All of the above

File Description	Document
Any other relevant information	View Document
Any other relevant information	View Document

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

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

Response:

SOLID WASTE MANAGEMENT: PIPS Campus is surrounded by lush greenery. The college campus has Mango and Cashew, Teak, and other species of trees. The entire campus is declared as “Non-Plastic Zone”. Necessary awareness has been created on the campus through Sign Boards. The solid waste generated within the campus is categorized into two. The dry waste and wet waste. The wet waste generated from the kitchen waste/ residential area like College canteen, Hostel canteen) and the dry waste generated both from the Residential area and administrative office such as paper, plastics, and wooden materials, etc is systematically managed properly. The Dry & Wet waste Dustbins are kept inside and outside the offices, residential areas, and on the roadsides of campus. The dry & wet waste so collected in these dustbins. The non-biodegradable waste taken by S.S. Waste Management services. The dry/wet degradable waste is disposed into the Landfills to produce compost. This compost produced from the waste is used for Gardening on the campus also in a biogas plant. Efforts for Solid Waste Management include the following:

- Vermi-Composting of garden/organic waste.
- Stopping or limiting the usage of non-biodegradable material like plastic bags.
- Involving professionals, practitioners, researchers, policymakers, concerned citizens, academicians, and NGOs.
- A Bio-Gas Plant is installed in the Chemistry lab for the production of Bio Gas using CowDung and organic waste generated from the college canteen and hostel kitchen.

LIQUID WASTE MANAGEMENT: Liquid waste generated in the institute is treated in septic tanks and disposed of into soak pits. The institute has implemented the Biodigester technology at some places, which is environment-friendly, maintenance free, the institute installed a wastewater treatment plant nearby the college canteen where wastewater from the RO plant is treated through the plant and the treated water is used for gardening purposes. The future vision of the college is to establish a full-fledged sewage treatment

plant for sewage treatment and recycling the same fully within the campus, and also re-design the existing systems to efficiently manage liquid waste. thus, achieving the goal of zero discharge campus.

E-WASTE MANAGEMENT: E-waste or electronic waste is created when an electronic product is discarded after the end of its useful life. E-waste mainly includes outdated electronic devices, such as computer systems, servers, monitors, compact discs (CDs), hard discs, printers, scanners, copiers, calculators, fax machines, battery cells, etc. Ewaste is disposed of through vendors. **WASTE RECYCLING SYSTEM:** Bio-Degradable solid waste collected from college canteen, Boys and Girls Hostels, from Residential area is dumped in the Vermicompost Unit to make some Organic fertilizer which is used for Gardening. The institution also installed a Biogas plant near Chemical Laboratory. Instead of LPG gas in the chemistry lab, Biogas is used for generating heat where Biogas is produced by anaerobic digestion or fermentation of biodegradable materials such as biomass, manure, sewage, municipal waste, green waste, and plant material and energy crops. This type of biogas comprises primarily methane and carbon dioxide.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

The institution believes in equality of all cultures and traditions as is evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities. With great fervor the national festivals, birth anniversaries and memorials of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. B.R. Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri. On birth anniversary of Sardar Vallabhbhai Patel on October 31, institution celebrates Rashtriya Ekta Diwas (pledge is taken by staff and students on National Integration Day) every year. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background. The institution organizes two days Youth and Cultural festival. NSS and Units of our college participate in various programs related to social issues organized by other colleges. Also, the Departments of Humanities and Sciences organize a Seminar/ Conferences /talks on theme Interdisciplinary International Conference on „Regional Cooperation, Dimensions and Perspectives, seminar on “Learning Disabilities and Attention Deficit Hyperactivity Disorders titled, Learn - to help them learn”, talk on Handling Abusive Relationships? by Dr. Ramesh talk on "Gandhian Thoughts and Values and its Relevance in Today's Life", talk on The Role of the youth towards Social Responsibility and Social Work' by Mr Manoj kumar, Workshop on "Human Rights?, talk on Women in Gandhian Satyagraha' by Prof. Vidhya Shah, awareness program on “Postal Banking and its Benefits”. Various departments organize field study and tours to visit industries, within India. Faculty and students are exposed to the different cultures. Our institution has National Socio-cultural Exchange Programs. The future vision of the college is to collaborate with International Institutes to exchange Socio-Cultural programs.

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

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

Response:

PIPS takes greater opportunity in the fact that apart from preparing a sound academic foundation of the student community; the college constantly works upon to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the “Unity in Diversity” of our Nation. The College ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas: 1. National Identities Elements: The PIPS College has always taken various steps which promote the awareness about various National Identities Elements. The College always gives the first priority is to spread the message of nation. The College celebrates the Independence Day & Republic Day with great ceremony. NSS Committee PIPS organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals. 2. Fundamental Duties, Directive Principles and Rights of Indian Citizens: The Faculty of various departments, have organized various academic and co-curricular activities for the propagation of the Fundamental Duties, Directive Principles and Rights of the Indian citizens. The students of have enthusiastically participated in various programs like: a. Academic programs like Seminar, Group Discussions, Conferences, Expert talks, etc which have enriched the awareness about Fundamental Duties. b. Various activities like poster making competition, etc. c. Organizing Competitions on various contemporary legal issues. d. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues. 3. Constitutional Obligations: PIPS has organized student centric activities like paper, poster & essay competition etc which have always received massive participation from the students and promoted their awareness about various aspects of Constitutional Obligations.

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

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and

other staff and conducts periodic programmes in this regard.

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

Response: A. All of the above

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

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

Response:

The institute aims to inculcate values and nationalism in the students by celebrating the national festivals and birth anniversaries of great Indian personalities in the college campus every year. The celebrations include flag-hoisting, Project Exhibitions, Poster Presentations, Walks, Essay Writing, and Elocution. Eminent personalities are invited to motivate staff and students by their inspirational speeches on those days. Republic Day and Independence Day: Every year the PIPS celebrates Republic Day and Independence Day hoisting the national flag by Chief Guest of the Programme then deliver speech and presents medals and certificates to the NCC cadets for their best performance. On that occasion Some of the students give speech about our Nation. Students and staff salute the flag, then sang the National Anthem. Gandhi Jayanthi : Gandhi Jayanthi is celebrated in memory of the Father of the Nation, who devoted his whole life preaching Truth and following Ahimsa on Every October 2nd. The NSS unit organized mass pledge in accordance with the Prime Ministers' urge for 'Swachh Bharat Abhiyaan'. Teachers Day : The Institution celebrates Teacher's Day commemorating the birthday of Dr. Sarvepalli Radha Krishnan, a great teacher on every September 5th. On that day the Institution felicitates eminent personalities from the educational field and Chairman directly presents medal and certificates to the best faculty of that year.

Youth Day: National Youth Day is celebrated on 12th January on the college campus with the aim of motivating the youth through the way of life and ideas of Swami Vivekananda to generate a positive attitude towards the people to provide them with every knowledge about how to behave in a proper way in the society.

Different project models are developed and exhibited by the students. .Women's Day: Lady Advisory Committee organizes Women's Day on 8th March for the girl students and lady staff members in the

college and conducts various events and competitions. National Voters Day: National Voters Day is celebrated every year on 25th January to spread awareness about the necessity of voting and to encourage young generation towards the voting rights. International Yoga Day: International Yoga day is celebrated on 21st June every year in the campus. The sessions include orientation on Yoga, its mental and physical benefits and actual performance of some yoga asanas.

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

7.2 Best Practices

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

Response:

1. SPEAKER FORUM

Objectives of the practice:

The PIPS Students' Speakers' Forum (SSF) was established with the goal of teaching students how to talk effectively using the ABC method - A: accuracy, B: brevity, and C: clarity. **The**

Practice:

- English language and communication skills course in their curriculum that helps them improve their communication skills
- Allowing them to talk in English without the effect of their mother tongue.
- Students in the Interactive Communication Skills actively participate in group discussions, public speaking, debates, and presentations.
- Improves Listening, Speaking, Reading and Writing abilities.
- Group assignments and activities, which promotes active learning.

Obstacles faced if any and strategies adopted to overcome them:

- Student's fear of the English language.
- The prior educational medium, which does not enable them to engage consciously.
- Student's hesitation due to inferiority complex.
- Fluent in English but struggles with presenting.

Outcomes:

- This assists students in preparation for the recruiting process.
- Admission tests for further education and other competitive assessments.
- These programs covers communication and aptitude skills training.
- Knowledge improvement in technical and other skills.
- Placements have been improved drastically.

2. CLINICAL & COMMUNITY PHARMACY TRAINING FOR PharmD AND PharmD (PB) STUDENTS.

Objectives:

Doctor of Pharmacy (PharmD) -6 Years and PharmD Post Baccalaureate (PB)-3 Years are professional pharmacy Doctoral programs, on completion of the graduation, is considered as a pre-PhD and Post Graduate professional doctoral degree, in addition a student awarded authorization to use the prefix Doctor (Dr) to his/her name. It was introduced to improve the healthcare at Clinical and Hospital pharmacy services in India, one among pharmacy services which are in direct contact with the patient healthcare system and authorized to take critical decisions at prescribed medications in inpatient prescription. Curriculum for the course include regular Pharmacy subjects as well as specific subjects like Pharmacotherapeutics and Clinical Pharmacy with sufficient exposure in Clinical Pharmacy services. The best part of this course is to raise the standard of Pharmacy Profession in India in terms of Pharmacy Practices as well as making Pharmacy degree acceptable to various other countries. The course curriculum is framed by Pharmacy Council of India (PCI) in such a way that it can meet international standards. PharmD & PharmD (PB) curriculum based researches encompass a variety of determinants of health and their influence on patient outcomes and population health.

Context:

Few of the areas where the PharmD & PharmD (PB) students are trained include, Ward round participation, Clinical postings, Training in medication chart review, Drug information, Patient counseling, Identification, Monitoring and Documentation of drug interactions, Medication errors and Adverse Drug Reactions in hospital and Clinical practice set-up, Total parenteral nutrition, Therapeutic drug monitoring, Improving patient compliance etc. The competence required to accomplish the clinical services for patients needs through indulgence of the subject. Many times it has been a practical concern that the physicians do not accept PharmD & PharmD (PB) students to directly interact with the patients. To overcome this problem we had made and have been making continuous efforts in convincing the Hospital CEO/Superintendent/RMO about the preamble of the Course content and the importance of practical training at hospitals. Upon their permission, students were categorized to groups and assigned to a particular physician. Ward round participation time table was framed by our Faculty and after approval by CEO/Superintendent/RMO, students participate in ward rounds along with the physician and involve in the clinical duties along with the physician. Slowly, the students start understanding the procedure of ward rounds, the activities done during the ward rounds, case history discussion and patient counseling. Further, interactive sessions are conducted where the students are involved in discussion with physicians and other paramedical staff for better understanding about the case. The 6-year PharmD course and 3-year PharmD (PB) course provides intensive training in pharmacy practice and clinical pharmacy services. PharmD courses include five years and PharmD (PB) courses include 2 years of clinical and community-based

theory with ward rounds and one-year internship in hospitals. In the final year, the students will come out as clinical pharmacists, an essential component of healthcare, equal to doctors. Graduates will study in detail about drugs for different diseases. Pharmacists will advise patients about dose, action and side effects

Practice:

Time Table for PharmD and PharmD (PB) courses were framed in such a way that that II year & III year PharmD students goes to hospital once in a week, IV year PharmD & I Year PharmD (PB) students goes to hospital twice in a week, V year PharmD and II year PharmD (PB) students goes to hospital thrice in a week, whereas VI year PharmD and III year PharmD (PB) It's a regular pattern that the students clinical training include Case studies, understanding the Prescription, Patient counseling, Case history recording (with permission), case presentations, drug information services, ward round participation etc.

Evidence of Success:

The Clinical & Community Pharmacy Training programme associated for PharmD & PharmD courses has been so effective in transforming the students...

- To provide patient care in co-operation with patients, prescribers, and other members of an interprofessional healthcare team based upon sound therapeutics principles and evidence-based data while taking into account about relevant legal, ethical, social cultural, economic and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social, or behavioural or administrative, and clinical sciences that may impart therapeutic outcomes.
- To manage and use resources of the health care system, in co-operation with patients, prescribers and other health care providers and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time sensitive medication distribution; and to improve therapeutic outcomes of medication use.
- To promote health improvement, wellness, and disease prevention in co-operation with patients, communities, at-risk population and other members of an inter-professional team of health care providers.
- To demonstrate skills in monitoring of the National Health Programmes and schemes oriented to provide preventive and promotive health care services to the community.
- To develop leadership qualities to function effectively as a member of a health care team organized to deliver the health and family welfare services in the existing socio-economic, political and cultural environment.

Problems Encountered and Resources Required:

At the start of these programmes especially at the hospital front we faced a lot of practical problems while convincing the were faced at the hospital in convincing the Hospital CEO/Superintendent/RMO for the permission to make the student participate in ward rounds, as the procedure involves physicians and para-medical staff. Initially every day we used to convince them and many times the hospital management denied the proposal irrespective of our MoU with them. There were many incidents where our faculty and students returned to the institute due to non-co[1]operation from hospital authorities. Many times we faced dissatisfaction representations from the parents even. In due course our continuous briefing efforts about

‘the assistance what the hospital and physicians will get’ had succeeded and gradually they agreed upon. We convinced them with lot many evidences in developed countries that due to Pharmacist intervention in hospital activities can profoundly decrease Medication Errors and also briefed them that “Prescription Auditing” carried by PharmD can be highly appreciable in overcoming Drug-Drug interaction and Adverse Drug Reaction. Also, our PharmD’ documentation can be supportive for the Hospital in achieving NABH certification. Immediately, in the fifth year PharmD. or second year, students will not be capable of identifying DDI or ADR thoroughly, as it requires a lot of practice, subject knowledge, coordination with physicians and other paramedical staff members. As well we explained to them about the Poison information center, which refers to a specialized area of drug information where the students provide information on the toxic effects of an extensive range of chemicals including plant and animal toxins to the patients and visitors. Currently our institute has support from three hospitals in effective Clinical & Community Pharmacy Training for PharmD. Students and Parents has been very much satisfied and the placement of students in various hospitals as Drug Medical Officers, Clinical Pharmacists, as well as Pharmacovigilance Officers in various Multinational companies and as Clinical Trial Coordinators in reputed Multinational Pharmaceutical companies depicts the efforts and success of the Institute in the area.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

7.3 INSTITUTIONAL DISTINCTIVENESS

The distinctiveness of the PIPS institution lies in its philosophy “Education Process Reengineering (EPR)”.

The Education Process Reengineering EPR Model is widely disseminated by four critical faces in the Organization to develop the structure under critical success factors and sub functions.

The 4 faces are:

- Excellence in Academics
 - Exploration of Knowledge through Research
 - Excitement of Innovation Entrepreneurship
 - Exponent for Development of a Rounded Personality with Global Vision and Social Responsibility
- Excellence in Academics

Excellence in Academics:

- In order to redefine academic excellence, PIPS management, administration, and faculty members strive for it and go beyond teaching.
- Build talents and traits in managing numerous activities of professional bodies such as IEEE, IETE and others

Exploration of Knowledge through Research:

- The institute's course-based projects, social impact projects, and certificate courses give students with awareness of cutting-edge techniques, allowing them to conduct inter-disciplinary research.
- The institute's R&D and INCUBATION Center is outfitted with modern research laboratories to aid academic and sponsored initiatives.
- Through collaboration among educators, PIPS aspires to establish real inter disciplinarity.

Exponent for Development of a Rounded Personality with Global Vision and Social Responsibility Excellence in Academics:

- The development of social awareness and consciousness is a prerequisite for social activity.
- Moral essence and ethical principles are instilled in educational institutions
- To generate socially desirable behaviour, personality, and character, which encourage innovation, peace, equality, and justification among people, society, and nation.
- Through a range of courses such as Gender Sensitization, Engineering Exploration, Social Innovation, and others, the curriculum attempts to focus on the changing demands of society.

Excitement of Innovation Entrepreneurship:

- PIPS has a strategy of supporting start-ups in its academic environment.
- There are also college students who have taken their company ideas to the next level and launched their own businesses.

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

5. CONCLUSION

Additional Information :

The technical education system is experiencing adjustments in lockstep with the developments in the industry. With the arrival of massive computational power, we are experiencing the fourth Industrial Revolution, which envisions future manufacturing with minimum human participation. Our students are expected to learn about the linguistic and cultural features of the associated state institutions, encompassing history, culture, language, cuisine, festivals, attire, and so on. The number of Ph.D. holders and projects is increasing at an exponential rate. PIPS wants to be known for a proportionate rise in inventions, incubation centres, and companies. The institute/management mission was reoriented from primarily teaching to a research-oriented institution, which made this feasible. Faculty and student interactions with entrepreneurs and grassroots inventors, as well as Open-House and Project Expo events, provide another chance for faculty and students to showcase their project ideas and receive financial backing while also refining their presenting abilities.

Concluding Remarks :

Students must be able to become lifelong learners as a result of the curriculum and successful teaching. It is necessary to implement tactics that cater to the requirements of both slow and rapid learners. Faculty must be empowered for effective teaching on a regular basis in order to fulfil industry expectations and to provide students with opportunities in research and innovation. To accomplish the goals of outcome-based education, the assessment method must be overhauled. The institution also fosters patriotism for the country. Various clubs' effective functions encourage our students to participate in co-curricular and extra-curricular activities, resulting in more honours for our institute