SELF ASSESSMENT REPORT (SAR) FORMAT

UNDERGRADUATE PHARMACY PROGRAM

FIRST TIME ACCREDITATION

(Applicable for all the programs, except those granted full accreditation for 5 years as per Jan 2013 Manual)

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(January, 2016)82

VNS GROUP OF INSTITUTIONS
FACULTY OF PHARMACY
BHOPAL

(PCI Approved; RGPV Affiliate Institute)

SAR Contents

PART A: Institutional Information

1. **Name and Address of the Institution:** VNS Group of Institutions Faculty of Pharmacy, VNS Group of Institutions Faculty of Pharmacy, VNS Campus Neelbud, Bhopal

2. **Name and Address of the Affiliating University:** Rajiv Gandhi Proudyogiki Vishwavidyalaya, Bhopal

3. **Year of Establishment of the Institution:** 1996
4. **Type of the Institution:** **Affiliated**

5. **Ownership Status:** **Society**
6. **Other Academic Institutions of the Trust/Society/etc., if any:**

Name of Institution	Year of Establishment	Programs of Study	Location
VNS Group of Institutions Faculty of Engineering	2006	B.Tech, M.Tech, Diploma	Bhopal
VNS Group of Institutions Faculty of Management	1996	MBA	Bhopal
College of Physical Education & Management Studies	1995	B.P.Ed, M.P.Ed, B.P.E.S., B.Ed, D.El.Ed, PG Diploma in Yogic Science	Bhopal
College of Nursing	2018	B.Sc Nursing, GNM	Bhopal

7. **Details of all the programs being offered by the Institution under consideration:**

Name of Program	Level	Start Year	AICTE Approval Year	Initial Intake	Intake Increase	Current Intake	Accreditation Status
Pharmacy	UG	1998	1998	40	Yes	100	Applying first time
Pharmaceutical Chemistry	PG	2007	2007	9	No	9	Eligible but not applied
Pharmacology	PG	2008	2008	15	No	15	Eligible but not applied
Pharmaceutics	PG	2006	2006	15	No	15	Eligible but not applied

**** Write applicable one:***

- Applying first time
- Eligible but not applied

8. Programs to be considered for Accreditation vide this application:

S. No.	Program Name
1.	Pharmacy - Level Under Graduate

9. Total number of employees:

A. Regular*Faculty and Staff:

Items		2025-26		2024-25		2023-24	
		Min	Max	Min	Max	Min	Max
Faculty in Pharmacy	M	25	30	24	26	25	30
	F	18	23	17	22	16	25
Faculty in Sciences & Humanities	M	1	1	1	1	1	1
	F	3	3	3	3	2	3
Non-teaching staff	M	16	19	15	16	17	17
	F	7	8	8	9	9	9

CAY – Current Academic Year
CAYm1- Current Academic Year minus1= Current Assessment Year
CAYm2 - Current Academic Year minus2=Current Assessment Year minus 1

B. Contractual Staff (Not covered in Table A):

Items		2025-26		2024-25		2023-24	
		MIN	MAX	MIN	MIN	MAX	MIN
Faculty in Pharmacy	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
Faculty in Science & Humanities	M	0	0	0	0	0	0
	F	0	0	0	0	0	0
Non-teaching staff	M	0	0	0	0	0	0
	F	0	0	0	0	0	0

10. Total number of Pharmacy students:

UG	Shift 1
PG	Shift 1
Diploma	Shift 1

Under Graduate

Student Numbers	2025-26	2024-25	2023-24
Total no. of boys	310	336	353
Total no. of girls	117	103	84
Total no. of students	**427**	**439**	**437**

Post Graduate

Student Numbers	2025-26	2024-25	2023-24
Total no. of boys	39	30	27
Total no. of girls	25	22	30
Total no. of students	**64**	**52**	**57**

Diploma

Student Numbers	2025-26	2024-25	2023-24
Total no. of boys	34	43	75
Total no. of girls	2	4	13
Total no. of students	**36**	**47**	**88**

11. Vision of the Institution:

"Empower the students with strong pharmaceutical fundamentals and professional ethics"

12. Mission of the Institution:

- Impart quality pharmaceutical education enriched with contemporary knowledge.
- Develop employability skills through corporate synergy activities.
- Strengthen innovative thinking by facilitating healthcare research.
- Nurture and confirm discipline, ethical values through individual attention.

13. Contact Information of the Head of the Institution and NBA coordinator, if designated:

i. Name: Dr. Vipin V Dhote
Designation: Principal
Mobile No: 6232004644
Email id: principal.ip@vns.ac.in

ii. NBA coordinator:
Name: Dr. Ankit Mishra
Designation: Professor
Mobile No: 6232004604
Email id: Iqac.vns@gmail.com

PART B: Criteria Summary

Name of the program: B. Pharmacy

Criteria No.	Criteria	Total Mark	Institutional Marks
Program Level Criteria			
1.	Vision, Mission and Program Educational Objectives	50	**50**
2.	Program Curriculum and Teaching –Learning Processes	150	**150**
3.	Course Outcomes and Program Outcomes	100	**100**
4.	Students' Performance	180	**137.45**
5.	Faculty Information and Contributions	175	**139.07**
6.	Facilities	120	**120**
7.	Continuous Improvement	75	**72.32**
Institute Level Criteria			
8.	Student Support Systems	50	**50**
9.	Governance, Institutional Support and Financial Resources	100	**100**
	Total	**1000**	**918**

Self-Assessment Report (SAR)

CRITERION 1	**Vision, Mission and Program Educational Objectives**	**50**

1. Vision, Mission and Program Educational Objectives (50)

1.1. State the Vision and Mission (5)

Vision

"Empower the students with strong pharmaceutical fundamentals and professional ethics"

Mission -

- Impart quality pharmaceutical education enriched with contemporary knowledge.
- Develop employability skills through corporate synergy activities.
- Strengthen innovative thinking by facilitating healthcare research.
- Nurture and confirm discipline, ethical values through individual attention.

1.2. State the Program Educational Objectives (PEOs) (5)

PEO No.	Program Educational Objectives Statements
PEO1	**Professional Competence:** Graduates will possess a strong foundation in pharmaceutical sciences and technology, enabling them to apply contemporary knowledge and skills effectively in healthcare, industry, academia, and research.
PEO2	**Employability and Entrepreneurship:** Graduates will develop employability, leadership, and entrepreneurial abilities through continuous interaction with industry and corporate sectors, enabling them to contribute meaningfully to the pharmaceutical profession and society.
PEO3	**Research and Innovation:** Graduates will be motivated to engage in research, innovation, and higher studies, fostering scientific inquiry and problem-solving skills to address challenges in the pharmaceutical and healthcare domains.
PEO4	**Ethical and Social Responsibility:** Graduates will uphold professional ethics, moral values, and social responsibilities, contributing to the betterment of the community while maintaining integrity in their professional conduct.
PEO5	**Lifelong Learning and Self-Reliance**: Graduates will pursue lifelong learning and self-improvement to adapt to evolving pharmaceutical sciences and emerging global trends, becoming self-reliant and competent professionals.

1.3. Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (15)

The Vision, Mission, and Program Educational Objectives (PEOs) of the VNS Group of Institutions Faculty of Pharmacy are prominently published and disseminated through multiple platforms to ensure visibility and awareness among all stakeholders. They are displayed on the institute's official website, program curriculum, departmental notice boards, and strategic locations such as laboratories, and administrative offices. Printed materials like prospectuses, student handbooks, and annual reports also feature these statements.

To ensure effective communication among stakeholders, the Vision, Mission, and PEOs are discussed during faculty meetings, orientation programs, and induction sessions for new students and staff. Regular interactions reinforce understanding and alignment of academic and administrative activities with institutional goals.

Moreover, the alumni interactions, industrial visits, MoUs, newsletters, and official correspondences with employers, regulatory bodies, and funding agencies assist in dissipating their values. During placement drives, parent–teacher meetings, and industry–academia collaborations, the Vision, Mission, and PEOs are highlighted to showcase the institution's commitment to quality education and professional excellence.

These events and initiatives contribute toward achieving the institutional goals, and maintaining alignment with educational practices and the Vision and Mission of the institute.

1.4. State the process for defining the Vision & Mission and PEOs of the program (10)

The process for defining the **Vision, Mission, and Program Educational Objectives (PEOs)** of the program at **VNSGIOP** is systematic, participative, and aligned with institutional goals and stakeholder expectations.

Step 1: Constitution of Committee A committee comprising the Principal, senior faculty members, industry experts, alumni, and student representatives is constituted to draft and review the Vision, Mission, and PEOs.

Step 2: Input Collection Feedback is collected from various stakeholders such as students, alumni, employers, industry professionals, and academic experts to understand expectations from graduates and emerging trends in the pharmaceutical field.

Step 3: Draft Formulation Based on the collected inputs and in alignment with the institutional Vision and Mission, a preliminary draft of the program's Vision, Mission, and PEOs is prepared.

Step 4: Review and Refinement The draft statements are reviewed by the **Board of Governance (BOG)** and the **Internal Quality Assurance Cell (IQAC)** to ensure relevance, clarity, and alignment with national and institutional educational frameworks.

Step 5: Approval and Implementation After necessary modifications, the final statements are approved by the Academic Council and subsequently disseminated across all platforms.

Step 6: Periodic Review The Vision, Mission, and PEOs are periodically reviewed and updated based on stakeholder feedback and advancements in industry and academia.

VNS Group of Institutions
Faculty of Pharmacy, Bhopal
(PCI Approved, RGPV Affiliate Institute)

Estd.: 1998

Flow Chart: Process for Defining Vision, Mission and PEOs

1.5. Establish consistency of PEOs with Mission of the Institute (15)
(***Generate a "Mission of the Institute – PEOs matrix" with justification and rationale of the mapping***)

PEO	Description	Mission (M)	Level	Justification / Rationale
PEO 1	**Professional Competence**	M1	3	M1 ensures a strong scientific foundation and technical competency essential for professional practice.
		M2	2	Industry interaction moderately enhances practical skills and professional readiness.
		M3	2	Research exposure supports analytical and problem-solving abilities contributing to competence.
		M4	1	Ethics supports responsible practice but has a minor role in technical competency.
PEO 2	**Employability & Entrepreneurship**	M1	2	Foundational knowledge supports readiness for employment.
		M2	3	M2 directly promotes employability, leadership, and entrepreneurship through industry linkage.
		M3	2	Innovation and problem-solving skills enhance entrepreneurial capacity.
		M4	2	Ethical behavior and social values support sustainable employability.
PEO 3	**Research & Innovation**	M1	2	Strong fundamentals help in developing research aptitude.
		M2	1	Limited direct contribution to research skill development.
		M3	3	Explicit mission to foster a research mindset and innovation culture.
		M4	1	Ethics supports responsible research but is not the primary driver.
PEO 4	**Ethical & Social Responsibility**	M1	1	Technical knowledge has a limited role in ethical development.
		M2	1	Industry exposure has minimal influence on ethical maturity.
		M3	1	Research exposure adds limited ethical guidance.
		M4	3	M4 directly aims at fostering ethics, values, and social responsibility.
PEO 5	**Lifelong Learning & Self-Reliance**	M1	3	Strong fundamentals encourage continuous learning and adaptability.
		M2	2	Industry exposure motivates skill upgrading and self-improvement.
		M3	2	Research involvement builds lifelong inquiry-driven learning.
		M4	2	Ethical and social values promote self-discipline and personal growth.

PEO Statements	M1	M2	M3	M4
PEO1: Professional Competence- Graduates will possess a strong foundation in pharmaceutical sciences and technology, enabling them to apply contemporary knowledge and skills effectively in healthcare, industry, academia, and research.	3	2	2	1
PEO2: Employability & Entrepreneurship- Graduates will develop employability, leadership, and entrepreneurial abilities through continuous interaction with industry and corporate sectors, enabling them to contribute meaningfully to the pharmaceutical profession and society.	2	3	2	2
PEO3: Research & Innovation- Graduates will be motivated to engage in research, innovation, and higher studies, fostering scientific inquiry and problem-solving skills to address challenges in the pharmaceutical and healthcare domains.	2	1	3	1
PEO4: Ethical & Social Responsibility- Graduates will uphold professional ethics, moral values, and social responsibilities, contributing to the betterment of the community while maintaining integrity in their professional conduct.	1	1	1	3
PEO5: Lifelong Learning & Self-Reliance- Graduates will pursue lifelong learning and self-improvement to adapt to evolving pharmaceutical sciences and emerging global trends, becoming self-reliant and competent professionals.	3	2	2	2

CRITERION 2	Program Curriculum and Teaching –Learning Processes	150

2. Program Curriculum and Teaching-Learning Processes (150)

2.1. Program Curriculum (40)

2.1.1 Delivery of Syllabus Contents and compliance of the curriculum for attainment of POs (10)

The Undergraduate Pharmacy curriculum followed at VNS Group of Institutions, Faculty of Pharmacy, is prescribed by Rajiv Gandhi Prodyogiki Vishwavidyalaya, Bhopal. The program leads to a four-year degree, structured across eight semesters.

The institute implements the Credit-Based Semester System (CBCS) as provided by university (Annexure III).

The CBCS curriculum, designed by the Pharmacy Council of India (PCI), New Delhi, and approved by RGPV, Bhopal, has been in effect since the academic year 2017–18, following its acceptance by the University's Academic Council.

The syllabus clearly outlines the required number of lectures and practical sessions for each course.

The Teaching and Examination Scheme details the duration and distribution of marks for both internal and external theory and practical examinations. As per the curriculum guidelines:

i) Internal assessment consists of continuous evaluation through periodic tests and ongoing academic performance.

ii) External assessment comprises the end-semester theory and practical examinations.

Under the CBCS structure, the mark distribution for theory examinations is 75% for end-semester assessment and 25% for internal assessment, while for practicals, 70% is allotted to end-semester evaluation and 30% to internal assessment.

Course attainment levels are computed upon completion of the end-semester examinations.

Program outcome attainments are calculated after completion of all the course attainments of each semester.

Scheme and Syllabus can be found on the following link-

https://www.rgpv.ac.in/uni/frm_viewscheme.aspx

(https://www.rgpv.ac.in/uni/frm_viewscheme.aspx)

2.1.2 State the delivery details of the contents beyond the Syllabus for the attainment of POs (20)

2025-26

Sr. No.	Gap	Action Taken	Date-Month-Year	Resource Person	No. of students present	Relevance to PO's
1	Expert Talks on Clinical aspects of pharmaceutics - Pharmaceutics is not limited to formulation development—it plays a crucial role in clinical outcomes by ensuring that drugs are delivered safely, effectively, and in patient-friendly forms.	**Guest Lecture**	**30/07/2025**	Dr. Mukesh Sahu, VNS Hospital	**100**	PO1, PO3, PO4, PO7, PO9
2	Pharmaceutical chemistry scope - It connects Organic Chemistry, Biochemistry, and Pharmacology to create safe and effective medicines.	**Guest Lecture**	**14/08/2025**	Mr. Shivraj Pandey (Jr. Research Scientist, &D Centre, Aristo Pharmaceuticals) Mr. Nitin Rajput (Research Scientist, R&D Centre, Aristo Pharmaceuticals)	**100**	PO3, PO4, PO11
3	Recent Analytical Advancement- These advancements support drug discovery, quality control, and regulatory compliance.	**Worksh op**	**19/082025**	Dr. P.K. Singour (Professor & Vice-Principal)	**49**	PO1, PO2, PO8, PO11, PO3, PO4, PO5, PO6
4	Contemporary - Collage Making	**Event and Compet ition**	**25/09/2025**	Dr. Mayur Chourey (Professor VNS, Faculty of Pharmacy), Ms. Tanu Mishra (Associate Professor, VNS, Faculty of Pharmacy)	**178**	PO1, PO2, P08, PO11
5	Introduction to Pharmacovigilance	**Hospita**	**24/09/2025**	Dr. Ritender Jhajh	**50**	PO1, PO9

		l Visit		(In-Charge Pharmacovigilance AIIMS Bhopal)		
6	Computational Tools - New discoveries and innovations in pharmaceuticals	**Worksh op**	**11/10/2025**	Ms. Manju Prajapati (Assistant Prof. VNS, Faculty of Engineering (CS branch)	**50**	PO4, PO11
7	Changing Role-the traditional role of pharmacists and the modern expectations of the profession.	**Guest Lecture**	**10/10/2025**	Dr. Mayur Trivedi, Professor, Azim Preamji University	**100**	PO1, PO9
8	Stress Management - High stress levels faced by students/professionals	**Guest Lecture**	**6/11/2025**	Ms. Pragati Pandey (Department of Psychiatry, AIIMS, Bhopal)	**140**	PO9
9	Environmental	**Worksh op**	**8/11/2025**	Dr Swati Moghe (State Director MP & CG WWF, INDIA)	**138**	PO10
10	Future of Pharmacy	Guest Lecture	**8/11/2025**	Mr. Asheesh Singh sir (Delivery Manager, TCS, Indore)	**138**	PO9, PO11
11	Quality Assurance in Pharmaceutical Science .	Guest Lecture	**3/11/2025**	Mr. Yash Bansal (Apothecon Pharmaceutical (Vadodara))	**150**	PO1, PO9
12	Indian Knowledge of pharmaceutical Science	Guest Lecture	**27/10/2025**	Dr. Vimal Kumar Jain (Dean, ITM School of Pharmacy, Vadodara)	**70**	PO6, PO7

2024-25

Sr. No.	Gap	Action Taken	Date-Month-Year	Resource Person	No. of students present	Relevance to PO's
1	Global clinical exposure -B. Pharmacy students have minimal exposure to global regulatory frameworks such as ICH-GCP, FDA, or EMA guidelines-Students have limited exposure to international regulatory frameworks like ICH-GCP, FDA, and EMA. This restricts their understanding of global clinical research and drug approval processes.	Guest Lecture	6/8/2024	Dr. Manoj Jadhav, CEO & Founder of Isha Therapeutics LLC, New Jersey, USA	97	P01, PO2, PO3
2	Analytical Technique used in Research and Development	Guest Lecture	20/08/2024	Mr. Anmol Pal Research Scientist	37	PO6, PO7
3	Indian Knowledge system-Lack of integration of traditional Indian medicinal systems like Ayurveda into modern pharmacy education. This limits awareness of indigenous therapeutic knowledge.	Guest Lecture	30/08/2024	Dr. Mohan Maruga Raja (Professor Parul University Vadodara)	130	PO6, PO7
4	Gap between Campus Environment and Corporate Environment-Students lack exposure to industry work culture and professional skills. This creates difficulty in adapting to real-world job environments.	Orientation Program	5/12/2024	Mr. Prashant Gangrade, Lead: Learning and Development, Tata Class Edge Ltd.	111	PO4, PO7
5	Regulatory Research- Students have only basic theoretical knowledge and lack a comparative understanding of global regulatory systems-Students possess mainly theoretical knowledge with little practical exposure to regulatory processes. They lack understanding of global regulatory comparisons.	Guest Lecture	16/01/2025	Mr. Shivank Awasthy, Research Associate at Alembic Hyderabad R&D	67	PO3, PO4
6	Advancement -Improves efficiency, transparency, and faster review timelines - Limited awareness of emerging technologies like AI, automation, and advanced drug delivery. This affects their readiness for modern pharmaceutical trends.	Guest Lecture	21/01/2025	Mr. Raunak Katiyar, Senior Research Scholar NIPPER Raebareli	83	PO4

7	Indian Pharmacovigilance and Materiovigilance- Inadequate knowledge of ADR reporting and drug/device safety monitoring systems. Students lack practical exposure to pharmacovigilance practices.	Guest Lecture	7/2/2025	Mr. Sandeep Mewada, Materiovigilance Officer	74	PO6 , PO7
8	Higher Education Opportunities - Students have insufficient guidance on higher studies, exams, and global opportunities. This may limit their academic and career growth.	Guest Lecture	7/4/2025	Ms. Nupur Mishra, Country Manager, University of Kent, UK	89	PO2, PO5
9	Soft Skills - Mock interview analysis, Common interview Mistakes, Resume writing tips, Personality development stratergies Job placement related insights - Lack of communication, interview, and resume-building skills. This affects placement performance and professional confidence.	Works hop	17/05/2025	Mr. Nilesh Soni, Senior Corporate Trainer	76	PO4, PO8
10	Biodiversity - Disccussed Differnet Varities of plants like Aswagandha, Dhatura, Dhundi - Limited knowledge of medicinal plants and their pharmaceutical importance. This reduces understanding of natural drug sources.	Guest Lecture	22/05/2025	Dr. Sameer Gautam PHD in Forest Research from Dehradun	34	PO10

2023-24

Sr. No.	**Gap**	**Action Taken**	**Date-Month-Year**	**Resourse Person**	**No. of students present**	**Relevance to PO's**
1	Regulatory Milestone-Lack of Practical Exposure to Regulatory Processes	**Guest Lecture**	21/07/2023	Dr. Nilima Krishnagar, Eminent Professor	150	PO1, P06, P09
2	Recent Trends in Advanced Analalyitcal Instrumentation-Lack of hands-on training in modern analytical techniques	**Workshop**	9/8/2023	Dr. Ankit Mishra (Professor, VNS Faculty of Pharmacy)	50	PO3, PO4
3	Recent Trends in Advanced Analalyitcal Instrumentation-Lack of hands-on training in modern analytical techniques	**Workshop**	10/8/2023	Dr. Pradeep Kumar Singour (Professor, VNS Faculty of Pharmacy)	50	PO3, PO4

4	Potential to Pharmacovigilance-Global regulatory requirements for drug safety (ICH guidelines, WHO standards)	**Guest Lecture**	11/8/2023	Clinisol Team	100	PO6, PO9
5	Opportunities in Pharmacovigilance-Lack of awareness about pharmacovigilance career opportunities	**Guest Lecture**	22/09/2023	Ms. Anupriya Joshi Safety & Pharmacovigilence Specialist (Syneos Health Gurugram)	135	PO8, PO9
6	Female Health -Counselling for menstrual hygiene and reproductive health	**Guest Lecture**	16/01/2024	Dr. Anita Datar Gynecologist VNS Hospital	100	PO9, PO11
7	Opportunities in Clinical Research -Lack of awareness about Clinical Research career opportunities	**Guest Lecture**	29/02/2024	Mr. Vivek Kumar Sinha (Clinical Research Associate)	150	PO4, PO5
8	New Avenues in Pharmacy Carriers-Limited awareness of emerging pharmacy career opportunities	**Guest Lecture**	2/3/2024	Ms. Sakshi Gupta (Senior Healthcare Executive, Pfizer India)	200	PO2, PO8
9	Clinical Research & Pharmacovigilance	**Interactive session**	9/3/2024	Mr. Rajat Singh Rathore (Clinical Research Associate, IR Innovative Research Pvt.) & Mr. Ashwin Sharma (Senior Process Associate, TCS Indore)	100	PO2, PO8
10	Modern pharmaceutical industries rely heavily on sophisticated analytical instruments such as HPLC, GC, LC-MS, FTIR, and UV-Visible spectrophotometers for drug analysis, quality control, and research.	Workshop	11/3/2024	Dr. P.K. Singour, Dr. Ankit Mishra (Professor VNS, Faculty of Pharmacy)	79	PO3, PO4
11	Prescription Handling - limited practical skills and confidence	Workshop	7/3/2024	Dr. Aniruddha Pare (Profesor, VNS faculty of Pharmacy)	100	PO1, PO6
12	Safety Assessment in chemistry	Workshop	6/4/2024	Mrs. Megha Mishra (Associate Professor, VNS, Faculty of	100	PO10, PO11

				Pharmacy)		
13	Effective Communication Need of the Hour & Pharmaceutical Industry- Opportunities & Challenges	Guest Lecture	25/04/2024	Mr. Ajeev Samuel (Trainer, Motivator, Educator)	100	PO5, PO8
14	Think Practically - Financial management & Freedom	Workshop	1/5/2024	Mr. Amit khanna (Senior project manger Lupin)	100	PO2, PO3
15	Hands on training of GMF- reflects a disconnect between theoretical knowledge and practical exposure in pharmaceutical manufacturing environments.	Workshop	8/8/2023	Mr. Girijesh Kumar Pandey (Associate Professor, VNS Faculty of Pharmacy)	50	PO3, PO4
16	Hands on training of GMF- reflects a disconnect between theoretical knowledge and practical exposure in pharmaceutical manufacturing environments.	Workshop	17/05/2024	Dr. Ankit Mishra (Professor, VNS Faculty of Pharmacy)	30	PO3, PO4
17	Industrial Skills - Reduced employability of pharmacy graduates	Interactive session	18/05/2024	Ms. Ashwini Arya	100	PO8, PO11
18	Recent Trends in Advanced Analalyitcal Instrumentation-Lack of hands-on training in modern analytical techniques	Workshop	22/05/2024	Dr. Pradeep Kumar Singour (Professor, VNS Faculty of Pharmacy)	56	PO3, PO4

2.1.3. Adherence to Academic Calendar (10)

VNS Group of Institutions, Faculty of Pharmacy strictly adheres to the academic calendar prescribed by Rajiv Gandhi Proudyogiki Vishwavidyalaya (RGPV), Bhopal. It ensures systematic planning, timely execution of academic activities, and maintenance of academic involvements. At the beginning of every academic session, the institute receives the official RGPV academic calendar specifying commencement of classes, schedule of internal assessments, practical examinations, semester examinations, holidays, and vacation breaks. Based on this document, the institute prepares its Institutional Academic Calendar, which is duly approved by the Academic Coordinator and Principal and circulated to all students, faculty members, and stakeholders through institutional notice boards, and the official website.

The academic calendar provides a clear roadmap for curricular delivery across B. Pharm and M. Pharm programs, defining the start and end dates of each semester. It also proposes duration of theory and practical classes, assignment timelines, laboratory schedules, and internal assessment dates. Faculty members prepare their teaching plans (lesson plans) in alignment with the notified calendar to cover maximum syllabus and involvement of students. Regular monitoring is carried out by the Principal, Academic In charge and the Internal Quality Assurance Cell (IQAC) to verify that teaching progress adheres to the planned schedule. Any deviation identified is managed with tools like extra classes, remedial sessions, assignments and interactive sessions.

The institute conducts two sessional examinations in accordance with the RGPV calendar. These assessments are scheduled well in advance, with question papers, evaluation, and result declaration completed within the stipulated time. Laboratory examinations, viva-voce, and practical assessments also follow the timelines. Compliance is further demonstrated through the maintenance of attendance registers, teaching load distribution records. The Examination Cell oversees timely execution of all academic and assessment activities and ensures that university examination forms, practical marks, and related documentation are submitted as per RGPV deadlines.

In addition to academic delivery, the calendar integrates co-curricular and extracurricular activities such as workshops, industrial visits, value-added courses, guest lectures, and professional development programs.

Events like National Pharmacy Week, orientation programs, alumni interactions, and placement training sessions are scheduled without disrupting core academic timelines. The institute ensures that academic hours mandated by PCI and RGPV are appropriately fulfilled.

Regular review meetings, and IQAC evaluations help track adherence to the academic calendar throughout the semester. Feedback from students and faculty members, is incorporated to improve scheduling efficiency.

The high level of compliance is further reflected in smooth conduct of university theory and practical examinations, timely declaration of results, and completion of academic requirements for progression to the next semester.

Through structured planning, effective monitoring, and commitment to academic discipline, VNS Group of Institutions, Faculty of Pharmacy consistently demonstrates full adherence to the RGPV academic calendar, thereby ensuring quality education, timely assessments, and an efficient teaching-learning environment in line with accreditation standards.


RAJIV GANDHI PROUDYOGIKI VISHWAVIDYALAYA

ACADEMIC CALENDAR FOR THE YEAR [illegible] – 2024 [REVISED]

2.2. Teaching-Learning Processes (110)

2.2.1 Initiatives in teaching and learning process (25)

VNS Group of Institutions Faculty of Pharmacy has adopted a comprehensive and student-centric teaching–learning framework designed to enhance conceptual understanding, practical competence, and professional readiness. The institute continually implements innovative instructional strategies, integrates real-world applications, and strengthens laboratory experiential learning to ensure that students acquire both theoretical depth and industry-aligned skills.

A key initiative is the adoption of diversified teaching methodologies that blend traditional classroom instruction with active learning tools. Faculty members incorporate case-based learning, problem-solving sessions, and pharmaceutical product-based discussions, enabling students to connect classroom theories

with real-world pharmaceutical practices. Industry examples—such as regulatory case studies, formulation failures, adverse drug reaction reports, and marketing strategies—are routinely used to contextualize learning. Additionally, ICT-enabled teaching through smart classrooms, simulation videos, MOOC content, and virtual laboratories enhances visualization of complex topics and supports self-paced learning.

To foster collaborative learning, the institute encourages group assignments, guided literature reviews, team-based projects, and peer teaching sessions. These activities not only strengthen academic understanding but also enhance communication, leadership, and teamwork skills essential for professional pharmacy practice. Faculty mentors facilitate brainstorming discussions and reflective learning exercises, motivating students to adopt inquiry-based approaches.

Laboratory instruction at Faculty of Pharmacy is strengthened through well-structured experiment manuals, SOPs, and demonstrations to ensure scientific expertise. We emphasis accurate observation recording, data interpretation, error analysis, and report writing, thereby improving analytical skills and experimental quality. Continuous modernization of laboratories with upgraded instruments, and safety training enhances the overall laboratory learning experience. Periodic internal audits of laboratory conduct ensure consistency and quality.

A robust feedback collection mechanism forms an integral part of the teaching–learning improvement cycle. Feedback from students, alumni, faculty, and other stake holders collected through structured formats. The Teaching–Learning Committee systematically analyses the feedback to identify gaps and actionable insights. Corrective measures—such as revising lesson plans, organizing bridge courses, enhancing practical sessions, and conducting supplementary tutorials—are implemented promptly. The impact of these actions is reviewed in subsequent feedback cycles, ensuring continuous quality enhancement.

To promote academic excellence, the institute implements targeted strategies for both sincere learners and students requiring additional support. High-performing students are encouraged to participate in competitive exams (GPAT, NIPER), research projects, innovation competitions, and value-added skill programs. They are assigned advanced problem sets, mini-research assignments, and opportunities to present seminars. Conversely, academically average or below average students receive remedial classes, doubt-clearing sessions, and personalized mentorship through the Tutor–Guardian system. Regular assessments and progress tracking help faculty design tailored academic improvement plans.

The impact of these initiatives is reflected in enhanced student engagement, improved examination performance, better laboratory outcomes, and increased participation in research and co-curricular activities. Overall, the systematic integration of innovative pedagogies, structured laboratory practices, continuous feedback-driven refinement, and individualized student support contributes significantly to

elevating the quality of pharmacy education at VNS.

2.2.2 Quality of internal semester question papers, assignments and evaluation

The Faculty of Pharmacy has adopted a structured and outcome-driven approach to ensure the high quality of internal semester question papers, assignments, and evaluation processes. These initiatives are aligned with the principles of Outcome-Based Education (OBE) and are designed to promote analytical thinking, problem-solving abilities, and higher-order cognitive skills among students.

To strengthen the quality of internal assessments, Academic Committee takes lead, with subject experts and senior faculty members. The committee ensures that question papers strictly adhere to the Course Outcomes (COs) and Program Outcomes (POs) mapping. Every paper is prepared according to the prescribed blueprint, ensuring balanced coverage of all units, appropriate weightage to cognitive levels of Bloom's taxonomy. This systematic procedure ensures consistency and transparency in the assessment system.

Assignments are designed with a focus on skill enhancement and experiential learning. Faculty members integrate real-world problems, small research tasks, product profiling, clinical case studies, and data interpretation exercises to encourage students to apply theoretical knowledge to practical scenarios. Digital assignments are also incorporated, allowing students to explore scientific literature, prepare presentations, and develop skills such as critical appraisal and scientific writing. Rubrics-based evaluation is followed to ensure objectivity, fairness, and transparency. The rubrics clearly define criteria such as conceptual understanding, originality, analytical thinking, and presentation quality.

Feedback from students and faculty is collected to improve the structure and difficulty level of assessments. Faculty are encouraged to participate in capacity-building programs on assessment design, Bloom's taxonomy, and innovative pedagogies to maintain academic standard.

The impact of these initiatives is evident in improved student performance, deeper understanding of course content, and better preparedness for university examinations. Students have demonstrated enhanced problem- solving abilities and increased confidence in dealing with application-based questions. The structured evaluation process has contributed to reducing subjectivity and enhanced the credibility of internal assessments. Furthermore, the focus on higher-order thinking has helped students in competitive examinations, research-oriented activities, and professional practice.

Overall, the Faculty of Pharmacy has established a robust, transparent, and learner-centric internal assessment system that continuously evolves to meet academic quality standards and supports holistic student development.

Sample Question paper –

Total no. of questions: 05 Total no. of Pages: 01

VNS Group of Institutions, Faculty of Pharmacy, Bhopal

B. Pharm. III Semester

Sessional I Exam, October 2023

Subject: - Pharmaceutical Microbiology, BP303T

Time: 1hour& 30 Min. Maximum Marks: 30

Q.No.	Questions (Attempt any three)	Marks	CO	BL	PO
1.	a) Explain the distinguishing features of Eukaryotes and Prokaryotes along with a well labeled diagram b) Describe the morphological classification of Bacteria along with its ultrastructure	5+5	1	1,2, 4	1, 10, 11
2.	Give the principle, brief procedure and inference of IMViC Test.	10	2	1,2, 4	1, 10, 11
3.	a) Write a short not on chemical methods of sterilization. b) What is a sterility indicator? Explain the various types of sterility indicators used for the monitoring of sterilization.	5+5	3	1,2, 4	1, 10, 11
4.	Explain the morphology, classification, replication and cultivation of a Virus	10	4	1,2	1, 10, 11
5.	Classify disinfectants and explain the factors affecting disinfectant action	10	5	1,2, 4	1, 10, 11

CO	CO Statement	POs
BP303T.1	Explain and demonstrate methods for identification, cultivation, and preservation of various microorganisms relevant to pharmaceutical sciences.	1, 3, 11
BP303T.2	Describe and apply principles and techniques of sterilization in pharmaceutical processing to ensure aseptic conditions and product safety.	1, 4, 9, 10
BP303T.3	Perform and interpret sterility testing of pharmaceutical products following standard microbiological protocols and regulatory norms.	1, 3, 7
BP303T.4	Conduct microbiological standardization and quality assessment of pharmaceuticals to ensure compliance with pharmacopeial standards.	1, 3, 6, 7
BP303T.5	Understand and evaluate the applications of cell culture technology in research, biopharmaceutical production, and quality assurance in pharmaceutical industries.	1, 4, 5, 11

PROGRAM OUTCOMES (PO's)

1.	Pharmacy Knowledge	5.	Leadership Skills:	9.	The Pharmacist & Society
2.	Planning Abilities:	6.	Professional Identity	10.	Environment and Sustainability
3.	Problem Analysis:	7.	Pharmaceutical Ethics:	11.	Life Long Learning
4.	Modern Tool Usage	8.	Communication		

223 Quality of Students projects (15)

The Faculty of Pharmacy maintains a strong and systematic framework to ensure the high quality of student projects, with emphasis on scientific approch, practical applicability, ethical compliance, and alignment with institutional Programme Outcomes (POs). The project ecosystem is designed to nurture research aptitude, innovation, and professional responsibility among students while addressing real-world pharmaceutical challenges. Project identification begins with structured brainstorming sessions, where faculty mentors guide students to explore contemporary issues in drug discovery, formulation science, pharmacology, regulatory affairs, phytochemistry, and community pharmacy. Students are encouraged to choose topics that are relevant, feasible, cost-effective, and aligned with national healthcare priorities. Projects span a wide spectrum—from application-based and product-oriented studies, such as dosage form development or standardization, to research-driven investigations involving molecular docking, in vitro screening, or pharmacovigilance assessments. Review-based projects follow systematic and ethical literature analysis protocols to ensure academic integrity. A transparent allotment process matches students with mentors based on expertise and project requirements. Each project undergoes feasibility evaluation considering cost, laboratory infrastructure, environmental implications, safety norms, and ethical guidelines such as IAEC approval for animal studies or IEC approval for human-related surveys. Students are trained in GLP, GCP, and biosafety

standards to ensure compliance with regulatory expectations. Special attention is given to safe laboratory practices, waste disposal procedures, and the responsible handling of chemicals and biological agents. Continuous monitoring is integral to the project quality framework. Regular progress reviews, logbook assessments, milestone presentations, and peer-feedback sessions ensure timely execution and academic discipline. Mid-term evaluations focus on experimental design quality, reproducibility, data integrity, and ethical adherence. Students demonstrate prototypes or models—such as novel drug delivery systems, analytical method validation setups, or phytopharmaceutical extracts—offering tangible evidence of problem-solving skills and innovation. Final evaluation includes viva-voce, poster or oral presentation, demonstration of working models/formulations, and scrutiny of data analytics and interpretation. The relevance of projects is enhanced through industry interactions, guest lectures, case studies, and collaborations with hospitals and research laboratories. Students are encouraged to incorporate cost–benefit analysis, environmental impact assessments, and patient-centric considerations into their project outcomes. In conclusion, the Faculty of Pharmacy at VNS Group ensures a rigorous, ethical, and industry-relevant project culture that fosters research competence, innovation, and holistic professional development in students.

Example

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2.2.4. Initiatives related to Industry and/or Hospital interaction (20)

The Faculty of Pharmacy has established a strong and structured framework for industry and hospital interaction to ensure that students receive practice-oriented, experiential, and industry-aligned learning. The institute consistently collaborates with pharmaceutical industries, community and hospital pharmacies, clinical establishments, and research organizations to bridge the gap between academic instruction and real-world professional expectations.

A key initiative is the integration of industry-attached laboratories and analytical facilities, developed through partnerships with regional pharmaceutical manufacturing units and contract research organizations. These collaborations enable students to access advanced instrumentation, undertake joint analytical projects, and receive hands-on exposure to industrial quality control, formulation development, and regulatory documentation practices. Industry experts periodically co-deliver modules in areas such as GMP, process validation, technology transfer, and IPR, ensuring that course content remains aligned with current industrial standards.

The institute also maintains active hospital collaborations with multispecialty hospitals for training in dispensing practices, pharmacovigilance procedures, medication therapy management, and patient counselling. Medical professionals engage with students through case discussions, ward-based demonstrations, and clinical exposure programs that enhance understanding of pharmacotherapeutics and rational drug use. The hospital linkage is also instrumental in facilitating internships, health camps, and community outreach activities.

To further strengthen industry–academia synergy, the Faculty of Pharmacy organizes regular industrial visits, expert lectures, MoU-based collaborative workshops, and skill-development programs focusing on emerging domains such as nanotechnology, phytopharmaceuticals, clinical trials, and regulatory affairs. Industry professionals also participate in curriculum advisory boards, helping refine program outcomes and improve employability relevance.

Implementation of these initiatives is ensured through a dedicated Training and Placement Cell (T&PC), which schedules collaborative activities, monitors student participation, and coordinates with partner organizations for continuous engagement.

Impact analysis demonstrates significant enhancement in student readiness for careers in manufacturing, R&D, quality assurance, community and hospital pharmacy, and clinical research sectors. Students report improved technical proficiency, confidence in handling sophisticated equipment, and better understanding of workplace expectations. Many graduates secure internships, project opportunities, and placements through these established linkages, reflecting the effectiveness of industry-integrated education.

Overall, the Faculty of Pharmacy at VNS Group of Institutions has cultivated a dynamic, practice-driven ecosystem that meaningfully integrates academic learning with real-world industry and hospital exposure.

2.2.5. Initiatives related to skill Development programs/industry internship/summer training (10)

The Faculty of Pharmacy has consistently emphasized experiential learning and competency-based education through structured skill development programs, industry internships, and summer training initiatives. These efforts aim to bridge the gap between academic instruction and professional expectations, ensuring that students develop practical expertise, industry readiness, and confidence in real-world pharmaceutical environments.

A key initiative includes the introduction of skill development modules integrated with the curriculum and delivered through hands-on workshops, simulation-based training, and expert-led sessions. Programs on analytical instrumentation (HPLC, UV-Visible spectrophotometry, FTIR), aseptic handling, formulation development, regulatory documentation, and pharmacovigilance equip students with current technical competencies. These modules are conducted in collaboration with industry professionals and certified trainers, ensuring alignment with evolving industrial standards.

The industry internship and summer training program is another major component, implemented through partnerships with leading pharmaceutical companies, hospitals, community pharmacies, and research laboratories.

Students undergo structured training for 4–8 weeks where they are exposed to manufacturing

processes, quality control and assurance practices, clinical workflows, and real-time problem-solving scenarios. Regular evaluations, reflective reports, and mentor feedback ensure continuous learning and performance monitoring. Memoranda of Understanding (MoUs) with corporate partners such as formulation units, API manufacturers, and healthcare institutions support consistent placement of students in high-quality training sites.

Implementation is strengthened through a dedicated Training and Placement Cell, which coordinates industry linkages, identifies skill gaps, and organizes pre-internship orientation programs. The faculty also encourages students to participate in national-level workshops, online certification courses, and entrepreneurship development programs to broaden their professional exposure.

The impact of these initiatives has been significant. Students demonstrate enhanced technical proficiency, improved communication and teamwork skills, and a deeper understanding of industrial and clinical workflows.

Many trainees secure pre-placement offers or extended research opportunities based on their performance during internships. Industry feedback consistently highlights the professionalism, discipline, and practical orientation of VNS students, affirming the effectiveness of the training framework. Additionally, the programs have contributed to higher employability, better placement outcomes, and increased student confidence in navigating competitive career pathways.

Overall, the Faculty of Pharmacy at VNS Group of Institutions continues to strengthen its commitment to producing industry-ready graduates by integrating structured skill development, meaningful internships, and experiential learning opportunities into its academic ecosystem.

2.2.6 Continuous Evaluation Process (10)

The Faculty of Pharmacy follows a comprehensive Continuous Evaluation Process (CEP) designed to ensure consistent academic monitoring, timely feedback, and holistic development of students. The evaluation framework aligns with the Pharmacy Council of India (PCI) guidelines and institutional quality assurance practices, integrating both formative and summative assessment tools to measure student performance throughout the semester.

The process begins with the formulation of a course-wise assessment plan, communicated to students at the start of each semester. The plan outlines the schedule and weightage of internal assessments, assignments, viva-voce, practical records, and skill-based evaluations. Two sessional examinations are conducted periodically, each assessing understanding of theoretical concepts and application-oriented problem-solving abilities. These exams follow a structured blueprint that ensures uniformity, transparency, and coverage of all learning outcomes.

In addition to written tests, the Faculty of Pharmacy emphasizes continuous formative assessments, including objective quizzes, case studies, and classroom participation. Regular laboratory evaluations—such as experiment performance, observation skills, report submission, and viva—help assess practical competency and adherence to Good Laboratory Practices (GLP).Teachers maintain detailed records of student progress, enabling identification of learning gaps at an early stage.

One of the distinguishing features of the CEP at VNSGI is the emphasis on timely feedback and academic mentoring. Post-assessment discussions are conducted to help students understand their mistakes, strengthen conceptual clarity, and improve examination preparedness. Students identified as slow learners receive additional tutorials, remedial classes, and mentoring support. Advanced learners are encouraged to engage in research projects, seminars, and competitive exams to enhance academic excellence.

The effectiveness of the continuous evaluation process is reflected in improved academic performance, enhanced student engagement, and better preparedness for university examinations. The ongoing assessments foster disciplined study habits and reduce the burden of end-semester examinations by distributing evaluation across multiple checkpoints. Moreover, the integration of theory and practical evaluations ensures that students develop both cognitive and hands-on skills necessary for the pharmacy profession.

Overall, the Continuous Evaluation Process at VNS Group of Institutions promotes transparency, academic accountability, and outcome-based education, contributing to the institution’s commitment to cultivating competent, confident, and industry-ready pharmacy graduates.

Table 1: Components of Continuous Evaluation Process

S. No.	Assessment Component	Description	Frequency	Purpose / Learning Outcomes Addressed
1	Sessional Examinations (I & II)	Full-length written exams covering theory syllabus	Twice per semester	Assess conceptual understanding and analytical skills
2	Class Tests / Quizzes	Short objective/descriptive assessments	2–4 times per semester	Promote regular study and quick evaluation of progress
3	Assignments	Case studies, literature-based tasks, problem sets	1–2 per course	Evaluate research ability, comprehension, and application
4	Laboratory Work & Viva	Experiment performance, record keeping, viva-voce	Per practical session	Assess practical competency and GLP adherence
5	Seminars / Presentations	Topic-based presentations and communication evaluation	Once per semester	Improve communication, professional and analytical skills
6	Attendance & Class Participation	Monitoring presence and academic engagement	Continuous	Encourage discipline, involvement, and collaborative learning
7	Remedial & Mentoring Records	Support for slow learners; enrichment for advanced learners	Continuous	Enhance student success and cater to diverse learning needs

Table 2: Effectiveness Indicators of the Evaluation Process

Evaluation Parameter	Outcome / Effectiveness
Regular Assessments	Improved academic continuity and reduced exam stress
Timely Feedback	Enhanced conceptual clarity and performance correction
Mentoring & Remedial Support	Reduced academic backlog and better support for slow learners
Research & Advanced Learning Tasks	Skill enhancement for advanced learners
Transparent Documentation	Improved compliance with NBA/PCI requirements
Theory–Practical Integration	Better professional competency and hands-on skills
Continuous Monitoring	Increased attendance, engagement, and discipline

2.2.7 Quality of Experiments (20)

At the Faculty of Pharmacy, the quality of experiments is upheld as a core academic value, ensuring that students receive precise, reliable, and reproducible laboratory outcomes. High-quality experimentation begins with scientifically robust equipment set-up, meticulous calibration, and

continuous performance monitoring. Our laboratories are equipped with modern, industrial-grade instruments that support practical learning in pharmaceutics, pharmaceutical chemistry, pharmacognosy, and pharmacology. The institution emphasises adherence to Standard Operating Procedures (SOPs) for installation, operation, and maintenance, guaranteeing that each experiment reflects true scientific standards.

A structured equipment-set-up protocol ensures that all instruments are properly validated before use. Log book entry schedules are strictly followed for sensitive analytical tools such as UV-Visible spectrophotometers, HPLC systems, FTIR, dissolution test apparatus, friability testers, pH meters, and analytical balances. Routine verification using certified reference standards strengthens accuracy and builds student confidence in analytical measurements. Preventive maintenance, conducted in collaboration with authorized service providers, minimizes downtime and enhances the longevity and reliability of equipment performance.

The Faculty of Pharmacy also emphasizes optimal laboratory environment conditions—controlled temperature, humidity, cleanliness, and appropriate lighting—to reduce experimental variability. Students are trained to understand factors that influence instrument performance, ensuring competence in troubleshooting basic deviations during practical sessions. Pre-experiment briefings and post-experiment audits further reinforce quality practices by encouraging students to record observations, identify inconsistencies, and correct procedural gaps.

To maintain high experimental quality, the institution incorporates Good Laboratory Practices (GLP) across all laboratories, including equipment logbooks, calibration records, and maintenance reports, ensures accountability and traceability. Regular internal audits by faculty coordinators help identify performance bottlenecks and implement corrective and preventive actions. Additionally, annual external inspections from PCI ensure that sophisticated instruments operate at industry-aligned standards.

The outcome of this rigorous emphasis on equipment quality is reflected in improved student competencies, accurate laboratory results, and stronger research outputs. By experiencing well-maintained and correctly configured equipment, students develop professional skills relevant to industrial and regulatory environments. Ultimately, the VNS Faculty of Pharmacy fosters a culture of precision, safety, and scientific integrity, ensuring that every experiment contributes meaningfully to pharmaceutical education and research excellence.

CRITERION 3	Course Outcomes (COs) and Program Outcomes (POs)	100

3. Course Outcomes (COs) and Program Outcomes (POs) (100)

3.1. Establish the correlation between the courses and the Program Outcomes (NBA defined Program Outcomes as mentioned in Annexure I) (20)

3.1.1. Course Outcomes (SAR should include course outcomes of one course from each semester of study, however, should be prepared for all courses) (05)

Course Name: C102; Pharmaceutical Analysis (Theory)

Course Year: 2020-2024

Course Code	Statements
C1 02.1	After completion of this course, student should be able to Explain and interpret the fundamental principles underlying volumetric and electrochemical analysis used in pharmaceutical sciences.
C1 02.2	Perform various volumetric and electrochemical titrations accurately using standard laboratory procedures.
C1 02.3	Demonstrate analytical and problem-solving skills essential for pharmaceutical quality control and assurance.
C1 02.4	Illustrate various analytical techniques and express concentrations using appropriate scientific units and methods.
C1 02.5	Identify, quantify,and assess the purity of pharmaceutical substances following standard analytical protocols and ethical practices.

Course Name: C115; Biochemistry (Theory)

Course Year: 2020-2024

Course Code	Statements
C1 15.1	Explain the catalytic role of enzymes and analyze the significance of enzyme inhibitors in drug design, therapeutic, and diagnostic applications.
C1 15.2	Interpret the metabolism of carbohydrates, lipids, and proteins under normal and pathological conditions to understand disease mechanisms.
C1 15.3	Describe the genetic organization of the mammalian genome and correlate the role of DNA in the synthesis of RNA and proteins.
C1 15.4	Illustrate and differentiate the molecular mechanisms of DNA replication, transcription, and translation processes.
C1 15.5	Identify and classify various bimoleculs and explain their role in bioenergetics and cellular metabolism.

Course Name: C204; Pharmaceutical Engineering (Theory)

Course Year: 2020-2024

Course Code	Statements
C2 04.1	Explain and apply the principles of various unit operations used in pharmaceutical industries to ensure efficient manufacturing practices.
C2 04.2	Demonstrate understanding of material handling systems and equipment used in the pharmaceutical industry for maintaining product quality and process efficiency.
C2 04.3	Execute and analyze different pharmaceutical manufacturing processes, ensuring compliance with standard operating procedures and regulatory norms.
C2 04.4	Evaluate and apply appropriate methods for environmental pollution control to promote sustainable industrial practices in pharmaceutical manufacturing.
C2 04.5	Design and justify a plant layout for optimum utilization of resources, workflow efficiency ,and compliance with GMP.

Course Name: C209; Pharmaceutical Organic Chemistry-II (Theory)

Course Year: 2020-2024

Course Code	Statements
C2 09.1	Explain and apply the methods of preparation, physical and chemical properties of various classes of organic compounds.
C2 09.2	Analyze and interpret stereo chemical aspects of organic compounds and predict outcomes of stereo chemical reactions.
C2 09.3	Design and outline synthetic routes for the preparation of organic compounds and their derivatives using appropriate reagents and reaction mechanisms.
C2 09.4	Illustrate and apply the mechanism and significance of important name reactions involved in organic synthesis.
C2 09.5	Identify, synthesize, and evaluate the structure and reactivity of heterocyclic compounds relevant to pharmaceutical agents.

Course Name: C302; Industrial Pharmacy-I (Theory)

Course Year: 2020-2024

Course Code	Statements
C3 02.1	Describe various pharmaceutical dosage forms and outline their manufacturing processes using fundamental pharmaceutical knowledge.
C3 02.2	Analyze formulation considerations in developing different dosage forms by applying scientific and problem-solving skills.
C3 02.3	Formulate and evaluate solid, liquid, and semisolid dosage forms using modern tools and techniques to ensure quality standards.
C3 02.4	Explain formulation principles of cosmetically relevant products such as lipsticks, shampoos, cold creams, and vanishing creams, linking them to societal and professional needs.
C3 02.5	Interpret packaging standards, legal requirements, and stability concerns of pharmaceutical products to ensure safe and compliant product development

Course Name: C311; Herbal Drug Technology (Theory)

Course Year: 2020-2024

Course Code	Statements
C3 11.1	Explain and summarize the processing, standardization, and quality control of herbal raw materials.
C3 11.2	Classify and justify the role of nutraceuticals in health promotion and disease management.
C3 11.3	Identify and analyze herb–drug and herb–food interactions for ensuring patient safety and rational use of herbal medicines.
C3 11.4	Compare WHO and ICH quality guidelines to evaluate herbal drugs and interpret global regulatory expectations.
C3 11.5	Relate the objectives and provisions of Schedule T for Good Manufacturing Practices of herbal formulations.

Course Name: C402; Industrial Pharmacy-II(Theory)

Course Year: 2020-2024

Course Code	Statements
C4 02.1	Explain the principles, objectives, and significance of pilot plant scale-up in ensuring successful transition from laboratory development to commercial manufacturing
C4 02.2	Understand and outline the structured process of technology transfer from lab scale to industrial-scale batches, demonstrating planning abilities
C4 02.3	Illustrate pilot plant equipment, layout designs, and process optimization parameters relevant to different dosage forms, integrating pharmaceutical engineering knowledge
C4 02.4	ApplyconceptsofQualityManagementSystems—GMP,GLP,ISOstandards,andQbD—toimprovepharmaceuticalmanufacturingprocesses
C4 02.5	Analyze the Indian pharmaceutical regulatory framework, focusing on CDSCO and DCGI roles in approval and compliance
C4 02.6	Evaluate international regulatory guidelines (ICH, WHO, USFDA, EMA) and their significance in global product development, quality assurance, and marketing

Course Name: C407

Course Year: 2020-2024; Biostatisitcs And Research Methodology (Theory)

Course Code	Statements
C4 07.1	Apply fundamental statistical principles to pharmaceutical experiments for accurate data interpretation.
C4 07.2	Select and employ appropriate statistical techniques to analyze and solve pharmaceutical data-related problems.
C4 07.3	Evaluate pharmaceutical datasets using advanced statistical reasoning to support evidence-based decision-making.
C4 07.4	Demonstrate proficiency in modern statistical software tools such as MS Excel, SPSS, R/Minitab, and DoE for data analysis and visualization.
C4 07.5	Interpret and apply different statistical designs and mapping techniques in pharmaceutical research and development.

3.1.2 CO-PO matrices of courses selected in 3.1.1 (four matrices to be mentioned; one per semester from 1st to 8th semester; at least one per year) (05)

1. course name : C102; Pharmaceutical Analysis (Theory)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP102T.1	3	–	2	–	–	–	–	–	–	–	–
BP102T.2	3	2	–	2	–	–	–	–	–	–	–
BP102T.3	–	–	3	2	–	–	–	–	–	–	2
BP102T.4	2	–	2	–	–	–	–	2	–	–	–
BP102T.5	3	–	–	–	–	–	2	–	2	–	–
Avg	2.75	2	2.33	2			2	2	2		2

2. course name : C115; Biochemistry (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP203T.1	3	-	2	-	-	-	-	-	2	-	-
BP203T.2	3	-	3	-	-	-	-	-	-	2	-
BP203T.3	3	-	-	-	-	-	-	2	-	-	2
BP203T.4	3	-	-	2	-	-	-	-	-	-	2
BP203T.5	3	-	2	-	-	-	-	-	-	-	2
Avg	3		2.33	2				2	2	2	2

3. course name : C204; Pharmaceutical Engineering (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP304T.1	3	–	2	2	–	–	–	–	–	–	–
BP304T.2	3	2	–	2	–	–	–	–	–	–	–
BP304T.3	3	–	3	–	–	2	–	–	–	–	–
BP304T.4	–	–	2	–	–	–	2	–	2	3	–
BP304T.5	–	3	–	–	2	–	–	–	–	2	–
Avg	3	2.5	2.33	2	2	2	2	-	2	2.5	-

4. course name : C209; Pharmaceutical Organic Chemistry-II (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP401T.1	3	–	2	–	–	–	–	–	–	–	1
BP401T.2	3	–	3	2	–	–	–	–	–	–	1
BP401T.3	3	–	3	–	–	–	–	–	–	–	2
BP401T.4	3	–	2	–	–	–	1	–	–	–	2
BP401T.5	3	–	2	–	–	–	–	–	2	1	2
Avg	3		2.4	2			1		2	1	1.6

5. course name : C302; Industrial Pharmacy-I (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP502T.1	3	–	2	–	–	–	–	–	–	–	–
BP502T.2	3	–	3	–	–	–	–	–	–	–	2
BP502T.3	3	–	3	3	–	–	–	–	–	2	–
BP502T.4	2	–	–	–	–	2	–	–	2	–	–
BP502T.5	3	–	–	–	–	–	2	–	2	2	–
Avg	2.8		2.67	3		2	2		2	2	2

6. course name : C311; Herbal Drug Technology (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP603T.1	3	–	2	–	–	–	–	–	–	–	–
BP603T.2	2	–	–	–	–	–	–	–	2	–	–
BP603T.3	–	–	3	–	–	–	2	–	3	–	–
BP603T.4	3	–	–	–	–	–	–	–	–	2	2
BP603T.5	3	–	–	–	–	–	–	–	2	–	–
Avg	2.75		2.5				2		2.33	2	2

7. course name : C402; Industrial Pharmacy-II(Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP702T.1	3	2	–	–	–	–	–	–	–	–	–
BP702T.2	–	3	–	–	–	–	–	–	2	–	–
BP702T.3	3	2	–	2	–	–	–	–	–	–	–
BP702T.4	–	–	–	–	2	–	3	–	3	–	–
BP702T.5	–	–	–	–	–	–	–	–	3	3	–
BP702T.6	–	–	–	–	–	–	–	–	3	–	3
Avg	3	2.33		2	2		3		2.75	3	3

8. course name : C407; Biostatisitcs And Research Methodology (Theory)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP801T.1	3	–	3	–	–	–	–	–	–	–	–
BP801T.2	3	–	3	3	–	–	–	–	–	–	–
BP801T.3	–	–	3	–	–	–	–	–	–	–	3
BP801T.4	–	2	–	3	–	–	–	–	–	–	–
BP801T.5	3	–	3	–	–	–	–	–	–	2	–
Avg	3	2	3	3						2	3

3.1.3 Course-PO matrix of courses for all four years of study (10)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
C101	3	0	3	3	0	3	0	3	3	3	**3**
C102	2.75	2	2.33	2	0	0	2	2	2	0	**2**
C103	2.8	2	2.33	2.33	0	2.5	3	2	2.5	2	**2**
C104	3	0	2.4	2.33	1	1.5	2.5	2	3	2.33	**1.2**
C105	2	2	0	0	2.5	2.2	2	2	0	1	**2**
C106A	3	0	2.2	2	0	0	0	1	2	1	**1.2**
C106B	3	2	2.33	2.12	0	0	2	1	2	1.75	**1.75**
C107	3	0	2.33	3	0	2	0	0	2	1	**2**
C108	3	0	2.4	2.25	0	0	1	0	2	2	**2**
C109	3	0	2	2	0	2	3	1.5	2	1	**1**
C110	3	2	3	3	0	2	2	0	2	2	**0**
C111	3	2.33	0	0	2.66	2.2	2	2.66	2	0	**2**
C112	3	0	2	2.25	0	0	2	1	2	1.5	**1.6**
C113	3	0	2.5	2	2	2	2	0	1	2	**2**
C114	3	2	2.8	2	0	0	0	0	2	2	**1.6**
C115	3	0	2.33	2	0	0	0	2	2	2	**2**
C116	3	0	2.2	2	0	0	2.5	2.5	2	2	**2**
C117	2.75	1	2	2.75	1	0	2.5	1.62	1.5	1.33	**2.25**
C118	3	0	3	2	2.5	2	2.5	0	2	3	**2**
C119	3	0	2	2	0	2	2	2	2	0	**0**
C120	3	0	2.5	2.5	0	0	1.66	1.5	0	2	**1.5**
C121	3	0	2.5	2.5	0	0	0	0	2	0	**2**
C122	2.25	1.5	2.52	2.93	1	0	2.5	1.87	1.5	1.16	**2.25**
C201	3	0	2.4	3	0	0	0	1	2	2.5	**2**
C202	3	0	2.6	2	0	0	2	0	2	2	**1.6**
C203	3	0	2	2	1	2	2	0	2	1	**2**
C204	3	2.5	2.33	2	2	2	2	0	2	2.5	**0**
C205	3	1.5	2.5	2.25	0	0	1.25	1	0	1.33	**2.25**
C206	3	0	2	2.5	0	0	0	0	0	2	**2**
C207	3	2	2.5	2	0	0	2	0	2	1	**0**
C208	3	2	2	2.66	0	0	0	0	0	2	**2**
C209	3	0	2.4	2	0	0	1	0	2	1	**1.6**
C210	3	0	2.33	2	0	0	0	0	2	2	**2**
C211	3	2	2.4	2.33	0	0	0	0	2	1	**2**
C212	3	2	2.5	2	0	0	3	0	2.5	2	**0**

C213	3	0	2.66	3	0	2	0	0	2	2.5	**2**
C214	3	2	2.25	2.5	0	0	2	2	0	2	**0**
C215	3	0	2.25	2	0	0	0	0	0	2	**2**
C216	3	2	2.66	3	0	2	3	0	2	2	**2**
C217	3	0	2	2.33	0	0	0	0	0	2	**2**
C301	3	0	2.25	2	0	0	1	1	2	0	**2**
C302	2.8	0	2.66	3	0	2	2	0	2	2	**2**
C303	3	0	2.8	2.66	0	2.5	2	2.33	1.4	1	**2.6**
C304	2.8	1	2.2	2.33	0	0	0	0	2	1.5	**1.4**
C305	2.75	0	3	0	0	2	3	0	2.75	0	**1.66**
C306	2.75	1.5	2.75	2.5	0	0	2.33	0	2.33	1.75	**1.75**
C307	2.75	1	2.5	2.33	0	2	3	1.66	0	0	**1.5**
C308	3	2	2	2.25	0	0	0	0	0	2	**0**
C309	3	0	2.25	2	0	0	0	0	2	0	**1.5**
C310	3	0	2	0	0	2	0	0	2.25	0	**0**
C311	2.75	0	2.5	0	0	0	2	0	2.33	2	**2**
C312	3	0	2.4	2	0	1.5	0	0	1.8	1.25	**2.25**
C313	3	0	2.2	2.5	0	2	0	0	1.4	2	**2**
C314	2.8	2	2.4	2	0	2	0	3	2.8	2.4	**1**
C315	2.75	1.5	2	3	1	0	0	0	2	0	**1.5**
C316	3	0	2.66	3	0	2	2	3	3	0	**2**
C317	3	2	2.33	3	2	0	0	0	0	0	**0**
C401	2.5	0	2	2.75	0	0	2	0	0	0	**2**
C402	3	2.33	0	2	2	0	3	0	2.75	3	**3**
C403	2.5	3	3	0	0	2.5	2.66	0	2.6	2	**0**
C404	2.6	0	2.5	3	0	0	2	0	2.33	2.75	**3**
C405	2.5	0	1.75	3	0	0	2	0	0	0	**0**
C406	1.8	1.83	2	1.4	2	2.5	2	2.5	1	1	**2**
C407	3	2	3	3	0	0	0	0	0	2	**3**
C408	0	0	3	0	0	2	0	3	3	2	**3**
C409	0	2.5	0	3	2	2.5	3	0	3	0	**0**
C410	3	0	2	0	0	0	3	0	2.66	2.5	**2**
C411	**2.33**	**3**	**3**	**2**	**3**	**2.5**	**0**	**2.5**	**3**	**0**	**2.4**

3.2 **Attainment of Course Outcomes (40)**

3.2.1. Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based (10)

The attainment of Course Outcomes (COs) at the VNS Group of Institutions, Faculty of Pharmacy, Bhopal is a structured, transparent, and evidence-based process aligned with Outcome-Based Education (OBE) principles and the requirements of the Pharmacy Council of India (PCI) and NBA. CO attainment reflects the extent to which students achieve the predefined knowledge, skills, and competencies expected at the completion of a course. A systematic assessment framework is implemented to ensure continuous measurement, analysis, and improvement of teaching–learning processes.

Assessment Processes for CO Attainment

CO attainment is evaluated using both direct and indirect assessment tools. Direct assessment forms the primary basis for measurement, while indirect tools supplement the analysis by capturing student perceptions and holistic learning experiences.

1. Theory-Based Assessment Tools

For each theory course, COs are mapped with specific units and learning objectives. The assessment data are collected through:

Internal Assessment Tests (IATs): Periodic written tests, quizzes, and tutorials designed with CO-tagged questions.

End Semester University Examinations: Question papers are analyzed to map each question with relevant COs, ensuring coverage of foundational concepts and higher-order thinking skills.

Assignments and Case Studies: Subject-specific assignments, literature reviews, and problem-based exercises evaluate analytical ability, conceptual clarity, and application of pharmaceutical knowledge.

Oral Examinations and Presentations: Used selectively to assess communication skills, conceptual understanding, and critical thinking.

Each question or activity is pre-mapped to specific COs, and student performance is quantified using predefined attainment levels (e.g., substantial, moderate, low).

2. Practical and Laboratory Assessment Tools

Laboratory courses are designed to develop predefined technical and professional skills such as

instrument handling, formulation development, analytical accuracy, and adherence to SOPs. Assessment methods include:

Continuous Laboratory Evaluation: Based on day-to-day performance, observation of skills, and maintenance of laboratory records.

Practical Examinations: Internal and external practical exams mapped to COs focusing on experimental execution, data interpretation, and viva voce.

Laboratory Tests and Demonstrations: Used to assess skills and safety practices.

3. Project Work and Seminars

Mini-projects, major projects, and seminars are evaluated through rubrics covering problem identification, methodology, data analysis, innovation, teamwork, and presentation skills. These strongly support higher- level COs related to research aptitude and professional competence.

Analysis and Continuous Improvement

The collected data are analyzed to calculate CO attainment percentages using defined benchmarks. COs not meeting target levels are reviewed, and corrective actions—such as content revision, remedial classes, pedagogical improvements, and enhanced practical exposure, various workshops are implemented. This closed-loop mechanism ensures continuous quality enhancement.

The CO attainment process at the VNS Group of Institutions, Faculty of Pharmacy, Bhopal ensures that each theory and practical course contributes meaningfully to building strong pharmaceutical fundamentals, professional skills, and lifelong learning capabilities among students.

3.2.2 Record the attainment of Course Outcomes of all courses with respect to set attainment levels (30)

The attainment of Course Outcomes (COs) at Faculty of Pharmacy, Bhopal is a structured, transparent, and outcome-based process aligned with the requirements of outcome-based education (OBE) and accreditation frameworks such as NBA. Each course offered under the undergraduate pharmacy program has clearly defined Course Outcomes, which articulate the knowledge, skills, and competencies expected from students upon successful completion of the course.

For every course, attainment levels are predefined by the institution based on historical academic performance, average results of university examinations, and benchmark standards prescribed by the affiliating university and the Pharmacy Council of India. In addition to these baseline values, the Faculty of Pharmacy sets progressively higher target attainment levels wherever feasible to promote continuous improvement in teaching– learning processes.

The measurement of CO attainment is carried out using a combination of direct assessment tools, namely internal assessment and university examination performance. Internal assessment constitutes a significant component and includes periodic tests, sessional examinations, assignments, tutorials, seminars, laboratory performance, viva-voce, and continuous evaluation. Each internal assessment component is explicitly mapped to relevant Course Outcomes, ensuring that student performance data directly reflects the extent to which each CO is achieved.

The University examination performance serves as an external and standardized measure of student learning. Question papers are analyzed to map individual questions to specific Course Outcomes. The marks obtained by students in these CO-mapped questions are used to calculate the level of attainment for each Course Outcome. This dual approach—internal assessment combined with university examination results—ensures both formative and summative evaluation of student learning.

At VNS Faculty of Pharmacy, weightages are assigned to both assessment components, typically with higher emphasis on university examinations (for example, 75%) and a complementary weightage to internal assessment (for example, 25%). The final CO attainment is computed as a weighted average of these two components. Attainment levels are categorized (such as Low, Moderate, and Substantial or Levels 1, 2, and 3) based on predefined thresholds of student performance.

The CO attainment data is systematically recorded, analyzed, and documented for all courses at the end of each academic year. Courses that do not meet the target attainment levels are identified, and a root-cause analysis is conducted. Based on this analysis, corrective and preventive actions are implemented, which may include revision of teaching strategies, additional remedial classes, enhanced tutorial support, curriculum enrichment, or modification of assessment methods.

This continuous monitoring and improvement mechanism ensures that the Course Outcomes are not only clearly defined and measured but also meaningfully achieved. The robust CO attainment process contributes directly to the achievement of Program Outcomes (POs) and Program Educational Objectives (PEOs), thereby strengthening the overall academic quality and professional competence of pharmacy graduates.

3.3 Attainment of Program Outcomes (40)

Describe assessment tools and processes used for assessing the attainment of each PO (10)

At Faculty of Pharmacy, Bhopal, the attainment of Program Outcomes (POs) is assessed through a well-defined, systematic, and continuous evaluation framework aligned with Outcome-Based

Education (OBE) principles prescribed by PCI, and NBA. The assessment tools and processes are designed to generate reliable quantitative and qualitative data, enabling measurement, documentation, and improvement of PO attainment.

Assessment Tools for PO Attainment

Direct assessment tools form the primary basis for PO evaluation. These include University End-Semester Examinations, Internal Assessment Tests, Practical Examinations, Laboratory Performance, Project Work, Seminars, Case Studies, and Assignments. Each course is mapped with relevant Course Outcomes (COs), and CO–PO mapping matrices are prepared with defined correlation levels (Low–1, Moderate–2, High–3). Marks obtained in internal and external assessments are analyzed to compute CO attainment, which is further aggregated to PO attainment. University examinations are conducted every semester, while internal assessments and practical evaluations are carried out continuously throughout the semester.

Indirect assessment tools complement direct methods by capturing stakeholder perceptions. These include Student Exit Surveys, Alumni Feedback, Employer Feedback, and Internship Feedback. These tools assess attributes such as ethical practice, communication skills, teamwork, leadership, and lifelong learning, which may not be fully measurable through examinations alone.

Assessment Process and Frequency

The assessment process begins with defining target attainment levels for each CO and PO. CO attainment is calculated using weighted contributions from University Examination (75%) and Internal Assessment (25%). Practical and project-based courses emphasize skill-oriented rubrics and performance indicators. PO attainment is then derived by averaging the attainment values of mapped COs across all relevant courses in the program.

Attainment levels are categorized as:

Level 3 (High): ≥60%; Level 2 (Moderate): ≥50%; Level 1 (Low): ≥40%

Documentation and Continuous Improvement

All assessment data, including CO–PO matrices, attainment calculations, survey analysis, and action-taken reports, are systematically documented and reviewed by the Department Advisory Committee and IQAC. Identified gaps lead to corrective actions such as curriculum enrichment, remedial classes, innovative teaching methods, industry interaction, and skill-development programs. Thus, the structured assessment framework ensures transparent measurement of PO attainment and fosters continuous academic and professional improvement at VNS Faculty of Pharmacy.

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
C101	3	0	2.4	2	0	0	1	0	2	1	**1.6**
C102	1.8	1.3	1.49	1.3	0	0	1.3	1.28	1.28	0	**1.28**
C103	1.8	1.3	1.49	1.5	0	1.6	1.9	1.3	1.6	1.28	**1.28**
C104	3	0	2.4	2.3	1	1.5	2.5	2	3	2.33	**1.2**
C105	2	2	0	0	2.5	2.2	2	2	0	1	**2**
C106A	3	0	2.2	2	0	0	0	1	2	1	**1.2**
C106B	3	2	2.5	2	0	0	0	0	2	2	**2**
C107	3	0	2.33	3	0	2	0	0	2	1	**2**
C108	3	0	2.4	2.3	0	0	1	0	2	2	**2**
C109	3	0	2	2	0	2	3	1.5	2	1	**1**
C110	3	2	3	3	0	2	2	0	2	2	**0**
C111	3	2.3	0	0	2.67	2.2	2	2.7	2	0	**2**
C112	3	0	2	2.3	0	0	2	0	2	2	**2**
C113	3	0	2.5	2	2	2	2	0	1	2	**2**
C114	3	0	2.8	2	0	0	0	0	2	2	**1.6**
C115	3	0	2.33	2	0	0	0	2	2	2	**2**
C116	3	0	2.2	2	0	0	2.5	2.5	2	2	**2**
C117	2.7	1	2	3	1	0	0	1.3	1	1	**2.33**
C118	3	0	3	2	2.5	2	2.5	0	2	3	**2**
C119	3	0	2	2	0	2	2	2	2	0	**0**
C120	3	0	2.5	2.5	0	0	1.7	1.5	0	2	**1.5**
C121	3	0	2.5	2.5	0	0	0	0	2	0	**2**
C122	2	2	3	3	0	0	0	2	0	1	**0**
C201	3	0	2.4	3	0	0	0	1	2	2.5	**2**
C202	3	0	2.4	3	0	0	0	1	2	2.5	**2**
C203	3	0	2	2	1	2	2	0	2	1	**2**
C204	3	2.5	2.33	2	2	2	2	0	2	2.33	**2**
C205	3	1.5	2.5	2.3	0	0	1.3	1	0	1.33	**2.25**
C206	3	0	2	2.5	0	0	0	0	0	2	**2**
C207	3	2	2.5	2	0	0	2	0	2	1	**0**
C208	3	2	2	2.7	0	0	0	0	0	2	**2**
C209	2	0	1.63	2	0	0	0	0.7	1.36	1.7	**1.36**
C210	1.9	0	1.46	1.25	0	0	0	0	1.25	1.25	**1.25**
C211	1.9	0	1.5	1.5	0	0	0	0	1.25	0.63	**1.25**
C212	1.2	0.8	1	0.8	0	0	1.2	0	1.03	0.83	**0**
C213	1.88	0	1.67	1.88	0	1.25	0	0	1.25	1.56	**1.25**

C214	3	0	2.25	2.5	0	0	0	2	0	2	**0**
C215	3	0	2.25	2	0	0	0	0	0	2	**0**
C216	3	2	2.67	3	0	2	3	0	2	2	**2**
C217	3	0	2	2.3	0	0	0	0	0	2	**2**
C301	1.6	0	1.17	1.04	0	0	0.5	0.5	1.04	0	**1.04**
C302	1.5	0	1.39	1.6	0	1	1	0	1.04	1.04	**1.04**
C303	1.4	0	1.31	1.2	0	1.2	0.9	1.1	0.65	0.47	**1.21**
C304	1.5	0.5	1.14	1.2	0	0	0	0	1.04	0.78	**0.73**
C305	1.9	0	2.04	0	0	1.4	2	0	1.87	0	**1.13**
C306	2.8	1.5	2.75	2.5	0	0	2.3	0	2.33	1.75	**1.75**
C307	2.8	1	2.5	2.3	0	2	3	1.7	0	0	**1.5**
C308	3	2	2	2.3	0	0	0	0	0	2	**0**
C309	3	0	2	2	0	0	0	0	2	0	**1.5**
C310	2.52	0	1.68	0	0	1.68	0	0	1.89	0	**0**
C311	1.4	0	1.3	0	0	0	1	0	1.21	1.04	**1.04**
C312	1.6	0	1.25	1	0	0.8	0	0	0.93	0.65	**1.17**
C313	3	0	2.2	2.5	0	2	0	0	1.4	2	**2**
C314	1.9	1.4	1.63	1.4	0	1.4	0	2	1.90	1.63	**0.68**
C315	2.8	1.5	2	3	1	0	0	0	2	0	**1.5**
C316	3	0	2.66	3	0	2	2	3	3	0	**2**
C317	3	2	2.33	3	2	0	0	0	0	0	**0**
C401	2.5	0	2	2.75	0	0	2	0	0	0	**2**
C402	2.5	2	0	1.7	1.68	0	2.5	0	2.31	2.52	**2.52**
C403	2.5	3	3	0	0	2.5	2.7	3	2.6	2	**0**
C404	2.6	0	2.5	3	0	0	2	0	2.33	2.75	**3**
C405	2.5	0	1.75	3	0	0	2	0	0	0	**0**
C406	1.8	1.83	2	1.4	2	2.5	2	2.5	1	1	**2**
C407	2.5	2	2.52	2.5	0	0	0	0	0	1.68	**2.52**
C408	0	0	3	0	0	2	0	3	3	2.5	**3**
C409	0	2.5	0	3	2	2.5	3	0	3	0	**0**
C410	3	0	2	0	0	0	3	0	2.66	2.5	**2**
C411	**2.33**	**3**	**3**	**2**	**3**	**2.5**	**0**	**2.25**	**3**	**0**	**2.4**

3.2.2 Provide results of evaluation of each PO (30)

PO Attainment Batch 2020-24

PO Attainment Level

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Direct Attainment	2.62	1.86	2.17	2.22	1.87	1.87	1.95	1.74	1.90	1.68	1.76
In Direct Attainment	2.85	2.52	2.60	2.62	2.71	2.69	2.63	2.75	2.77	2.81	2.85
PO Attainment	2.66	1.99	2.26	2.30	2.04	2.03	2.09	1.94	2.08	1.90	1.98

CRITERION 4	Students' Performance	180

4 Students' Performance (180)

Table 4.1

Item	2025-26 (CAY)	2024-25 (CAYm1)	2023-24 (CAYm2)	2022-23 (CAYm3)	2021-22 (CAYm4)	2020-21 (CAYm5)	2019-20 (CAYm6)
Sanctioned intake of the program(N)	100	100	100	100	100	100	100
Total number of students admitted in first year (N1)	94	115	115	115	113	101	100
Number of students admitted in 2nd year in the same batch via lateral entry (N2)	0	2	4	8	1	8	0
Total number of students admitted in the programme(N1 + N2)	94	117	119	123	114	109	100

4.1 Enrolment Ratio (20)

	N (From Table 4.1)	N1 (From Table 4.1)	Enrollment Ratio [(N1/N)*100]
2025-26	100	94	94.00
2024-25	100	115	115.00
2023-24	100	115	115.00

Average [(ER1 + ER2 + ER3) / 3]: 108.00
Assessment: 20.00

4.2 Success Rate in the stipulated period of the program (50)

Table 4.2

Year of entry	Number of students admitted in 1st year + admitted via lateral entry in 2nd year (N1 + N2)	Number of students who have successfully graduated without backlogs in any year of study (Without backlog means no compartment/failure in any semester/year of study)			
		I year	II year	III year	IV year
2025-26 (CAY)	94	-	-	-	-
2024-25 (CAYm1)	117	65	-	-	-
2023-24 (CAYm2)	119	82	69	-	-
2022-23 (CAYm3)	123	68	56	56	-
2021-22 (LYG)	114	71	59	51	51
2020-21 (LYGm1)	109	94	67	55	53
2019-20 (LYGm2)	100	75	74	71	69

Table 4.3

Year of entry	Number of students admitted in 1st year + admitted via lateral entry in 2nd year (N1 + N2)	Number of students who have successfully graduated in stipulated period of study) [Total of with Backlog + without Backlog]			
		I year	II year	III year	IV year
2025-26 (CAY)	94	-	-	-	-
2024-25 (CAYm1)	117	114	-	-	-
2023-24 (CAYm2)	119	111	113	-	-
2022-23 (CAYm3)	123	109	108	107	-
2021-22 (LYG)	114	109	103	102	100
2020-21 (LYGm1)	109	96	100	93	90
2019-20 (LYGm2)	100	100	99	99	98

4.2.1 Success rate without backlogs in any year of study (30)

Item	Latest Year of Graduation, LYG (2021-22)	Latest Year of Graduation minus 1, LYGm1 (2020-21)	Latest Year of Graduation minus 2 LYGm2 (2019-20)
X Number of students admitted in the corresponding First Year + admitted in 2nd year via lateral entry	114.00	109.00	100.00
Y Number of students who have graduated without backlogs in the stipulated period	51.00	53.00	69.00
Success Index [SI = Y / X]	0.45	0.49	0.69

Average SI [(SI1 + SI2 + SI3) / 3] : 0.54
Assessment = 30 * Average SI : 16.20

4.2.1. Success rate with backlog in stipulated period of study (20)

Item	Latest Year of Graduation, LYG (2021-22)	Latest Year of Graduation minus 1, LYGm1 (2020-21)	Latest Year of Graduation minus 2 LYGm2 (2019-20)
X Number of students admitted in the corresponding First Year + admitted in 2nd year via lateral entry	114.00	109.00	100.00
Y Number of students who have graduated in the stipulated period	100.00	90.00	98.00
Success Index [SI = Y / X]	0.88	0.83	0.98

Average SI[(SI1 + SI2 + SI3) / 3] : 0.90
Assessment = 20 * Average SI : 18.00

4.3 Academic Performance in Final Year (10)

Academic Performance	2021-22 (LYG)	2020-21 (LYGm1)	2019-20 (LYGm2)
Mean of CGPA or mean percentage of all successful students(X)	7.61	7.74	7.55
Total number of successful students(Y)	100.00	90.00	98.00
Total number of students appeared in the examination(Z)	102.00	93.00	99.00
API [X*(Y/Z)]:	7.46	7.49	7.47

Average API [(AP1 + AP2 + AP3)/3] : 7.47
Academic Performance = Average API = [(AP1 + AP2 + AP3)/3] : 7.47

4.4 Academic Performance in Third Year (10)

Academic Performance	CAYm3 (2022-23)	LYG (2021-22)	LYGm1 (2020-21)
Mean of CGPA or mean percentage of all successful students(X)	7.61	7.61	7.80
Total number of successful students (Y)	107.00	102.00	93.00
Total number of students appeared in the examination (Z)	108.00	103.00	100.00
API [X * (Y/Z)]	7.54	7.54	7.25

Average API [(AP1 + AP2 + AP3)/3] : 7.44
Academic Performance = Average API [(AP1 + AP2 + AP3)/3] : 7.44

4.5 Academic Performance in Second Year (10)

Academic Performance	2023-24 (CAYm2)	2022-23 (CAYm3)	2021-22 (LYG)
Mean of CGPA or mean percentage of all successful students(X)	7.50	7.57	8.08
Total number of successful students(Y)	113.00	108.00	103.00
Totalnumber of students appeared in the examination(Z)	115.00	117.00	110.00
API [X*(Y/Z)]:	7.37	6.99	7.57

Average API [(AP1 + AP2 + AP3)/3] : 7.31
Academic Performance = Average API = [(AP1 + AP2 + AP3)/3] : 7.31

4.6 Academic Performance in First Year (20)

Academic Performance	2024-25 (CAYm1)	2023-24 (CAYm2)	2022-23 (CAYm3)
Mean of CGPA or mean percentage of all successful students(X)	7.85	7.76	7.68
Total number of successful students(Y)	114.00	111.00	109.00
Total number of students appeared in the examination(Z)	115.00	115.00	115.00
API [X*(Y/Z)]:	7.78	7.49	7.28

Average API [(AP1 + AP2 + AP3)/3] : 7.52
Academic Performance = Average API = [(AP1 + AP2 + AP3)/3] : 7.52

4.7 Placement and Higher Studies (40)

Assessment Points = 40 × (x + y)/N

Item	2021-22 (LYG)	2020-21 (LYGm1)	2019-20 (LYGm2)
Total No of Final Year Students(N)	102.00	93.00	99.00
Number of students placed in Industries/ Hospitals/ Government sector through on/off campus recruitment or opted for Entrepreneurship(x)	38.00	41.00	36.00
No. of students admitted to higher studies with valid scores in various qualifying exams(y)	24.00	23.00	28.00
Placement Index [(X + Y)/N] :	0.61	0.69	0.65

Average Placement [(X + Y)/N] : 0.65
Assessment [40 * Average Placement] : 26.00

4.8 Professional Activities (20)

4.8.1. Professional societies / chapters and organizing pharmacy events (5)

VNS Faculty of Pharmacy, Bhopal actively encourages student participation in professional societies and academic forums to enhance professional identity and industry exposure. The institution's faculty members maintain memberships in several distinguished professional bodies, such as the Indian Pharmacological Society, American College of Clinical Pharmacology, and the Endocrine Society, reflecting a culture of professional engagement and global academic linkage. These affiliations help bridge academic learning with evolving trends in pharmaceutical sciences and support continuous professional development among both students and faculty. VNS Group of Colleges

In addition to individual memberships, the college fosters student involvement in discipline-related chapters and clubs that focus on clinical research, pharmacy practice, and community health. Through its NSS unit, VNS promotes community outreach, health awareness activities, and social responsibility projects integral to pharmacy education.

The Faculty of Pharmacy systematically organizes a range of events, workshops, seminars, and guest lectures that serve both academic and professional growth. Recent activities include industry-oriented national workshops on clinical research, pharmacovigilance, drug release testing, and medical writing delivered by experts from leading organizations. VNS Group of Colleges Cultural and academic celebrations such as Pharmacist Day, Global Tiger Day awareness, and induction programs further enhance student engagement. VNS Contemporary events like guest lectures on Indian Knowledge Systems and fresher's programs like Astra Nova 2K25 foster a vibrant campus environment geared toward professional networking and peer learning.

Overall, through professional society memberships, active student chapters, and a rich calendar of academic events, VNS Faculty of Pharmacy demonstrates a sustained commitment to professional fraternity and holistic development in pharmacy education.

4.8.2. Publication of technical magazines, newsletters, etc. (5)

The Faculty of Pharmacy, actively promotes academic communication and professional engagement through the regular publication of technical magazines, newsletters. These publications serve as structured platforms for disseminating scholarly information, institutional achievements, research updates, and student-centric activities, thereby strengthening the academic culture of the institute.

One of the flagship publications is the VNS Newsletter, released annually. This newsletter documents academic events, workshops, faculty publications, funded research projects, student achievements, and outreach activities. It highlights recent laboratory developments, patents, conference participations, and MoUs. These are edited at the department level by Heads of Departments and disseminated digitally for rapid and wider outreach.

It is edited by a Senior Faculty Coordinator (Editor-in-Chief), supported by an Editorial Committee comprising faculty members from core pharmaceutical sciences, and published by the VNS Group of Institutions, Bhopal. The newsletter is circulated in both print and digital formats among stakeholders, including students, alumni, and collaborating institutions.

Collectively, these publications enhance technical writing skills, encourage research dissemination, ensure transparency of academic processes, and align with quality benchmarks expected by regulatory and accreditation bodies. They reflect the institution's sustained commitment to knowledge sharing, academic visibility, and continuous professional development.

[5]

Name of Publication	Editors	Publisher	Frequency
VNS NEWSLETTER **VNS Group of Institutions, Faculty of Pharmacy, Neelbud, Bhopal**	Dr. Vipin V. Dhote Dr. Pradeep K. Singour Ms. Isha Pant	VNS Group of Institutions, Nathu Barkheda Road, VNS Campus, Neelbud, Bhopal-462044 (M.P.)	Annual

4.8.3. Participation in inter-institute events by students of the program of study (10)

Participation in inter-institute events is an essential component of holistic pharmaceutical education, and students of the Faculty of Pharmacy, actively engage in a wide range of academic, research, technical, and co- curricular activities organized by reputed institutions across the country. Such participation provides students with exposure beyond the classroom, enabling them to benchmark their knowledge, skills, and innovative ideas against peers from other institutions while fostering confidence, professionalism, and leadership qualities.

Students regularly take part in national and state-level conferences, seminars, workshops, poster and oral presentation competitions, quizzes, model exhibitions, and research conventions conducted by universities, professional bodies, and research organizations. These events offer a platform for students to present their research findings, review articles, innovative project work, and case studies, thereby strengthening their scientific communication skills and research aptitude. Participation in inter-institute academic events also helps students to stay updated with recent advancements in pharmaceutical sciences, regulatory trends, and emerging research areas such as novel drug delivery systems, pharmacovigilance, nanotechnology, and clinical research.

The Faculty of Pharmacy actively motivates and supports students by facilitating mentorship, internal screening of abstracts, rehearsal of presentations, and logistical assistance wherever feasible. Faculty members guide students in preparing high-quality research posters, oral presentations, and technical papers, ensuring compliance with ethical and scientific standards. As a result of this structured support system, students have consistently performed well in external events, earning awards and recognitions that enhance both individual profiles and institutional reputation.

Achievements in inter-institute events reflect the effectiveness of the teaching–learning ecosystem at FOP. Awards received by students for best paper, best poster, and innovative project presentations demonstrate their analytical thinking, experimental skills, and ability to articulate scientific ideas effectively. These accomplishments encourage peer learning and motivate junior students to actively participate in research-oriented activities. Furthermore, such exposure helps students build professional networks, improves their prospects for higher studies and employment, and aligns with outcome-based education and accreditation requirements.

Overall, active participation and recognition in inter-institute events significantly contribute to the academic enrichment, professional development, and visibility of students of the Faculty of Pharmacy reinforcing the institution’s commitment to excellence in pharmaceutical education and research.

Student Presentation 2025-26

S.No	Name Of Students	Type Of Event	Title/Theme of the Event	Venue /Organising Body	Date	Faculty Incharge
1	Sourabh Yadav	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Megha Mishra
2	Sonali Sen	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Megha Mishra
3	Yashi Maheswari	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Nitesh Yadav
4	Shivansh Sharma	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Nitesh Yadav
5	Priyanshu Raikwar	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Nitesh Yadav
6	Vaishnavi Raghuwansi	Poster Presentation	Popular Lecture Series	Corporate Institute of Pharmacy, Bhopal	14/03/2026	Ms. Nitesh Yadav
7	Chitarekha Sahare	Poster Presentation	Research Voyage: Health, Wellness and Healing Tradition in India	Jagatguru Shri Devnath Institute of Vedicscience and Research, Matoshree Vimlabai Deshmukh Hall, Dhanwante National College, Nagpur	07/02/2026	Dr.Mayur Chaurey
8	Visesh Kumar	Model Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Dr. Avinash Singh Mandloi
9	Leena Hanwat	Model Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Dr. Avinash Singh Mandloi
10	Ankita Sharma	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Dr. Mayur Chaurey
11	Ashita mishra	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Dr .Mayur Chaurey
12	Muskan Motwani	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Dr. Mayur Chaurey
13	Prajal Daharwal	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Ms. Megha Mishra
14	Shikha	Poster	12th National	Oxford International	20th-21st	Ms.

	Singh	Presentation	Convention, Pharma Visison	College, Indore	/09/2025	Megha Mishra
15	Saniya Parween	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Ms. Megha Mishra
16	Deepanshu Yogi	Poster Presentation	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Ms. Megha Mishra
17	Falguni Majumdar	Quiz	12th National Convention, Pharma Visison	Oxford International College, Indore	20th-21st /09/2025	Ms.Tanu Sharma
18	Himanshu Gondane	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	NA
19	Vikas kumar	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	Dr. Aniruddha Pare
20	Ms Kritika Prajapati	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	NA
21	Priyam Jain	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	Dr. Aniruddha Pare
22	Vaishnavee Deshmukh	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	NA
23	Anshika Jain	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	NA
24	Harsh Nakhate	Poster Presentation	Think global act local: clinical	SAC-ACCP, New Delhi	9th-11th/01/2026	NA

			pharmacology advance in South Asia			
25	Sweta Gautam	Poster Presentation	Think global act local: clinical pharmacology advance in South Asia	SAC-ACCP, New Delhi	9th-11th/01/2026	NA
26	Rohit Kumar	Participated as a Delegate	Precision Medicine in Practise: Global Perspective and the Indian Context	AIIMS Bhopal	30/03/2026	NA
27	Golu Kumar	Participated as a Delegate	Precision Medicine in Practise: Global Perspective and the Indian Context	AIIMS Bhopal	30/03/2026	NA
28	Archit Banwadikar	Participated as a Delegate	Precision Medicine in Practise: Global Perspective and the Indian Context	AIIMS Bhopal	30/03/2026	NA

CRITERION 5	Faculty Information and Contributions	175

5 Faculty Information and Contributions (175)

S. No.	Name	PAN No.	University Degree	Date of Receiving Degree	Area of Specialization	Research Paper Publications	Ph.D Guidance	Faculty receiving Ph.D during the assessment year	Current Designation	Date (Designated as Prof/Assoc. Prof.).	Initial Date of Joining	Association Type	At present working with the Institution(Yes/No)	In case of NO, Date of Leaving	IS HOD?
1.	Vipin V Dhote	ALMPD1424C	M.Pharm and Ph.D	27/12/2008	Pharmacology	23	1	1	Professor	22/07/2013	10/07/2012	Regular	Yes		Yes
2.	PRADEEP KUMAR SINGOUR	BQYPS7847E	M.Pharm and Ph.D	08/05/2007	Pharmaceutical Chemistry	40	2	0	Professor	16/07/2013	01/08/2007	Regular	Yes		No
3.	Ankit Mishra	ATDPM2142H	M.Pharm and Ph.D	19/12/2019	Pharmaceutics	26	0	0	Professor	01/02/2020	18/07/2008	Regular	Yes		No
4.	ANIRUDDHA PARE	AMAPP4234B	M.Pharm and Ph.D	08/06/2021	Pharmaceutics	06	0	0	Professor	22/03/2021	23/02/2011	Regular	Yes		No
5.	Avinash Singh Mandaloi	CLPPM7623H	M.Pharm	23/07/2012	Pharmacology	13	0	0	Professor	22/04/2024	19/09/2014	Regular	Yes		No
6.	Mayur Chaurey	AKOPC9839P	M.Pharm and Ph.D	04/10/2024	Pharmacognosy	10	0	0	Professor	14/10/2024	13/09/2023	Regular	Yes		No
7.	MEGHA MISHRA	CHOPM1667C	M.Pharm	02/07/2013	Pharmaceutical Chemistry	10	0	0	Associate Professor	11/10/2021	31/08/2021	Regular	Yes		No
8.	GIRIJESH KUMAR PANDEY	BCWPP5168D	M.Pharm	23/06/2008	Pharmaceutics	01	0	0	Professor	22/04/2024	25/07/2022	Regular	Yes		No
9.	ASHER JOHN MOHAN	BJKPM4351C	M.Pharm and Ph.D	04/07/2018	Pharmacology	07	0	0	Professor	22/04/2024	14/04/2023	Regular	No	15/04/2024	No
10	NIKET SHRIVASTAVA	BFRPS3518C	M.Pharm	15/06/2010	Pharmaceutics	0	0	0	Associate Professor	05/04/2018	14/12/2015	Regular	Yes		No
11	VIPIN KUMAR TIWARI	AJQPT1708H	M.Pharm	22/08/2016	Pharmacognosy	0	0	0	Associate Professor	11/10/2021	01/10/2019	Regular	No	28/10/2025	No
12	ISHA	AHEPI1006P	M.Pharm	09/08/2017	Pharmaceutics	02	0	0	Associate Professor	11/10/2022	19/11/2019	Regular	Yes		No
13	AKANKSHA MISHRA	BFKPM4105D	M.Pharm	19/06/2012	Pharmacology		0	0	Associate Professor	01/03/2024	01/03/2024	Regular	Yes		No
14	RAJNEESH KANT SINGH	CJXPS1	M.Ph	05/07/	Pharmac	06	0	0	Associate	11/10/	13/11/	Regul	Yes		No

		696A	arm	2011	eutics				Profes sor	2023	2021	ar			
15	RAJIV LOCHAN TIWARI	AIPPT0 351C	M.Ph arm	02/08/ 2012	Pharmac ology	0	0	0	Associ ate Profes sor	15/07/ 2021	15/07/ 2021	Regul ar	Yes		No
16	GEETANJ ALI SINGH	FQPPS3 862C	M.Ph arm	17/12/ 2022	Pharmac eutics	0	0	0	Assist ant Profes sor		09/08/ 2022	Regul ar	No	24/10/2 025	No
17	SANDEEP SAHU	HJKPS6 914R	M.Ph arm	27/08/ 2019	Pharmac ology	0	0	0	Assist ant Profes sor		01/12/ 2020	Regul ar	Yes		No
18	DHARMENDR A SING RANA	CYAPR1 437C	M.Ph arm	09/07/ 2019	Pharmac eutics	0	0	0	Assist ant Profes sor		28/01/ 2022	Regul ar	Yes		No
19	PRIYANKAJAI N	BLPPJ72 85R	M.Ph arm	17/06/ 2020	Pharmac eutics	01	0	0	Assist ant Profes sor		16/10/ 2023	Regul ar	Yes		No
20	CHAN DAMA LVIYA	GJOPM3 452B	M.Ph arm	14/09/ 2022	Pharmac ology	01	0	0	Assist ant Profes sor		09/02/ 2023	Regul ar	Yes		No
21	DIPAKBHADR E	DXHPB0 822G	M.Ph arm	14/11/ 2023	Pharmac eutical Chemistr y	0	0	0	Assist ant Profes sor		07/02/ 2025	Regul ar	No	13/08/2 025	No
22	PRANJALSINH A	IVXPS9 483K	M.Ph arm	12/09/ 2017	Pharmac eutical Chemistr y	0	0	0	Assist ant Profes sor		27/01/ 2018	Regul ar	Yes		No
23	NITINSIN GH RAJPUT	DGKPR 3114M	M.Ph arm	02/08/ 2023	Pharmac eutical Chemistr y	0	0	0	Assist ant Profes sor		01/02/ 2023	Regul ar	No	30/08/2 025	No
24	NITESHYADA V	AOKPY1 381E	M.Ph arm	11/08/ 2020	Pharmac eutics	02	0	0	Assist ant Profes sor		23/10/ 2021	Regul ar	Yes		No
25	RASHI JAIN	AYKPJ5 808P	M.Ph arm	16/09/ 2019	Pharmac eutics	0	0	0	Assist ant Profes sor		01/12/ 2020	Regul ar	Yes		No
26	SHUBHAMBH AVSAR	CNPPB1 612R	M.Ph arm	11/08/ 2020	Pharmac eutical Chemistr y	0	0	0	Assist ant Profes sor		01/12/ 2020	Regul ar	Yes		No
27	RAJIVLOCHA N PATEL	BUJPP0 034P	M.Ph arm	02/07/ 2013	Pharmac ology	0	0	0	Assist ant Profes sor		17/08/ 2015	Regul ar	Yes		No
28	KAPILBAR ASKAR	ESJPB3 025H	M.Ph arm	13/09/ 2022	Pharmac ology	01	0	0	Assist ant Profes sor		30/12/ 2022	Regul ar	Yes		No
29	MEENAKSHIC HAURASIA	BWNPC 8794D	M.Ph arm	13/07/ 2020	Pharmac eutical Chemistr y	0	0	0	Assist ant Profes sor		21/12/ 2023	Regul ar	No	20/05/2 025	No
30	TANUSHARMA	CKVBS7 677E	M.Ph arm	19/08/ 2014	Pharmac eutical Chemistr y	01	0	0	Associ ate Profes sor	11/10/ 2023	11/09/ 2023	Regul ar	Yes		No
31	KALYANIBOK DE	IJXPB97 94Q	M.Ph arm	11/09/ 2023	Pharmac eutical Chemistr y	01	0	0	Assist ant Profes sor		02/01/ 2025	Regul ar	Yes		No
32	MANOJ JAIN	ALVPJ6 685Q	M.Ph arm	17/07/ 2012	Pharmac ognosy	0	0	0	Associ ate Profes sor	02/02/ 2023	02/01/ 2023	Regul ar	No	30/08/2 025	No

3	AMITARAI	BKUPR1055B	M.Pharm	10/06/2025	Pharmaceutics	0	0	0	Assistant Professor		04/08/2025	Regular	Yes		No
3	ABHISHEKSINGH	LZWPS3132F	M.Pharm	14/07/2025	Pharmaceutics	01	0	0	Assistant Professor		14/08/2025	Regular	Yes		No
3	KARISHMASHARMA	MCWPS5599H	M.Pharm	14/07/2025	Pharmaceutics	02	0	0	Assistant Professor		14/08/2025	Regular	Yes		No
3	PRANALI CHIMANIYA	BDAPC6839H	M.Pharm	12/08/2014	Pharmaceutics	03	0	0	Assistant Professor		04/08/2025	Regular	Yes		No
3	NEHASONI	CYUPS1777A	M.Pharm	01/01/2019	Pharmacology	0	0	0	Assistant Professor		28/07/2025	Regular	Yes		No
3	AAMIR KHAN	GUBPK0017A	M.Pharm	01/11/2022	PharmaceuticalChemistry	0	0	0	Assistant Professor		28/01/2023	Regular	No	04/04/2025	No
3	VARSHAJAIN	AQNPJ6185C	M.Pharm	14/08/2013	Pharmaceutics	0	0	0	Assistant Professor		19/09/2017	Regular	No	18/11/2025	No
4	ANOOPKUMAR CHADOKER	APWPC3170L	M.Pharm	02/02/2009	Pharmaceutics	02	0	0	Associate Professor	21/12/2015	08/02/2011	Regular	No	16/08/2024	No
4	MUTHUKUMARADASMOHAN MARUGARAJA	AJIPR8104R	M.Pharm and Ph.D	21/11/2011	Pharmaceutical Chemistry	11	0	0	Professor	01/12/2023	01/12/2023	Regular	No	24/09/2024	No
4	SATYAMSHARMA	MPLPS6338K	M.Pharm	15/09/2025	Pharmacology	0	0	0	Assistant Professor		27/10/2025	Regular	Yes		No
4	AKANKSHASINGH	QMXPS1649A	M.Pharm	13/10/2025	Pharmaceutics	0	0	0	Assistant Professor		27/10/2025	Regular	Yes		No
4	BHUMIKASAHU	SCGPS3909J	M.Pharm	11/10/2025	Pharmaceutics	1	0	0	Assistant Professor		27/10/2025	Regular	Yes		No
4	Siddhi	MZEPS5047N	M.Pharm	10/09/2025	Pharmaceutics	0	0	0	Assistant Professor		27/10/2025	Regular	Yes		No
4	MURTAZAPUTLIWALA	BTMPP6942G	M.Pharm	09/06/2014	Pharmaceutics	0	0	0	Associate Professor	12/12/2020	16/01/2020	Regular	Yes		No
4	PARULDIWAKER	BZLPD9094G	M.Pharm	16/07/2013	Pharmaceutics	0	0	0	Associate Professor	28/11/2019	02/02/2016	Regular	Yes		No
4	GEETIKASAHU	GQNPS5074M	M.Pharm	23/06/2010	Pharmaceutical Chemistry	0	0	0	Associate Professor	05/04/2018	02/03/2016	Regular	Yes		No
4	RAGINI SHUKLA	DZIPS1635D	M.Pharm	20/06/2011	Pharmaceutics	0	0	0	Associate Professor	16/01/2020	16/01/2020	Regular	Yes		No

5.1Student-Faculty Ratio (SFR) (20)

UG

No. of UG Programs in the Department - 1

Pharmacy						
Year of Study	CAY (2025-26)		CAYm1 (2024-25)		CAYm2 (2023-24)	
	Sanction Intake	Actual admitted through lateral entry students	Sanction Intake	Actual admitted through lateral entry students	Sanction Intake	Actual admitted through lateral entry students
1st Year	100	0	100	0	100	0
2nd Year	100	2	100	4	100	8
3rd Year	100	3	100	8	100	1
4th Year	100	8	100	1	100	7
Sub-Total	**400**	**13**	**400**	**13**	**400**	**16**
Total	**413**		**413**		**416**	
Grand Total	413		413		416	

PG

No. of PG Programs in the Department – 3

Pharmaceutical Chemistry			
Year of Study	CAY(2025-26)	CAYm1(2024-25)	CAYm2 (2023-24)
	Sanction Intake	Sanction Intake	Sanction Intake
1st Year	9	9	9
2nd Year	9	9	9
Total	**18**	**18**	**18**
Pharmaceutics			
Year of Study	CAY(2025-26)	CAYm1(2024-25)	CAYm2 (2023-24)
	Sanction Intake	Sanction Intake	Sanction Intake
1st Year	15	15	15
2nd Year	15	15	15
Total	**30**	**30**	**30**
Pharmacology			
Year of Study	CAY(2025-26)	CAYm1(2024-25)	CAYm2 (2023-24)
	Sanction Intake	Sanction Intake	Sanction Intake
1st Year	15	15	15
2nd Year	15	15	15
Total	**30**	**30**	**30**
Grand Total	**78**	**78**	**78**

SFR
No. of UG Programs in the Department - 1
No. of PG Programs in the Department - 3

Description	CAY(2025-26)	CAYm1 (2024-25)	CAYm2 (2023-24)
Total No. of Students in the Department (S)	491= **Sum total of all (UG+PG) students**	491= **Sum total of all (UG+PG) students**	494 = **Sum total of all (UG+PG) students**
No. of Faculty in the Department (F)	34 **F1**	34 **F2**	31 **F3**
Student Faculty Ratio (SFR)	14.44 **SFR1=S1/F1**	15.94 **SFR2=S2/F2**	14.44 **SFR3 = S3/F3**
Average SFR	14.94	**SFR=(SFR1+SFR2+SFR3)/3**	
F= Total Number of Faculty Members in the Department (excluding first year faculty)			

5.1.1. **Provide the information about the regular and contractual faculty as per the format mentioned below:**

	Total number of regular faculty in the department	Total number of contractual faculty in the department
CAY(2025-26)	34	0
CAYm1(2024-25)	34	0
CAYm2(2023-24)	31	0

Average SFR for three assessment years : 14.94
Assessment SFR : 20

5.2 Faculty Cadre Proportion (20)

Year	Professors		Associate Professors		Assistant Professors	
	Required F1	Available	Required F2	Available	Required F3	Available
CAY(2025-26)	3.00	5.00	7.00	0.00	21.00	29.00
CAYm1(2024-25)	3.00	4.00	7.00	0.00	21.00	30.00
CAYm2(2023-24)	3.00	4.00	7.00	0.00	21.00	27.00
Average Numbers	3.00	4.33	7.00	0.00	21.00	28.67

Cadre Ratio Marks [(AF1 / RF1) + [(AF2 / RF2) * 0.6] + [(AF3 / RF3) * 0.4]] * 10 : 17.00

5.3 Faculty Qualification (20)

	X	Y	F	FQ = 2.0 x [(10X + 6Y) / F)]
2025-26(CAY)	5	29	32.00	14.00
2024-25(CAYm1)	4	29	32.00	13.38
2023-24(CAYm2)	4	27	32.00	12.62

Average Assessment : 13.33

5.4 Faculty Retention (20)

Description	2024-25	2025-26
No of Faculty Retained	29	24
Total No of Faculty	24	24
% of Faculty Retained	121	100

Average : 110.00
Assessment Marks : 20.00

5.5 Innovations by the Faculty in Teaching and Learning (15)

The Faculty of Pharmacy has consistently demonstrated a strong commitment to pedagogical innovation aimed at improving student learning outcomes and professional readiness. Faculty-led innovations in teaching and learning are strategically aligned with outcome-based education, digital transformation, inclusivity, and continuous quality improvement. These initiatives are systematically documented, shared on the institute website, made open for peer review, and designed to be reproducible and scalable by other academic institutions.

A major contribution of the faculty is the effective integration of Information and Communication Technology (ICT) in instructional delivery. Faculty members extensively use institute-hosted YouTube channel to upload lecture notes, e-content, recorded lectures, virtual laboratory demonstrations. Simulation videos for pharmaceutics, pharmacology, and pharmaceutical analysis experiments enable students to visualize complex procedures before hands-on practice. These digital resources, hosted on the institute website, support blended learning and flipped classroom models and are accessible for peer review and academic reuse.

Course Outcome (CO) and Program Outcome (PO) attainment is mapped and analyzed using structured tools, and the results are reviewed periodically to improve teaching strategies. These transparent and data-driven assessment practices are published on the institutional platform, ensuring accountability and scope for scholarly critique. Innovative student-centric teaching methodologies form the backbone of classroom instruction. Faculty members employ case-based learning, problem-based learning (PBL), role plays, drug information assignments, journal clubs, and mini-projects to enhance analytical thinking and clinical decision-making skills. For pharmacology and pharmacy practice courses, real-world clinical scenarios and prescription analysis exercises are integrated to bridge the gap between theory and practice. These approaches are documented as best practices and shared during faculty development programs and academic forums, allowing other educators to replicate and adapt them.

In the area of assessment and evaluation, the faculty has introduced continuous and diversified assessment tools beyond traditional examinations. Online quizzes, peer assessment, and reflective learning journals are used to measure higher-order cognitive skills.

The faculty also emphasizes inclusive and participative classrooms. Slow learners are supported through remedial classes, mentorship programs, and simplified learning materials, while advanced learners are encouraged through research-based assignments, innovation challenges, and competitive exam guidance. Use of bilingual explanations, visual aids, and interactive discussions ensures that diverse learners remain engaged and confident. These inclusive strategies contribute significantly to equitable learning outcomes.

Furthermore, faculty members actively engage in reflective critique and professional sharing by publishing educational innovations, presenting best practices in conferences, and participating in peer review processes. Clear goals, adequate preparation, appropriate pedagogical methods, and effective presentation characterize all teaching–learning contributions. Recognition and incentives provided by the institution motivate faculty to continuously refine and disseminate their innovations.

Faculty of Pharmacy at exemplifies a scholarly approach to teaching and learning, where innovation is purposeful, transparent, peer-reviewed, and impactful—ultimately leading to effective, engaging, and future-ready pharmacy education.

5.6 Faculty as participants in Faculty Development/Training Activities (15)

- A Faculty scores maximum five points for participation
- Participant in 2 to 5 days Workshop/Faculty Development Program: 3 Points
- Participant >5 days Workshop/Faculty Development Program: 5 points

Name of the Faculty	Max & Per Faculty		
	2025–26	2024–25	2023–24
Dr. Pradeep Kumar Singour	1.00	1.00	0.00
Dr. Ankit Mishra	2.00	1.00	2.00
Dr. Mayur Chaurey	1.00	5.00	1.00
Megha Mishra	1.00	4.00	2.00
Tanu Sharma	0.00	2.00	2.00
Rajneesh Kant Singh	0.00	1.00	1.00
Girijesh Kumar Pandey	0.00	0.00	1.00
Akanksha Mishra	0.00	1.00	0.00
Priyanka Jain	1.00	0.00	1.00
Chanda Malviya	0.00	2.00	1.00

Nitesh Yadav	0.00	2.00	1.00
Vipin Kumar Tiwari	0.00	1.00	1.00
Meenakshi Chaurasiya	0.00	1.00	0.00
Abhishekh Singh	2.00	0.00	0.00
Isha	1.00	1.00	0.00
Pranali Chimaniya	1.00	0.00	0.00
Sum	10.00	22.00	13.00
RF = Number of Faculty required to comply with 15:1 Student Faculty Ratio as per 5.1	32.73	32.73	32.93
Assessment [3*(Sum / 0.5RF)]	1.83	4.03	2.37

Average assessment over 3 years: 2.74

5.7 Research and Development (40)

5.7.1 Academic Research (10)

Academic research is core strength of VNS Faculty of Pharmacy, reflecting the institution's sustained commitment to knowledge generation, innovation, and evidence-based pharmaceutical education. During the assessment period, the Faculty demonstrated a robust research ecosystem through quality research publications in refereed and indexed journals, active faculty involvement in scholarly activities, and continuous motivation for doctoral-level academic advancement.

As evidenced from the attached table, a total of 52 research papers in total and 22 were published by faculty members during the assessment period. These publications appeared in refereed and UGC-CARE/SCI-indexed journals, ensuring high standards of peer review, originality, and scientific credibility. The research contributions span diverse domains of pharmaceutical sciences including pharmacology, pharmaceutics, pharmaceutical chemistry, and allied interdisciplinary areas. Such diversity highlights the breadth of faculty expertise and the institution's encouragement of both basic and applied research.

The quality of publications is further strengthened by their appearance in reputed national and international journals, many of which are indexed in recognized databases. These research papers contribute significantly to citations and academic visibility, enhancing the institutional research profile and facilitating knowledge dissemination at global platforms. The steady publication output indicates consistency in research productivity and adherence to ethical and methodological rigor.

In addition to journal publications, faculty members of the institution have contributed to books and book chapters, supporting advanced learning and serving as reference material for students,

researchers, and professionals. These scholarly contributions play an important role in curriculum enrichment and in bridging theoretical knowledge with contemporary research developments.

Faculty members are also encouraged to pursue doctoral research, and the assessment period witnessed continued progress toward Ph.D. qualification among faculty, strengthening the research mentorship capacity of the institution. The growing number of Ph.D.-qualified faculty members has positively impacted research supervision, grant writing, postgraduate research projects, and collaborative initiatives.

Overall, the academic research performance of VNS Faculty of Pharmacy during the assessment period is marked by 52 quality research publications, increasing scholarly engagement, and a strong culture of research and innovation. This sustained output aligns with regulatory and accreditation expectations and contributes meaningfully to institutional excellence, societal relevance, and the advancement of pharmaceutical sciences.

Research & Development Cell

Research Grants

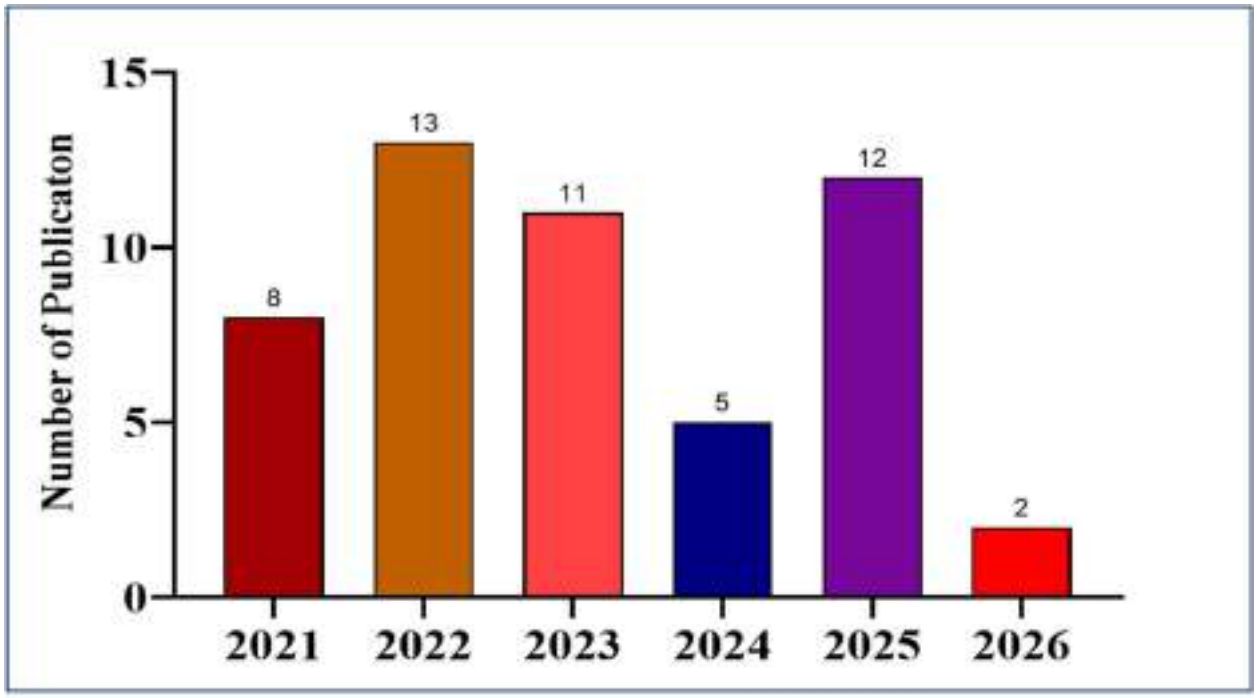
Sr. N.	Funding Agencies	Year of Funding	Type of Grant	Grant Amount
1	AICTE-RPS	2012	Research	1468075.00
2	AICTE-RPS	2013	Research	1913667.00
3	MPCST, Bhopal	2015	Research	419000.00
4	MPCST, Bhopal	2015	Research	380000.00
5	MPCST, Bhopal	2015	Research	358000.00
6	MPCST, Bhopal	2023	Research	865000.00
Total				54,02,742.00

Fellowship Grants

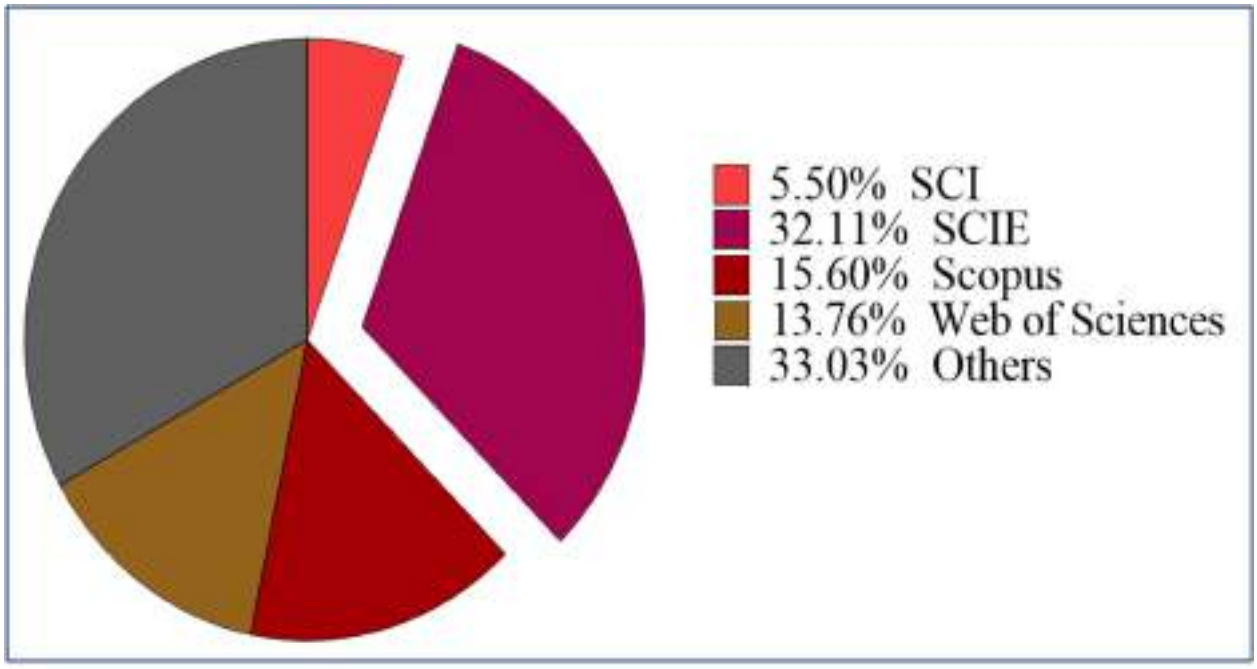
Sr. N.	Funding Agencies	Year of Funding	Type of Grant	Grant Amount
1	SORF, WOS-B, DST	2015	Fellowship project	325600.00
2	ISCMR-SRF	2012	Fellowship project	826776.00
3	CICS, DST-JRD-TATA	2014	Fellowship project	33500.00
4	SORF, WOS-B, DST	2015	Fellowship project	325600.00
5	ICMR-SRF	2015	Fellowship project	1242000.00
Total				2753476.00

Seminar/Workshop/Lecture Grants

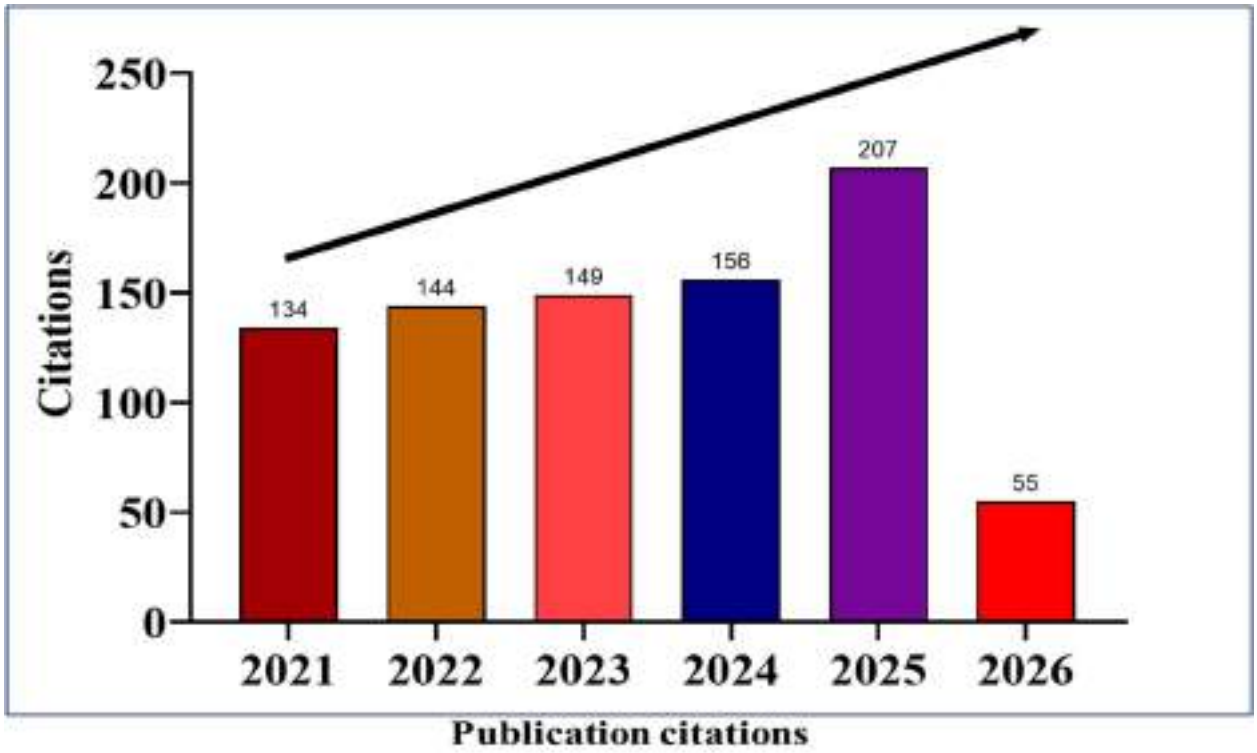
Sr. No.	Funding Agencies	Year of Funding	Type of Grant	Grant Amount
1	DBT New Delhi	2013	Popular Lecture series	24000.00
2	DST	2015	Seminar	50000.00
3	ICMR	2014	Seminar	40000.00
4	ICMR	2016	Seminar	40000.00
5	MPCST, Bhopal	2016	Workshop	40000.00
6	ARB	2017	Seminar	25000.00
7	MPCST, Bhopal	2017	Seminar	36000.00
			Total	255000.00



Publications



Publication in Index Journals


250
200
150
100
50
0
Citations
134
144
149
156
207
55
2021
2022
2023
2024
2025
2026
Publication citations

List of Publications

SESSION 2025-2026

S no.	Title of paper	Name of Faculty	Name of Journal
1	Protective effect of erucic acid against cyclophosphamide -induced immunosuppression via IFN-y/TNF-a/IgG pthways:i vivo network pharmacology-based analysis and molecular docking	Dr. Mayur Chaurey	Royal Society of Chemistry
2	Metformin and CoQ10 combination therapy: a novel approach to mitigating ischemia-reperfusion injury and cognitive impairment	Dr. Vipin V Dhote Dr. Avinash Singh Mandloi	Taylor & Francis (Brain Injury - IBIJ)
3	12-Hydroxylauric Acid-Tethered Heterochiral Diphenylalanines: A Promising Antimicrobial Peptide Scaffold for In Vivo Wound Healing Applications	Dr. Ankit Mishra Dr. Vipin V Dhote	ACS Applied Bio Materials
4	A mechanoresponsive heterochiral hydrogelator as a potential matrix metalloproteinase-2 inhibitor: unravelling its anti-inflammatory efficacy in vitro and in vivo	Dr. Ankit Mishra Dr. Avinash Singh Mandloi	Royal Society of Chemistry Journal of Materials Chemistry
5	2D QSAR of Novel hybrid motifs of 4-nitroimidazole-piperazinyl tagged 1, 2, 3-triazoles for Anti-cancer Activity against Breast Cancer cell line MCF-7	Dr Pradeep K Singour Megha Mishra	Journal of Drug Delivery and Therapeutics
6	Development and Evaluation of Lycopene and Alpha Tocopherol- Loaded Ethsomal Gel Optimized by Design of Experiments for Managing Oral Sub-Mucosal Fibrosis	Dr. Aniruddha Pare Ms. Bhumika Sahu Ms. Nitesh Yadav	International Journal of Pharmaceutical Drug Design
7	Design of Experiment Approach for Optimization and Charaterization of Lycopene and Coenzyme Q10 Microemulsion for the Treatment of Oral Submucosa Fibrosis	Ms. Bhumika Sahu Dr. Aniruddha Pare	International Journal of Pharmaceutical Drug Design
8	Acute Post-Ischemic Neuroprotection by Metformin and Vitamin E: A Complementary Strategy Against Cerebral Ischemia-Reperfusion Injury	Dr. Avinash Singh Mandloi Dr. Vipin V Dhote	International Journal of Environmental Science Elsevier
9	Development and Evaluation of a Microemulsion-Base Gel System for Improved Delivery of Therapeutic Agent in the Management of Oral Sub-Mucosal Fibrosis	Dr. Aniruddha Pare Ms. Isha Pant	International Journal of Pharmaceutical Drug Design
10	Network Pharmacology and Molecular Docking Approaches for Herbal Formulations: Mechanistic Insights, Therapeutic Application, and Translational Perspective	Ms. Nitesh Yadav	International Journal of Advanced Innovations in Pharmacy and Sciences
11	Formulation and Characterization of Herbal nanogels for fungal skin infections	Dr. Aniruddha Pare Ms Isha Pant Ms. Megha Mishra	International Journal of Advanced Innovations in

		Ms Nitesh Yadav	Pharmacy and Sciences

SESSION 2024-2025

S. NO	TITLE OF THE PAPER	NAME OF FACULTY	NAME OF JOURNAL
1	Impact of post –stroke injury: Co-administration of metformin and COQ10 in cerebral ischemia injury	Dr. Vipin V Dhote Dr. Avinash Singh Mandloi Ms. Chanda Malviya	Journal of Applied Pharmaceutical Sciences
2	Synthesis and Biological Evaluation of 1,4-Dihydropyridine Derivatives as Antiinflammatory Agents	Dr Pradeep Kumar Singour Ms. Megha Mishra	International Journal of Pharmaceutical and Healthcare Innovation
3	PEGylated Nanocarriers in Medicine and Pharmacy (https://link.springer.com/content/pdf/10.1007/978-981-97-7316-9.pdf)	Dr. Ankit Mishra	Springer
4	Phytochemical Analysis and Eco-Friendly pH Indicator from *Catharanthus roseus*: A Green Chemistry Approach	Ms. Megha Mishra	International Journal of Pharmaceutical Drug Design (IJPDD)
5	Design**,** Synthesis and Biological Evaluation of Chalcone- Bearing Benzimidazole Derivatives as Anti-Inflammatory Agents	Dr Pradeep Kumar Singour Ms. Megha Mishra	International Journal of Scientific Development and Research
6	An Overview on Current Medication-Based Therapies for Diabetes Mellitus	Ms. Megha Mishra Ms. Tanu Sharma	International Journal of Research Publications and Reviews
7	A retrospective study of reported adverse events associated with cardiac stents in Indian population	Dr. Vipin V Dhote Dr. Avinash Singh Mandloi	TAYLOR AND FRANCIS Expert Review of Medical Devices
8	Dual GLP-1 and GIP Agonist Tirzepatide Exerted Neuroprotective Action in a Parkinson's Disease Rat Model	Dr. Vipin V Dhote Dr. Avinash Singh Mandloi	*ACS Chemical Neuroscience*
9	Acute Post-Ischemic Neuroprotection By Metformin And Vitamin E: A Complementary Strategy Against Cerebral Ischemia-Reperfusion Injury	Dr. Vipin V Dhote Avinash Singh Mandloi	International Journal of Environmental Sciences
10	Formulation and Evaluation of Fast Dissolving Tablet of Valsartan by using Mixed Hydrotrophy Technique	Ms. Megha Mishra	SEEJPH (Sothern Eastern journal of public health)
11	A mechanoresponsive heterochiral hydrogelator as a potential matrix metalloproteinase-2 inhibitor: unravelling its anti-inflammatory efficacy in vitro and in vivo	Dr Ankit Mishra Avinash Singh Mandloi	Royal Socity of Chemistry Journal of Material Chemistry B

12	Retraction Note: Combination therapy for cerebral ischemia: do progesterone and noscapine provide better neuroprotection than either alone in the treatment?	Dr. Vipin V Dhote Avinash Singh Mandloi	Naunyn-Schmiedeberg's Archives of Pharmacolog

SESSION 2023-2024

S. No.	Title of the Paper	Name of Faculty	Name of Journal / Book
1	*Jasminum sambac* (L.) Alleviates Rheumatoid Arthritis: Synergistic or Complementary Action? A Phytochemical and Pharmacological Investigation	Dr. Vipin V. Dhote Avinash Singh Mandloi	Journal of Natural Remedies
2	Stereogenic Harmony Fabricated Mechanoresponsive Homochiral Triphenylalanine Analogues with Synergistic Antibacterial Performances: A Potential Weapon for Dermal Wound Management	Dr. Ankit Mishra Avinash Singh Mandloi	ACS Applied Biomaterials
3	Banaba Restricts Brain Damage: Neuroprotective Role in Cerebral Ischemia-Reperfusion Injury	Dr. Vipin V. Dhote Dr. Manisha Kawadkar Avinash Singh Mandloi Kapil Baraskar	Current Indian Science
4	A Homochiral Diphenylalanine Analog-Based Mechanoresponsive Hydrogel: An Insight Towards Its Wound Healing Efficacy	Dr. Ankit Mishra	Wiley's Chemistry & Biodiversity
5	Gene Therapy for Chronic Traumatic Brain Injury: Challenges in Resolving Long-Term Consequences of Brain Damage	Dr. Vipin V. Dhote Mr. Prem Samundre	Current Gene Therapy (Bentham Science)
6	Why Angina Pectoris? Brief Dialogue on Etiopathogenesis & Management: A Petite Explanation for Diploma Students	Ms. Chanda Malviya Ms. Priyanka Jain	International Journal of Research Publication & Reviews
7	Protein-Based Nanocarrier for Targeted Drug Delivery in Cancer Therapy	Dr. Ankit Mishra Manisha Kawadkar	Taylor & Francis *Smart Nanocarrier for Effective Drug Delivery*

List of Book Chapters

Sr. No.	Name of Faculty	Department	Title of Book Chapter	Book Title	Publisher	Year
1	Dr. Ankit Mishra	Department of Pharmaceutics	Protein-Based Nanocarrier for Targeted Drug Delivery in Cancer Therapy	Smart Nanocarrier for Effective Drug Delivery	CRC Press	2024
2	Ms. Megha Mishra	Department of Pharmaceutical Chemistry	All Chapters	Pharmaceutical Inorganic Chemistry	PK Art Publications	2024
3	Dr. Manisha Kawadkar	Department of Pharmacology	Protein-Based Nanocarrier for Targeted Drug Delivery in Cancer Therapy	Smart Nanocarrier for Effective Drug Delivery	CRC Press	2024
4	Dr. Vipin V. Dhote	Department of Pharmacology	*Lagerstroemia speciosa* L.: Resolving Cardiovascular Liabilities Through the Mitigation of Metabolic Dysregulation	Natural Products: An Answer to Cardiovascular Complications	Nova Science Publishers	2023
5	Dr. Vipin V. Dhote	Department of Pharmacology	Targeted Breast Cancer Treatment: Progress and Challenges	Nanotechnology Principles in Drug Targeting and Diagnosis	Elsevier	2023
6	Dr. Ankit Mishra	Department of Pharmaceutics	Toxicology in Drug Research	Essentials of Pharmatoxicology in Drug Research	Academic Press	2023
7	Dr. Ankit Mishra	Department of Pharmaceutics	Medication Errors and Approaches for Their Prevention	Essentials of Pharmatoxicology in Drug Research	Academic Press	2023
8	Mr. Avinash Singh Mandloi	Department of Pharmacology	*Lagerstroemia speciosa* L.: Resolving Cardiovascular Liabilities Through the Mitigation of Metabolic Dysregulation	Natural Products: An Answer to Cardiovascular Complications	Nova Science Publishers	2023
9	Mr. Avinash Singh Mandloi	Department of Pharmacology	Potential Polyphenol Alleviating Arthritis: Quercetin on Dysbiosis	Health Benefits of Phenolic Antioxidants	Nova Science Publishers	2022
10	Dr. Vipin V. Dhote	Department of Pharmacology	Potential Polyphenol Alleviating	Health Benefits of Phenolic Antioxidants	Nova Science Publishers	2022

			Arthritis: Quercetin on Dysbiosis			
11	Dr. Vipin V. Dhote	Department of Pharmacology	Effect of *Tinospora cordifolia* on Neuroinflammation	Treatments, Nutraceuticals, Supplements, and Herbal Medicine in Neurological Disorders	Academic Press	2022
12	Dr. Pradeep Kumar Singour	Department of Pharmaceutical Chemistry	Biochemistry and Clinical Pathology	Biochemistry and Clinical Pathology	TechKnowledge Publications, Pune	2022
13	Dr. Ankit Mishra	Department of Pharmaceutics	Ethical Defilements in Clinical Research and Potential Roles of the Institutional Review Board	Pharmacokinetics and Toxicokinetic Considerations	Academic Press	2022
14	Dr. Manisha Kawadkar	Department of Pharmacology	Potential Polyphenol Alleviating Arthritis: Quercetin on Dysbiosis	Health Benefits of Phenolic Antioxidants	Nova Science Publishers	2022
15	Dr. Nimisha Jain	Department of Pharmaceutical Chemistry	Biochemistry and Clinical Pathology	Biochemistry and Clinical Pathology	TechKnowledge Publications, Pune	2022
16	Dr. Ankit Mishra	Department of Pharmaceutics	Implication of Sex-Related Issues in Clinical Pharmacology and Biopharmaceutics	Biopharmaceutics and Pharmacokinetics Considerations	Academic Press	2021
17	Dr. Vipin V. Dhote	Department of Pharmacology	Role of *Punica granatum* on Endothelial Dysfunction in Myocardial Ischemia-Reperfusion Injury	*Punica granatum*: Cultivation, Properties and Health Benefits	Nova Science Publishers	2021
18	Dr. Pradeep Kumar Singour	Department of Pharmaceutical Chemistry	Piyush: A Textbook of Instrumental Analytical Techniques	Piyush: A Textbook of Instrumental Analytical Techniques	Dhawan Book Publications	2021
19	Mr. Avinash Singh Mandloi	Department of Pharmacology	Role of *Punica granatum* on Endothelial Dysfunction in Myocardial Ischemia-Reperfusion Injury	*Punica granatum*: Cultivation, Properties and Health Benefits	Nova Science Publishers	2021

20	Dr. Vipin V. Dhote	Department of Pharmacology	Radical Approaches to Stroke	Oxidative Stress and Antioxidant Defense: Biomedical Value in Health and Diseases	Nova Science Publishers	2019
21	Mr. Avinash Singh Mandloi	Department of Pharmacology	Effect of *Tinospora cordifolia* on Neuroinflammation	Treatments, Nutraceuticals, Supplements, and Herbal Medicine in Neurological Disorders	Academic Press	2022
22	Mr. Avinash Singh Mandloi	Department of Pharmacology	Radical Approaches to Stroke	Oxidative Stress and Antioxidant Defense: Biomedical Value in Health and Diseases	Nova Science Publishers	2019

5.7.2 Sponsored Research (10)

2025-26

Project Title	Duration	Funding Agency	Amount (in Rupees)
NA	NA	NA	0.00
			Total Amount(X): 0.00

2024-25

Project Title	Duration	Funding Agency	Amount (in Rupees)
NA	NA	NA	0.00
			Total Amount(Y): 0.00

2023-24

Project Title	Duration	Funding Agency	Amount (in Rupees)
Development of dual acting antidiabetic drugs: synthesis and evaluation of novel PPARy agonists and aldose reductase inhibitors	2 Years	M.P. Council of Science & Technology MP	865000.00
			Total Amount(Z): 865000.00

Cumulative Amount(X + Y + Z) = 865000.00

5.7.3 Consultancy (from Industry) (10)

2025-26

Project Title	Duration	Funding Agency	Amount (in Rupees)
FTIR, Particle size and zeta Potential	1 week	Dehradun Institute of Pharmacy	11290.00
			Total Amount(X): 11290.00

2024-25

Project Title	Duration	Funding Agency	Amount (in Rupees)
Pharmacokinetic study	1 Month	Anirudha padiyar Pt Khushilal College of Ayurveda Bhopal	53350.00
Resrpine induce Parkinson	1 Month	Vipul Mittal, Pt Khushilal Bhopal	42200.00
An Experimental Evaluation of Anti-inflammatory Effect of Yasthimadhu (Glycyrrhiza glabra linn.) and it's Comparison to Dexamethasone in wistar rats"	2 Months	Shweta Mandaloi	24069.00
Evaluation of wound healing activity of Ingudi Tail (Balanites aegyptiaca linn) in wistar rats	2 Months	Kritiak Bharadwaj, Pt Khushilal Bhopal	14312.00
Pharmaceutico-Analytical and experimental study of Garbha vinod rasa w.s.r. to its acute toxicity	2 Month	Archana Asrekar, Pt Khushilal Bhopal	12100.00
Study on diuretic activity of Latakasturi (Hibiscus abelmoschus linn.) in wistar rats	3 Month	Ashish Sharma, Pt Khushilal Bhopal	20800.00
Pharaceutico-analytical and Experimental study of Punarnavadyarishta	1 Month	Maya Dewada, Pt Khushilal Bhopal	16050.00
Pharmacological study of Manjhistha (Rubia cordifolia linn.) w.s.r. to its antipyretic action in wistar rats	1 Month	Tanya Raje, Pt Khushilal Bhopal	15100.00
In-vivo analgesic activity	1 Month	Anirudha padiyar, Pt Khushilal Bhopal	10000.00
A comparative evaluation of Tridex procubens linn. With Eclipta alba linn. With reference to its kaishya karma (hari growth promoting activity) in wistar rats	1 Month	Arpita Badole, Pt Khushilal Bhopal	9762.00
To evaluate the antiinflammatory action of Shrangataka (Trapa Bispinosa roxb.) and in wistar rats	1 Month	Babli Mandloi, Pt Khushilal	9100.00
Preclinical Sudy tocicity study	2 Months	Satyam Bhargava, Pt Khushilal Bhopal	5800.00
			Total Amount(Y): 232643.00

2023-24

Project Title	Duration	Funding Agency	Amount (in Rupees)
Herbal extraction and phytochemical screening (Insecticide and pesticide phytoconsitutents)	3 Months	Mr.A N Bihade	11800.00
In-vitro and In-vivo antifungal studies of novel formulation in rats	1 Year	Dr. Manoj P Jadhav, Isha Therapeutics LLC, New Jersey, USA	98386.00
Anticancer	1 year	Anshu Thakur	55260.00
To Evaluate Anti-inflammatory Effect of Cassia fistula Linn. in Wistar Rats.	3 Months	Swati Bonde	20872.00
Pharmacological study of Vidarikanda (Pueraria tuberosa D.C.) w.s.r. to its diuretic action in wistar Rats.	2 Months	Lucky Shivhare Pt Khushilal Bhopal	20100.00
To study the efficacy of Naagdantyadi ghrita on Hepatotoxicity induced by Paracetamol and Azithromycin in Wistar Rats	3 Months	Shubhadar Waskale	15800.00
Hemoprotective effect of Nimbaneelikaranja Agada in Cyclophosphamide induced toxicity in Wistar Rats.	2 Months	Chandani KC	14715.00
Preventive Effect of Katuki (Picrorhiza Kurroa Royle Ex Benth.) in Experiment Induced Thrombosis In Wistar Rats.”	2 Months	Priyanka Jain, Pt Khushilal Bhopal	12310.00
A Pharmacological study of Kantkari [Solanum surattense burm.f.] w.s.r. to it’s antipyretic action in wistar rats	2 Months	Nivedita Rawat, Pt Khushilal Bhopal	11200.00
Preclinical Animal study of herbal drugs	3 Months	Udayveer Rathore, Pt Khushilal Bhopal	10400.00
A study to evaluate wound healing activity of ethanolic extract of Sterculia urens Rox gum in Wistar rats.	1 Month	Viha Nirgude, Pt Khushilal Bhopal	10228.00
			Total Amount(Z): 281071.00

Cumulative Amount(X + Y + Z) = 525004.00

5.7.4 Honorary Consultancy from Central/State/Local Government Organizations (5)

Faculty of Pharmacy actively contributes to public service through honorary consultancy provided to State government of Madhya Pradesh Council of Science and Technology, Pharmacy Council of India. These consultative roles reflect the faculty's academic expertise, professional credibility, and commitment to societal welfare beyond routine teaching responsibilities.

Faculty members are invited as subject experts to support government departments and Government Institutions, regulatory bodies, public health agencies, and academic councils in areas related to pharmaceutical sciences, drug safety, quality assurance, clinical pharmacy, and public health programs. Such honorary consultancy includes participation in expert committees, advisory panels, inspection teams, and evaluation committees for government institutions and programs. Faculty expertise is also utilized in reviewing technical documents, standard operating procedures, drug awareness initiatives, and training modules for healthcare professionals.

Through these engagements, faculty members contribute evidence-based inputs that help improve policy formulation, implementation of health schemes, and regulatory compliance. These consultancies enhance the relevance of academic knowledge to real-world governance and strengthen academia–government linkages. The outcomes of such activities are documented and reported to the institution, ensuring transparency and institutional recognition.

Honorary consultancy not only enriches faculty professional development but also indirectly benefits students by bringing practical insights, regulatory perspectives, and current public health priorities into classroom teaching. Overall, these services underscore the Faculty of Pharmacy's role as a responsible knowledge partner in national and regional development.

5.7.5 Development activities (5)

VNS Faculty of Pharmacy actively undertakes a wide range of development activities aimed at strengthening academic delivery, research capability, and industry relevance. These initiatives focus on product development, enhancement of research laboratories, creation of instructional materials, and development of working models and charts, thereby supporting experiential and outcome-based education in pharmaceutical sciences.

Product Development forms an integral part of postgraduate and faculty-led research activities. Faculty members and students are engaged in formulation and development of pharmaceutical dosage forms, including tablets, capsules, semisolids, and novel drug delivery systems. Emphasis is placed on optimization studies, stability evaluation, and quality assessment in line with pharmacopeial standards. Such activities enhance students' practical understanding of formulation design and foster innovation aligned with industry requirements.

Research laboratories at the Faculty are continuously upgraded to support advanced experimentation and analytical work. Well-equipped laboratories facilitate research in areas such as pharmaceutics, pharmacology, pharmaceutical chemistry, and quality control. Modern instruments, safety provisions, and designated research spaces enable students and faculty to conduct experimental work, validate

methodologies, and generate publishable research outcomes. The availability of specialized research facilities also encourages interdisciplinary and collaborative research.

Instructional materials are systematically developed by faculty to enrich the teaching–learning process. These include laboratory manuals, standard operating procedures (SOPs), case studies, e-content, presentations, and problem-based learning modules. Such materials ensure uniformity in practical training, improve conceptual clarity, and support self-directed learning among students.

In addition, the Faculty emphasizes the use of working models, charts, monograms, and demonstration tools to support visual and experiential learning. Models related to pharmaceutical machinery, unit operations, human anatomy, and drug delivery mechanisms are effectively used during classroom and laboratory teaching. Charts and monograms aid in simplifying complex processes and enhance student comprehension and retention.

Overall, these development activities significantly contribute to academic excellence, research orientation, and skill-based learning at VNS Faculty of Pharmacy, preparing students to meet professional and societal needs.

5.8 Faculty Performance Appraisal and Development System (FPADS) (20)

VNS Faculty of Pharmacy has established a well-defined Faculty Performance Appraisal and Development System to ensure continuous professional growth, accountability, and alignment with institutional goals. Recognizing that faculty members in higher education perform diverse and evolving roles, the system is designed to holistically assess and enhance performance across teaching, research, service, and administrative responsibilities.

Faculty members are evaluated on their instructional effectiveness, including curriculum delivery, adoption of innovative teaching–learning methods, use of ICT tools, student mentoring, and outcome-based education practices. Equal emphasis is placed on research and innovation, where faculty contributions such as research publications, conference participation, project work, consultancy, and supervision of postgraduate research are systematically reviewed. This encourages faculty to remain academically active, updated with technological advancements, and engaged in self-renewal through scholarly pursuits.

The appraisal system also acknowledges faculty involvement in institutional service, industry and hospital interaction, and community outreach. Participation in extension activities, professional services, training programs, and collaborative initiatives is considered essential for addressing real-life societal and healthcare challenges. Additionally, administrative roles such as committee memberships, departmental coordination, examination duties, accreditation activities, and support to institutional leadership are included in the assessment framework, ensuring a balanced evaluation of responsibilities.

The performance appraisal process is implemented consistently across all assessment years using structured formats and documented evidence. Periodic reviews are conducted at departmental and institutional levels, enabling transparent evaluation and constructive feedback. Outcomes of the appraisal are effectively linked to faculty development initiatives, including participation in faculty development programs (FDPs), workshops, conferences, research support, and leadership training.

The effectiveness of the system is reflected in improved teaching quality, enhanced research output, increased participation in professional and administrative activities, and overall institutional growth. Through this systematic appraisal and development mechanism, VNS Faculty of Pharmacy ensures optimal faculty contribution, continuous improvement, and sustained academic excellence.

5.9 Visiting/Adjunct Faculty (5)

VNS Faculty of Pharmacy actively engages visiting faculty to strengthen teaching, learning, and research across all assessment years. The inclusion of external experts ensures that students and faculty benefit from contemporary professional practices, regulatory perspectives, and emerging research trends in pharmaceutical sciences.

Visiting faculties interaction bridges the gap between academic learning and industry expectations, enabling students to gain practical insights into compliance requirements, and career pathways. These experts also guide students on case-based problem solving, thereby enhancing employability and professional competence. Visiting Faculties continuously working with FOP are -

Ms Mitali Chaterji
Mr Nilesh Soni
Dr Nimisha Jain
Krishnakant Kashyap
Dr Khaliq
Vipin Kumar Tiwari
Mr Mital Dhadania
Ms Anjali Pillai
Mr Avinash Sauradh
Ms Mayuri
Dr Pallavi Lavhale
Mr Santanu Kokate

Their contributions significantly enrich the academic environment, promote interdisciplinary learning, support research culture, and ensure that the teaching–learning process at VNS Faculty of Pharmacy remains relevant, dynamic, and aligned with national and global professional standards.

CRITERION 6	Facilities	120

6 Facilities (120)

6.1 Availability of adequate, well-equipped classrooms to meet the curriculum requirements (20)

The Faculty of Pharmacy (FOP) places strong emphasis on providing high-quality physical and academic infrastructure to support effective teaching–learning processes. In line with the norms and guidelines prescribed by statutory and regulatory authorities, the Faculty ensures the availability of 14 well-equipped classrooms, which adequately meet the program-wise and intake-wise requirements. These classrooms are thoughtfully designed to foster an engaging, inclusive, and learner-centric academic environment.

All classrooms at FOP are spacious, well-ventilated, and naturally well-lit, ensuring a comfortable ambience conducive to sustained learning. Proper airflow and illumination not only enhance student comfort but also contribute positively to concentration and attentiveness during lectures. Each classroom is ergonomically furnished with comfortable seating arrangements, appropriate desk spacing, and clear visibility of teaching boards and digital displays, ensuring that every student has equal access to instructional delivery.

To strengthen ICT-enabled teaching and learning, every classroom is equipped with modern instructional aids. These include Smart interactive panels, LCD projectors, whiteboards, audio-visual systems, and reliable internet connectivity. The integration of digital tools enables faculty members to adopt blended learning approaches such as multimedia presentations, animations, simulations, virtual demonstrations, and online academic resources. This technology-supported pedagogy enhances conceptual clarity, particularly in complex pharmacy subjects, and encourages active student participation.

The seating capacity of classrooms is carefully aligned with student strength, ensuring an appropriate teacher–student ratio as mandated by regulatory bodies. This facilitates effective interaction, personalized academic guidance, and better classroom management. The arrangement also supports collaborative learning by allowing flexibility for rearranging seating during tutorials, discussions, or activity-based sessions.

In addition to regular classrooms, the Faculty provides specialized classrooms and seminar halls designed for tutorials, group discussions, student seminars, guest lectures, and presentations. These spaces encourage participatory and experiential learning by offering a platform for students to develop communication skills, critical thinking, teamwork, and professional confidence—essential

competencies for pharmacy graduates.

FOP follows a structured system of regular maintenance, monitoring, and upgradation of classroom facilities. Periodic inspections ensure cleanliness, proper functioning of electrical and digital equipment, and adherence to safety standards. Necessary repairs, repainting, furniture replacement, and technology upgrades are undertaken proactively to maintain a high standard of infrastructure. Attention is also given to accessibility, hygiene, and overall campus safety, reflecting the institution's concern for student well-being.

Overall, the classroom infrastructure at the Faculty of Pharmacy reflects a strong institutional commitment to academic excellence, regulatory compliance, and continuous quality improvement. By combining spacious physical design with modern teaching technologies and well-maintained learning spaces, FOP creates an environment that supports effective curriculum delivery, innovative pedagogy, and holistic student development. This robust infrastructure plays a pivotal role in nurturing competent, confident, and industry-ready pharmacy professionals.

6.2 Faculty rooms (10)

Faculty of Pharmacy, Bhopal provides well-furnished and adequately equipped faculty rooms to ensure a comfortable and productive working environment for the teaching staff. Each faculty room is provided with necessary facilities such as individual seating arrangements, computer systems with internet access, storage space, and adequate lighting and ventilation. These rooms facilitate academic preparations, student mentoring, and research-related work. Separate cubicles ensure privacy and focused work, while common areas promote interaction and collaboration among faculty members. The provision of these facilities reflects the institution's commitment to faculty welfare and academic excellence.

6.3 Laboratories including preparation room (wherever applicable), instrument/machine room and computer labs along with equipment and relevant facilities (60)

The Faculty of Pharmacy has established a robust and well-planned laboratory infrastructure to support scientific experimentation, practical training, research, and computing needs of Diploma, Undergraduate, and Postgraduate programs. The laboratories are designed in accordance with PCI and university norms, ensuring availability, adequacy, safety, and effectiveness for outcome-based pharmaceutical education.

Each laboratory is supported by a dedicated preparation room wherever applicable, which is used for reagent preparation, sample storage, and pre-experimental arrangements. Separate instrument/machine rooms are provided for housing sensitive and high-value instruments, ensuring controlled environments, minimal vibration, and enhanced equipment longevity. This segregation also facilitates uninterrupted student experiments and safe handling of sophisticated analytical instruments.

The institution houses a wide range of discipline-specific laboratories, including Pharmacology, Pharmaceutics, Pharmaceutical Chemistry, Pharmacognosy, Microbiology, Pharmacy Practice, and Diploma laboratories. Laboratories such as DG3 (M. Pharmacology Lab-II), DG6 (M. Pharmacology Lab-I), DS1 and DS8 (M. Pharm Pharmaceutical Chemistry Labs), and DG2 (M. Pharmaceutics Lab-II) are optimized for smaller batch sizes of 15–20 students, ensuring effective supervision, individualized guidance, and optimal utilization of equipment. Undergraduate and diploma labs such as ST12, SG11, SF8, SS6, and DF1 accommodate batch sizes of up to 20 students while maintaining comfort and safety.

All laboratories maintain standard operating manuals and experiment manuals, which are readily available to students. These manuals enhance uniformity, clarity of procedures, and compliance with Good Laboratory Practices (GLP). The quality of instruments across laboratories is rated as technologically advanced or excellence-driven, reflecting regular upgrades, calibration schedules, and alignment with current industry and research standards. Specialized facilities such as fuming cupboards in pharmaceutical chemistry and analysis labs ensure safe handling of volatile and hazardous chemicals.

Safety measures are stringently implemented across all laboratories. Each lab is equipped with fire extinguishers, first aid kits, proper ventilation, emergency exits, and safety signage. Students receive orientation on laboratory safety, waste disposal, and emergency protocols at the beginning of each academic session, ensuring a strong culture of safety and responsibility.

In addition, the Faculty provides computing facilities integrated with select laboratories such as DG3

and SS5, as well as dedicated computer labs. These facilities support data analysis, simulation software, statistical tools, literature access, and preparation of laboratory records and research reports, thereby strengthening experimental computing and digital competencies.

Overall, the laboratories, preparation rooms, instrument rooms, and computing facilities at VNS Faculty of Pharmacy are comprehensive, well-maintained, and highly effective. They play a vital role in enhancing practical skills, research aptitude, and professional readiness of students, fully supporting the academic and research objectives of the institution.

Table of Instruments available in Instrument room & Machine room -

Instrument list for Central Instrument Lab –

S. No.	Name of Instrument	Company	Model	Working	Logbook	SOP
1	Ampoule Washing Machine	Dolphin	—	Yes	No	Yes
2	Ball Mill	Lyser	—	Yes	No	Yes
3	Camphor Tablet Making Machine	Camphor	Mini Tab	Yes	No	Yes
4	Digital Balance	Wensar	110 g	Yes	Yes	Yes
5	Digital pH Meter	Labco	EQ-610	Yes	No	Yes
6	Digital Colorimeter	Equip-Tronics	EQ-650A	Yes	No	Yes
7	Disintegration Test Apparatus	Electrolab	D-10	Yes	No	Yes
8	Heating Mantle	Lyzer	2 L	Yes	No	Yes
9	Ion Exchanger (Deionizer)	Komal	—	Yes	No	Yes
10	Magnetic Stirrer	Remi	5 L	Yes	No	Yes
11	Water Bath	Lyzer	6 Hole	Yes	No	Yes
12	Photo Colorimeter	Equip-Tronics	EQ-650	Yes	No	Yes
13	Sieve Shaker	Komal	—	Yes	No	Yes
14	Pulverizer	Teknik	NA	No	No	No
15	Vacuum Pump (Air Cleaner)	Forbes	NA	Yes	No	No
16	PID Controller	Lyzer	NA	Yes	No	No
17	Lyophilizer	Lark	4 L	Yes	Yes	Yes
18	Bottle Washing Machine	Lyzer	NA	Yes	No	Yes
19	Vacuum Filtration Unit	Dolphin	NA	Yes	No	Yes
20	Rotary Flash Evaporator	IKA	RB-10D	Yes	Yes	Yes
21	Ampoule Sealing Machine	Dolphin	NA	Yes	No	Yes
22	Tray Dryer	Excel	—	Yes	Yes	Yes
23	Rotary Tablet Making Machine	Shakti	10-R	Yes	Yes	Yes
24	Tablet Coating Machine	Dolphin	12" Dia	Yes	Yes	Yes
25	HPLC	Adept	CE-4201	Yes	Yes	Yes
26	Dissolution Test Apparatus	Veego	VDA-6D	Yes	Yes	Yes
27	Dissolution Test Apparatus	Electrolab India (EI)	—	Yes	Yes	Yes
28	Cooling Centrifuge	Remi	412 LAG	Yes	Yes	Yes
29	UV–Vis Spectrophotometer	Shimadzu	UV-1700	Yes	Yes	Yes
30	UV–Vis Spectrophotometer	Shimadzu	UV-1780	Yes	Yes	Yes
31	Probe Sonicator	PCI Analytics	DP-120	Yes	Yes	Yes
32	Brookfield Viscometer	Brookfield	RVDVE-230	Yes	Yes	Yes
33	Bio Analyzer	New Star	STAR-20	Yes	Yes	Yes
34	Particle Size Analyzer	Horiba	SZ-100	Yes	Yes	Yes
35	Deep Freezer	Blue Star	CF3-130	Yes	Yes	Yes

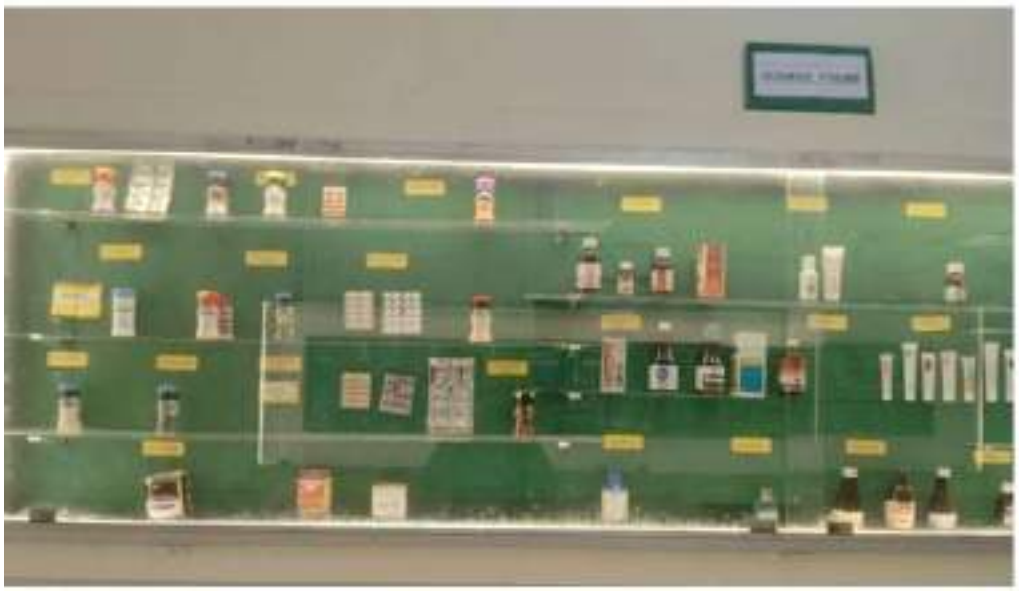
Instrument List for Machine Room -

S. No.	Name of Instrument	Company	Model	Working	Logbook	SOP
1	Ampoule Washing Machine	Dolphin	2009	Yes	No	Yes
2	Ball Mill	Lyser	250	Yes	No	Yes
3	Camphor Tablet Making Machine	Camphor	Mini Tab	Yes	No	Yes
4	Digital Balance	Wensar	110 g	Yes	Yes	Yes
5	Digital pH Meter	Labco	EQ-610	Yes	No	Yes
6	Digital Colorimeter	Equip-Tronics	EQ-650A	Yes	No	Yes
7	Disintegration Test Apparatus	Electrolab	D-10	Yes	No	Yes
8	Heating Mantle	Lyzer	2 L	Yes	No	Yes
9	Ion Exchanger (Deionizer)	Komal	200	Yes	No	Yes
10	Magnetic Stirrer	Remi	5 L	Yes	No	Yes
11	Water Bath	Lyzer	6 Hole	Yes	No	Yes
12	Photo Colorimeter	Equip-Tronics	EQ-650	Yes	No	Yes
13	Sieve Shaker	Komal	650	Yes	No	Yes
14	Pulverizer	Teknik	NA	No	No	No
15	Vacuum Pump (Air Cleaner)	Forbes	NA	Yes	No	No
16	PID Controller	Lyzer	NA	Yes	No	No
17	Lyophilizer	Lark	4 L	Yes	Yes	Yes
18	Bottle Washing Machine	Lyzer	NA	Yes	No	Yes
19	Vacuum Filtration Unit	Dolphin	NA	Yes	No	Yes
20	Rotary Flash Evaporator	IKA	RB-10D	Yes	Yes	Yes
21	Ampoule Sealing Machine	Dolphin	NA	Yes	No	Yes
22	Tray Dryer	Excel	450	Yes	Yes	Yes
23	Rotary Tablet Making Machine	Shakti	10-R	Yes	Yes	Yes
24	Tablet Coating Machine	Dolphin	12" Dia	Yes	No	Yes

Lab Description	Batch Size	Availability of Manuals	Quality of Instruments	Safety Measures	Remarks
DG3 (M. Pharmacology Lab – II)	15	Yes	Excellence-driven	Fire extinguisher, First aid kit	Available and well-equipped
DS1 (M. Pharm. Chemistry Lab)	15	Yes	Excellence-driven	Fume hood, Fire extinguisher	Available and well-equipped
DS2 (Diploma Lab)	20	Yes	Well-equipped	Fire extinguisher, First aid kit	Available and well-equipped
ST12 (Pharmacology Lab – II)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
SG11 (Pharmaceutical Chemistry / Analysis Lab)	20	Yes	Technologically advanced	Fume hood, Fire extinguisher	Available and well-equipped
DF1 (M. Pharmaceutics Lab – I)	15	Yes	Excellence-driven	Fire extinguisher, First aid kit	Available and well-equipped
SF8 (Pharmaceutics Lab – II)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
DS8 (M. Pharm. Chemistry Lab – II)	15	Yes	Excellence-driven	Fire extinguisher, First aid kit	Available and well-equipped
SS5 (Pharmacology Lab)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
ST13 (Pharmacy Practice Lab)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
SG10 (Pharmaceutical Chemistry Lab – II)	20	Yes	Technologically advanced	Fume hood, Fire extinguisher	Available and well-equipped
SS6 (Pharmacognosy Lab)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
SF6 (Pharmaceutics Lab – I)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
SG7 (Pharmaceutical Chemistry Lab – I)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
SF9 (Pharmaceutical Biotechnology Lab)	20	Yes	Technologically advanced	Fire extinguisher, First aid kit	Available and well-equipped
DG6 (M. Pharmacology Lab – I)	15	Yes	Excellence-driven	Fire extinguisher, First aid kit	Available and well-equipped
DF4 (Diploma Lab)	20	Yes	Well-equipped	Fire extinguisher, First aid kit	Available and well-equipped

6.4 Drug Museum (5)

The Drug Museum at Faculty of Pharmacy, Bhopal, houses a diverse and well-organized collection of pharmaceutical formulations, various packaging materials, sample glass apparatus, crude drugs and synthetic drugs. The exhibits are systematically arranged and properly labeled, crude drugs with scientific names, sources, families, and uses, ensuring clarity and educational value. The museum showcases high-quality specimens representing various pharmaceutical categories, aiding students in identifying and understanding drugs. Proper lighting, display cabinets, and preservation methods maintain the integrity of the samples. The museum serves as an effective teaching aid, enhancing practical learning and strengthening theoretical knowledge of pharmacy.



6.5 Medicinal Plant Garden (5)

(Area, demarcation, temporary/permanent arrangement, planting of plants under the shade in demarcated areas, adequacy of the plants)

The Faculty of Pharmacy, Bhopal, maintains a well-developed Medicinal Plant Garden spread over an area of 111.63 squar meter, within the campus. The garden is properly demarcated and systematically arranged with both permanent and temporary sections to accommodate various medicinal species. The garden houses a wide variety of medicinal and aromatic plants essential for academic and research purposes, providing hands-on learning for students in pharmacognosy and herbal drug studies. Regular maintenance ensures adequacy, identification, and healthy growth of all species cultivated.

6.6 Non Teaching Support (20)

Name of the Technical Staff	Designation	Date of Joining	Qualification (At Joining)	Qualification (Now)	Other Technical Skills Gained	Responsibility
Ratan Singh Sisodiya	Laboratory Technician	16/12/2016	Graduate	Graduate	Handling laboratory instruments, maintenance	Assisting practical classes, lab upkeep
Shailendra Jambhulkar	Office Superintendent	06/08/1996	Graduate	Graduate	Office administration, record management	Office supervision, documentation
Rajendra Surwanshi	Laboratory Assistant / Attender	10/11/2017	12th	12th	Lab cleaning, material handling	Support during lab sessions
Kamal Singrole	Peon	21/05/2018	8th	8th	Office support work	Office assistance
Usha Saroj	Laboratory Technician	16/12/2022	Graduate	Graduate	Instrument handling, chemical safety	Lab assistance
Shubhra Sharma	Librarian	11/10/2010	M.Lib	M.Lib	Library automation, cataloguing	Library management
Deelip Chaurasiya	Laboratory Technician	11/01/2017	Graduate	Graduate	Lab instrumentation, SOP adherence	Practical class support
Sudesh Shukla	Laboratory Assistant / Attender	01/07/2022	10th	12th	Lab material handling	Laboratory support
Sanjay Shrivastava	Laboratory Technician	25/01/2019	Graduate	Graduate	Equipment calibration, lab safety	Conducting lab practicals
Vikram Mewada	Laboratory Technician	03/09/2021	Graduate	Graduate	Analytical instrument handling	Lab practical assistance
Gurmeet Singh	Laboratory Assistant / Attender	05/07/1999	10th	10th	Lab upkeep	Supporting lab work
Kailash Mali	Gardener	30/10/2006	10th	10th	Horticulture & campus maintenance	Garden and greenery maintenance
R. K. Sharma	Accountant	01/05/2024	Graduate	Graduate	Accounts, Tally, finance records	Accounts and finance management
Sanjay Pimpalkar	Laboratory Assistant / Attender	01/01/1998	Diploma	Diploma	Equipment handling	Lab assistance

Sarita Vilayatkar	Laboratory Technician	01/07/2001	Graduate	Graduate	Lab management	Supporting lab courses
Santosh Sharma	Store Keeper	19/02/2009	Graduate	Graduate	Inventory management	Store & stock maintenance
Soniya Gour	Laboratory Technician	11/12/2023	Graduate	Graduate	Chemical handling, lab SOPs	Lab practical assistance
Rameshwar Ahirwar	Laboratory Technician	10/07/2024	Graduate	Post Graduate	Advanced lab techniques	Lab assistance
Ranjeet Lashkar	Laboratory Technician	28/03/2025	Graduate	Graduate	Lab equipment operation	Lab assistance
Sunil Waskate	Laboratory Assistant / Attender	09/06/2025	Graduate	Graduate	Lab support work	Laboratory assistance
Deepak Malviya	Laboratory Assistant / Attender	18/07/2025	10th	10th	Lab support work	Laboratory assistance
Sanjay Malviya	Plumber	09/03/2010	10th	10th	Plumbing & maintenance	Plumbing and repair work
Narendra Katiyar	Laboratory Technician	22/05/2025	PG	PG	Lab instrument handling	Practical class support
Deepika Belani	Store In-charge	09/06/2023	PG	PG	Procurement & inventory	Store supervision
Basantlal Shukla	Peon	12/05/2022	10th	10th	Office support	Office assistance
Manisha Gupta	Account Officer	11/09/2019	PG	PG	Financial management	Financial management

6.6.1 Availability of adequate and qualified technical supporting staff for program specific laboratories (10)

The Faculty of Pharmacy, Bhopal, ensures the availability of adequate and qualified technical supporting staff in all program-specific laboratories. Each laboratory is manned by trained and experienced technical personnel who assist in conducting practical sessions, handling sophisticated instruments, maintaining laboratory equipment, and ensuring adherence to safety protocols. The technical staff possess the requisite qualifications as per PCI norms, with many having specialized training in instrumentation and laboratory management. Their active involvement supports faculty members in preparing experimental setups and guiding students during practical work, ensuring smooth execution of the curriculum. Regular skill enhancement programs and workshops are organized to keep them updated with the latest laboratory techniques and technological advancements. The dedicated and competent technical team at VNSGI FOP significantly contributes to maintaining the quality, safety, and efficiency of laboratory operations, thereby enhancing students' hands-on learning experience.

6.6.2 Incentives, skill upgrade, and professional advancement (10)

At Faculty of Pharmacy, special emphasis is placed on the growth and development of technical supporting staff working in program-specific laboratories. The institution encourages continuous skill enhancement through regular training sessions, workshops, and hands-on demonstrations related to advanced laboratory techniques, instrumentation, and safety protocols. Staff members are motivated to participate in faculty development programs (FDPs), seminars, and industry interactions to stay updated with evolving technologies. Incentives such as performance-based recognition, promotions, and financial rewards are provided to encourage excellence and commitment. Additionally, opportunities for higher education and certification courses are supported to strengthen technical expertise and career progression. Regular evaluations and mentoring ensure that the staff remain competent in managing sophisticated equipment and supporting academic and research activities effectively. This systematic approach fosters a culture of continuous improvement and professional advancement within the institution.

CRITERION 7	Continuous Improvement	75

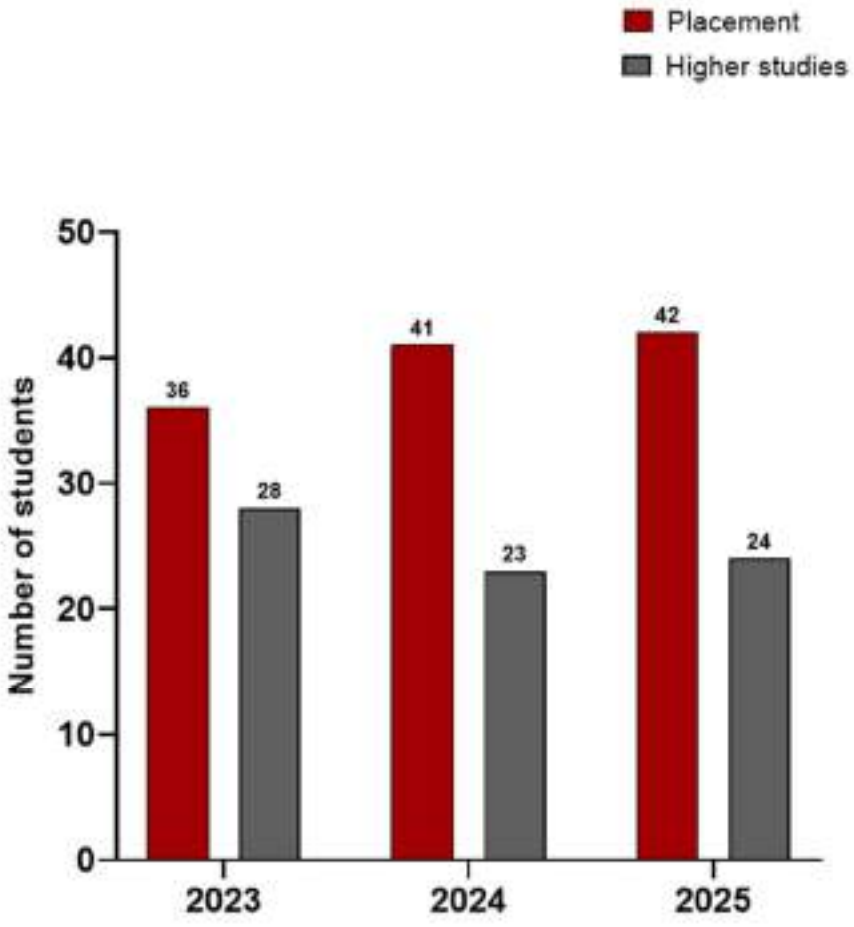
7 Continuous Improvement (75)

7.1 Improvement in Success Index of Students without the backlog (15)

Items	2021-22 (LYG)	2020-21 (LYGm1)	2019-20 (LYGm2)
Success Index (from 4.2.1)	0.45	0.49	0.69

7.2 Improvement in Placement and Higher Studies (15)

Items	2021-22 (LYG)	2020-21 (LYGm1)	2019-20 (LYGm2)
Placement Index (from 4.7)	0.61	0.69	0.65



7.3 Improvement in the API of the Final Year Students (10)

Academic Performance	2021-22 (LYG)	2020-21 (LYGm1)	2019-20 (LYGm2)
Mean of CGPA or mean percentage of all successful students(X)	7.31	7.25	7.39
Total number of successful students(Y)	100.00	90.00	98.00
Total number of students appeared in the examination(Z)	102.00	93.00	99.00
API [X*(Y/Z)]:	7.46	7.49	7.47

Average API [(AP1 + AP2 + AP3)/3] : 7.32
Academic Performance = Average API = [(AP1 + AP2 + AP3)/3] : 7.32

7.4 Improvement in the quality of students admitted to the program (15)

Item		2024-25(CAYm1)	2023-24(CAYm2)	2022-23 (CAYm3)
National Level Entrance Examination NA	No of students admitted	0	0	0
	Opening Score/Rank	0	0	0
	Closing Score/Rank	0	0	0
State/ University/ Level Entrance Examination/ Others DTE	No of students admitted	115	113	115
	Opening Score/Rank	90.5	94.2	91.6
	Closing Score/Rank	54.5	50.5	53.4
Name of the Entrance Examination for Lateral Entry or lateral entry details DTE	No of students admitted	4	8	1
	Opening Score/Rank	69.4	80.8	51
	Closing Score/Rank	63.9	57.2	51
Average CBSE/Any other board result of admitted students(Physics, Chemistry & Maths)		71.2	70.93	74.86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Faculty of Pharmacy, Bhopal
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Gaurav Kadu
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Amit Mewada
Quality Control
Shikhar Sahu
Quality Control
Ayush Basediya
Quality Control
Deep Sharma
QMS (Production)
Shivank Tiwari
VNS Campus, Neelbud, Bhopal-462044 | info@vns.ac.in | +91 0755-2696654/2696655


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Faculty of Pharmacy
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Lupin Ltd.
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Symbiotec Pharmalab (P) Ltd.
Symbiotec Pharmalab (P) Ltd.
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7.5 Actions taken based on the results of evaluation of each of the POs (20)

POs Attainment Levels and Actions for Improvement- (2024-25)

POs	Target Level	Attainment Level	Observations & Action Plan
PO 1 : Pharmacy Knowledge	**2.89**	**2.63**	The attainment level (2.63) is marginally below the target (2.89), indicating good foundational knowledge in pharmaceutical sciences, with scope for strengthening application-oriented and interdisciplinary understanding.
	Action 1. Introduce case-based and problem-based learning. Action 2. Strengthen laboratory–theory integration. Action 3. Encourage use of pharmacopeias and research databases.		
PO 2 : Planning abilities	**1.91**	**1.77**	Attainment (1.77) is slightly below target (1.91), reflecting moderate planning and organizational skills.
	Action 1. Assign structured projects with timelines. Action 2. Conduct time and resource management workshops.		
PO 3 : Problem Analysis	**2.37**	**2.14**	Attainment (2.14) is close to target (2.37), indicating reasonable analytical skills.
	Action 1. Include real-life pharmaceutical case studies. Action 2. Promote analytical assignments and research projects.		
PO 4 : Modern tool usage	**2.41**	**2.26**	Attainment (2.26) shows effective use of modern tools with scope for advanced exposure.
	Action 1. Increase hands-on training with instruments. Action 2. Introduce pharmacy software and data tools.		
PO 5 : Leadership skills	**1.78**	**1.63**	Attainment (1.63) is slightly below target (1.78).
	Action 1. Assign leadership roles in academic activities. Action 2. Organize leadership development programs.		
PO 6 : Professional identity	**2.03**	**1.80**	Attainment (1.80) shows developing professional awareness.
	Action 1. Organize industry and hospital interactions. Action 2. Promote internships and experiential learning.		
PO 7 : Pharmaceutical Ethics	**2.15**	**1.94**	Attainment (1.94) reflects satisfactory ethical understanding.
	Action 1. Integrate ethical case discussions. Action 2. Conduct seminars on professional ethics.		
PO 8 : Communication	**1.85**	**1.70**	Attainment (1.70) indicates need for improved communication skills.
	Action 1. Increase presentations and seminars. Action 2. Include report writing exercises.		
PO 9 : The pharmacist and society	**2.07**	**1.84**	Attainment (1.84) shows reasonable societal awareness.
	Action 1. Conduct health awareness programs. Action 2. Encourage community outreach.		
PO 10 : Environment and Sustainability	**1.84**	**1.68**	Attainment (1.68) indicates moderate sustainability awareness.
	Action 1. Introduce green pharmacy concepts. ***Action 2. Promote waste management practices.***		
PO 11 : Life-long Learning	**1.92**	**1.74**	Attainment (1.74) shows developing self-learning skills.
	Action 1. Encourage MOOCs and webinars. Action 2. Promote reflective learning.		

POs Attainment Levels and Actions for Improvement- (2023-24)

POs	Target Level	Attainment Level	Observations
PO 1 : Pharmacy Knowledge			
PO 1	2.89	2.62	Strong core knowledge; application-oriented learning can be enhanced.
	• Case-based learning • Interdisciplinary integration • Use of standard references		
PO 2 : Planning abilities			
PO 2	1.93	1.81	Planning and organizational skills moderately achieved.
	• Structured planning tasks • Time-management sessions		
PO 3 : Problem Analysis			
PO 3	2.39	2.15	Good analytical skills with scope for deeper critical thinking.
	• Analytical case studies • Mini research projects		
PO 4 : Modern tool usage			
PO 4	2.43	2.22	Effective use of tools; advanced exposure required.
	• Hands-on workshops • Use of analytical software		
PO 5 : Leadership skills			
PO 5	1.80	1.77	Leadership skills developing through activities.
	• Leadership roles • Committee participation		
PO 6 : Professional identity			
PO 6	2.05	1.84	Growing awareness of professional roles.
	• Industry interaction • Professional orientation		
PO 7 : Pharmaceutical Ethics			
PO 7	2.20	2.00	Satisfactory ethical understanding.
	• Ethics case discussions • Seminars on ethics		
PO 8 : Communication			
PO 8	1.90	1.72	Communication skills need strengthening.
	• Presentations • Report writing		
PO 9 : The pharmacist and society			
PO 9	2.12	1.88	Societal awareness improving.
	• Health awareness programs • Outreach activities		
PO 10 : Environment and Sustainability			
PO 10	1.87	1.71	Moderate awareness of sustainability.
	• Green pharmacy concepts • Waste management		

PO 11 : Life-long Learning			
PO 11	1.96	1.74	Self-learning ability developing.
	• MOOCs • Reflective learning		

POs Attainment Levels and Actions for Improvement- (2022-23)

POs	Target Level	Attainment Level	Observations & Action Plan
PO 1: Pharmacy Knowledge	2.89	2.79	Attainment (2.79) is close to target.
	Enhance application-oriented learning. Encourage research-based assignments.		
PO 2: Planning abilities	1.93	1.84	Attainment (1.84) is close to target.
	Assign team-based planning. Conduct organizational skill workshops.		
PO 3: Problem Analysis	2.39	2.31	Attainment (2.31) shows strong analytical ability.
	dvanced problem-solving tasks. Promote research participation.		
PO 4 : Modern tool usage	2.44	2.35	Attainment (2.35) indicates effective tool usage.
	Introduce advanced tools. Promote e-learning platforms.		
PO 5 : Leadership skills	1.80	1.79	Attainment (1.79) nearly meets target.
	Provide leadership opportunities. Organize leadership programs.		
PO 6 : Professional identity	2.05	2.00	Attainment (2.00) shows good professional awareness.
	Increase industry exposure. Invite professionals for talks.		
PO 7 : Pharmaceutical Ethics	2.28	2.17	Attainment (2.17) indicates strong ethical values.
	Continue ethics discussions. Integrate regulatory case studies.		
PO 8 : Communication	1.93	1.87	Attainment (1.87) shows effective communication.
	Encourage technical presentations. Include documentation exercises.		
PO 9 : The pharmacist and society	2.14	2.06	Attainment (2.06) reflects good societal awareness.
	Strengthen community engagement. Promote public health initiatives.		

PO 10 : Environment and Sustainability	1.89	1.80	Attainment (1.80) shows satisfactory awareness.
	Integrate sustainability topics. Conduct environmental programs.		
PO 11 : Life-long Learning	1.96	1.90	Attainment (1.90) indicates strong lifelong learning ability.
	Encourage self-directed learning. Promote MOOCs and webinars.		

CRITERION 8	Student Support Systems	50

8 Student Support Systems (50)

8.1 Mentoring system to help at individual levels (5)

VNS Faculty of Pharmacy has instituted a structured and student-centric mentoring system aimed at supporting learners at the individual level for academic excellence, professional growth, and holistic development. The mentoring framework is designed to address diverse student needs through professional guidance, career advancement, course work–specific support, laboratory-specific mentoring, and all-round personality development.

Each student is assigned a faculty mentor at the beginning of the academic session. On average, one faculty mentor guides 15–20 students, ensuring effective interaction and personalized attention. The Faculty has an adequate number of trained mentors drawn from all departments, enabling discipline-specific and need-based mentoring. Mentors act as the first point of contact for students for academic, professional, and personal concerns.

The mentoring system covers multiple dimensions. Academic mentoring includes guidance on course planning, understanding difficult subjects, improving examination performance, and developing effective study strategies. Laboratory-specific mentoring supports students in acquiring practical skills, understanding experimental protocols, maintaining laboratory safety, and improving performance in practical examinations and projects. Professional and career mentoring focuses on awareness of higher education opportunities, competitive examinations, internships, industry expectations, entrepreneurship, and placement preparedness. For all- round development, mentors counsel students on communication skills, leadership qualities, ethical behavior, time management, and stress management.

Mentor–mentee meetings are conducted at least once every month, with additional meetings arranged as required based on student performance or specific issues. The interactions are documented, and action plans are prepared for students requiring academic improvement or personal support. The progress of students is reviewed periodically, and feedback is used to refine mentoring strategies.

The efficacy of the mentoring system is reflected in improved academic performance, reduced dropout rates, enhanced student confidence, better laboratory competence, and informed career choices. Through continuous monitoring, personalized guidance, and supportive faculty involvement, the mentoring system at VNS Faculty of Pharmacy plays a vital role in nurturing competent, confident, and professionally responsible pharmacy graduates.

8.2 Feedback analysis and reward /corrective measures taken, if any (10)

VNS Faculty of Pharmacy has established a systematic and transparent feedback mechanism to evaluate the effectiveness of teaching–learning processes and to ensure continuous quality improvement and attainment of Program Outcomes (POs).

Feedback is collected for all courses: YES. The feedback is obtained from students at the end of each semester through a structured feedback questionnaire designed in line with NBA and outcome-based education (OBE) requirements. The questionnaire covers key parameters such as clarity of teaching, subject knowledge, communication skills, use of ICT, laboratory conduct, assessment methods, mentoring support, and contribution towards PO attainment. In addition to course-wise feedback, inputs are also collected on laboratory courses, mentoring, and overall academic support.

The percentage of student participation in the feedback process is consistently high, averaging above 85% across programs and assessment years, ensuring reliability and representativeness of the data. Feedback is collected either through online platforms or in controlled offline modes to maintain confidentiality and encourage honest responses.

The feedback analysis process is carried out at multiple levels. Initially, course-wise and faculty-wise feedback scores are compiled and analyzed by the internal quality team. Statistical analysis is performed to identify strengths, gaps, and trends. The analyzed feedback is then reviewed by the Head of the Department and the Head of the Institution. The outcomes are mapped with course outcomes (COs) and program outcomes (POs) to assess their attainment and effectiveness.

Based on the analysis, reward and corrective measures are implemented. Faculty members receiving consistently high feedback are recognized through appreciation letters, consideration in performance appraisal, and nomination for faculty development programs. Where feedback indicates gaps, corrective actions such as pedagogical training, mentoring by senior faculty, syllabus delivery refinement, and increased use of innovative teaching methods are undertaken.

In the last three years, multiple corrective actions have been implemented, including revision of teaching strategies, enhancement of laboratory practices, incorporation of ICT tools, and strengthening of student mentoring. Overall, the feedback mechanism has proven effective in improving teaching quality, enhancing student satisfaction, and ensuring systematic attainment of the defined Program Outcomes.

8.3 Feedback on facilities (5)

VNS Faculty of Pharmacy follows a structured and participatory feedback system to evaluate the adequacy, quality, and effectiveness of institutional facilities such as the library, computing facilities, laboratories, canteen, sports, and other student support services. This mechanism ensures that infrastructure and support services remain aligned with academic requirements and student expectations, thereby contributing to an effective teaching–learning environment.

Feedback on facilities is systematically collected from students and faculty on a regular basis, typically at the end of each academic year. A well-designed feedback questionnaire is used to capture perceptions on availability, accessibility, functionality, maintenance, cleanliness, safety, and user satisfaction. Separate sections are included for different facilities such as the library (books, journals, digital resources, reading space), computing facilities (hardware, software, internet connectivity), canteen (hygiene, food quality, affordability), sports and recreational facilities, and general campus amenities.

The analysis of feedback is carried out by the internal quality team in coordination with the respective administrative committees. Quantitative data are statistically analyzed to identify satisfaction levels and priority areas, while qualitative comments are reviewed to understand specific issues and suggestions. The analyzed feedback is presented to the Head of the Institution and relevant committees for review and decision-making.

Based on the feedback analysis, corrective and improvement actions are planned and implemented. Actions taken include augmentation of library resources, subscription to additional e-journals and databases, upgrading of computers and internet bandwidth, improvement in laboratory support infrastructure, enhancement of canteen hygiene and services, and better maintenance of sports facilities. Timely repairs, improved housekeeping, and safety measures are also undertaken wherever required.

The effectiveness of corrective actions is reviewed in subsequent feedback cycles to ensure closure of issues and sustained improvement. Through this continuous feedback–analysis–action loop, VNS Faculty of Pharmacy ensures optimal utilization and continuous enhancement of facilities, leading to improved student satisfaction, better academic support, and an overall conducive learning environment.

8.4 Self Learning (5)

VNS Faculty of Pharmacy actively promotes self-learning and learning beyond the prescribed syllabus as a core component of outcome-based education and lifelong learning. The institution provides adequate facilities, learning resources, and academic flexibility to encourage students to explore emerging areas of pharmaceutical sciences and to develop independent learning skills.

The central library serves as a major hub for self-learning. It is well stocked with standard textbooks, reference books, national and international journals, e-books, and access to digital resources and databases. Extended library hours and a quiet reading environment enable students to

pursue independent study, literature review, and exam preparation beyond classroom hours. Access to online journals and open-access research platforms supports learning in advanced and interdisciplinary topics.

The Faculty also provides computing and internet facilities that support self-paced learning. Students have access to computers, Wi-Fi–enabled campus areas, and licensed or open-source academic software. These facilities allow students to participate in online courses, MOOCs, webinars, virtual laboratories, and certification programs offered by reputed platforms. Such exposure helps learners stay updated with recent technological advancements and professional practices.

Instructional materials developed by faculty, including lecture notes, presentations, laboratory manuals, standard operating procedures (SOPs), and e-content, are made available to students for independent learning. Faculty members also recommend additional reading materials, research articles, case studies, and problem sets to encourage exploration beyond the syllabus.

Opportunities for project-based learning, seminars, journal clubs, poster presentations, and student research activities further strengthen self-learning. Students are motivated to undertake mini-projects, review papers, and innovative assignments that foster critical thinking, problem-solving, and creativity. Mentoring support is provided to guide students in selecting topics and resources for self-directed learning.

Through these facilities and academic practices, VNS Faculty of Pharmacy creates a supportive ecosystem for self-learning, enabling students to become independent learners, adaptable professionals, and lifelong learners capable of continuous knowledge enhancement.

8.5 Career Guidance, Training, Placement (10)

VNS Faculty of Pharmacy has established a dedicated Career Guidance, Training and Placement system to support students in achieving their academic and professional aspirations. The institution provides structured facilities and coordinated mechanisms to guide students towards higher studies, skill development, internships, and suitable employment opportunities.

A Career Guidance and Placement Cell functions under the supervision of senior faculty members and institutional leadership. The Cell plans and manages activities related to career counseling, training, and placement support. Regular career counseling sessions are organized to guide students on opportunities in pharmaceutical industries, hospitals, regulatory bodies, research organizations, entrepreneurship, and higher education. Counseling for higher studies includes guidance on postgraduate programs, entrance examinations, fellowships, research careers, and overseas education opportunities.

To enhance employability, the institution conducts training programs focusing on soft skills, communication skills, aptitude, interview techniques, resume writing, and professional ethics. Technical training is also provided through workshops, seminars, and hands-on sessions in

collaboration with industry experts and alumni. These initiatives help bridge the gap between academic learning and industry expectations.

The Faculty actively promotes industry interaction through industrial visits, guest lectures, collaborative training programs, and internships. Students are encouraged and supported to undergo industrial training and internships in pharmaceutical manufacturing units, hospitals, community pharmacies, and research laboratories. Such exposure provides practical insight into real-world practices and enhances professional competence.

Campus placement support is facilitated by inviting pharmaceutical companies, hospitals, and allied organizations for recruitment drives. The Placement Cell maintains a database of eligible students and potential recruiters and coordinates placement activities systematically. The effectiveness of the system is reflected in improved student confidence, higher participation in training and placement activities, increased placement opportunities, and informed career decision-making. Through continuous guidance, training, and industry linkage, VNS Faculty of Pharmacy ensures holistic career development of its students.

8.6 Entrepreneurship Cell (5)

VNS Faculty of Pharmacy has established an Entrepreneurship Cell (E-Cell) Coordinated by Dr Aniruddha Pare, to promote entrepreneurial thinking, innovation, and start-up culture among students. The Cell is managed by a faculty coordinator with support from experienced faculty members and institutional leadership. It organizes awareness programs, expert talks, workshops, and mentoring sessions on entrepreneurship, start-up development, regulatory requirements, and business planning in the pharmaceutical sector. Students are encouraged to develop innovative ideas, prepare business models, and explore incubation and self-employment opportunities. The E-Cell effectively nurtures entrepreneurial skills, risk-taking ability, and innovation mindset, thereby motivating students to pursue entrepreneurship as a viable and sustainable career option.

8.7 Co-curricular and Extra-curricular Activities (10)

VNS Faculty of Pharmacy gives due importance to co-curricular and extra-curricular activities as an integral part of holistic education. Along with academic excellence, the institution strives to nurture students' professional skills, leadership qualities, social responsibility, physical well-being, and cultural values through a wide range of structured activities conducted throughout the academic year.

Co-curricular activities are closely aligned with the academic curriculum and aim to strengthen subject knowledge, practical skills, and professional competence. These include seminars, guest lectures by industry experts and academicians, workshops, hands-on training programs, industrial visits, case study presentations, journal clubs, poster and paper presentations, quizzes, debates, and student research activities. Students actively participate in national and state-level conferences, symposiums, and professional society programs, which enhance their exposure to recent

developments in pharmaceutical sciences. Activities such as project exhibitions, model preparation, and technical competitions further promote innovation, problem-solving, and application-oriented learning.

Extra-curricular activities focus on the overall personality development of students and help in maintaining a healthy balance between academics and personal growth. The institution organizes cultural programs, annual functions, sports events, yoga sessions, and recreational activities to encourage creativity, teamwork, and physical fitness. Students participate in indoor and outdoor sports such as cricket, badminton, volleyball, athletics, chess, and table tennis, promoting discipline, teamwork, and leadership skills.

The Faculty also emphasizes social and community-oriented activities through NSS and extension programs. Activities such as health awareness camps, blood donation drives, cleanliness campaigns, environmental awareness programs, tree plantation drives, and community health education initiatives help students understand their social responsibilities and develop empathy towards society.

Various student committees and clubs play an active role in organizing and managing co-curricular and extra-curricular activities. Through participation in organizing events, students develop planning abilities, communication skills, leadership qualities, and confidence. Celebrations of national days, professional days, and awareness weeks further instill values of patriotism, ethics, and professional identity.

Overall, the systematic planning and active participation in co-curricular and extra-curricular activities at VNS Faculty of Pharmacy significantly contribute to the intellectual, social, cultural, and physical development of students. These activities complement academic learning, enhance employability skills, promote teamwork and leadership, and prepare students to become competent professionals and responsible citizens.


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CRITERION 9	Governance, Institutional Support and Financial Resources	100

9 Governance, Institutional support and Financial Resources (100)

9.1 Organization, Governance and Transparency (50)

9.1.1. Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies (10)

The Governing Body of VNS Group of Institutions, Faculty of Pharmacy, Bhopal is the apex authority responsible for strategic planning, policy formulation, and overall institutional development. It ensures that the institution functions in accordance with PCI, and RGPV norms while upholding the mission and vision of the organization. The Governing Body includes representatives from management, academia, industry, and external experts, thereby ensuring transparency and diversity in decision-making. The Principal serves as the Member Secretary, while the Chairperson leads the body. Meetings are conducted twice a year to review academic, administrative, and financial progress.

The administrative setup of FOP comprises the Principal at the helm, supported by Heads of Departments, Faculty Members, Administrative Officer, Librarian, Technical and Supporting Staff. The hierarchy ensures efficient communication and coordination between academic and administrative units. Committees such as the Academic monitoring Committee, Finance Committee, Research and Development Cell, Anti-Ragging Committee, and Grievance Redressal Cell work collectively to manage the institution's academic and co-curricular operations.

The functions of various bodies include policy implementation, academic review, quality assurance, and student welfare. The Academic Council monitors curriculum delivery, teaching quality, and examination processes, while the Finance Committee handles budget planning, resource allocation, and audit reviews. The IQAC (Internal Quality Assurance Cell) focuses on continuous improvement through stakeholder feedback and performance assessment.

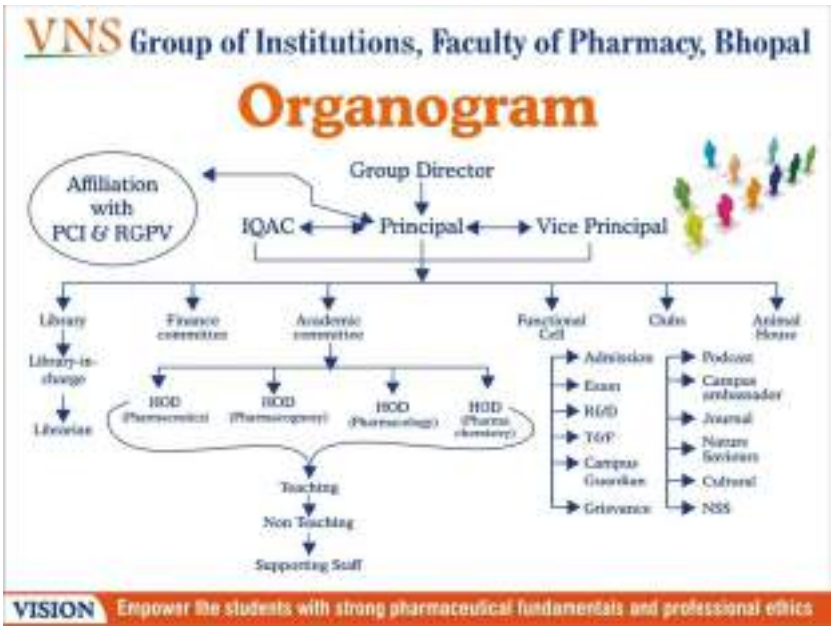
The service rules, recruitment, and promotional policies are guided by the norms of PCI, and RGPV. Recruitment is conducted through transparent procedures involving advertisement, scrutiny, interview by a duly constituted selection committee, and approval by the management. Promotion policies follow merit-based and seniority criteria, encouraging faculty to enhance qualifications, research output and professional engagement. Performance appraisals are conducted annually to assess achievements in teaching, research, and institutional contributions.

Academic and Administrative Bodies

Name of the Body	Members	Functions & Responsibilities	Frequency of Meetings	Participation
Governing Body	Chairperson, Management Representatives, Principal, Faculty, Industrial Expert, University Nominee	Policy formulation, financial approvals, institutional development	Twice a year	Yes
Academic Monitoring Committee	Principal, HoDs, Senior Faculty	Academic planning, syllabus implementation, exam & result analysis	Quarterly	No
Finance Committee	Management, Principal, Accounts Officer	Budget preparation, fund allocation, expenditure review	Twice a year	Yes
Research & Development Cell	Faculty Researchers, Experts	Promote research, publications, patents, collaborations	Twice a year	Yes
IQAC	Principal, Senior Faculty, Industry/Alumni Representatives	Quality enhancement, stakeholder feedback, annual report preparation	Twice a year	Yes
Anti-Ragging Committee	Faculty, Student Reps, Police	Ensure discipline and safe campus environment	As required	Yes
Grievance Redressal Cell	Principal, Faculty, Students	Resolve staff/student grievances	As required	No
Gender Sensitization committee	Principal, Faculty, Non-teaching staff	Resolve staff/student grievances	As required	No

Sample of minutes of meetings and action-taken report includes deliberations on academic results, infrastructure upgrades, new faculty appointments, and implementation of feedback-based improvements.

Awareness among employees and students is ensured through orientation programs, faculty induction sessions, and periodic circulars. The institutional social media handels also publishes these documents for easy access, ensuring transparency and accountability across all levels of administration.



9.1.2. Decentralization in working and grievance redressal mechanism (15)

At VNS Group of Institutions, Faculty of Pharmacy, Bhopal, a well-structured decentralized administrative framework ensures efficient governance, participative management, and timely decision-making. The institution follows a policy of empowering faculty members at various levels of operation to enhance accountability, leadership, and coordination among departments. Each functional area such as academics, research, examination, training & placement, co-curricular and extracurricular activities, and student support services is managed by designated coordinators and committees under the overall supervision of the Principal.

Decentralization is achieved through the constitution of various committees such as the Academic Monitoring Committee, Research and Development Cell, Internal Quality Assurance Cell (IQAC), Institutional Development Committee, Anti-Ragging Committee, and Training & Placement Cell. Faculty coordinators for these committees are entrusted with independent responsibilities to plan, execute, and monitor respective activities, ensuring participatory governance. Departmental meetings are held regularly for collective decision-making, while feedback from students, staff, and stakeholders is taken into consideration before implementing policies. This participative approach strengthens transparency and efficiency in institutional operations.

List of Faculty Members as Administrators/Decision Makers:

Principal: Dr. Vipin V. Dhote – Overall Academic and Administrative Head

Vice-Principal: Dr. Pradeep Kumar Singour – Academic Coordination and Institutional Development

IQAC Coordinator: Dr. Ankit Mishra

Examination In-charge: Prof. Shikha Chaturvedi

Training & Placement Officer: Dr Aniruddha pare

Research and Development Coordinator: Dr. Avinash Singh Mandaloi

Cultural & CoCurricular Activities Coordinator: Ms. Megha Mishra

Library In-charge: Ms. Isha Pant

Sports Coordinator: Mr. Girijesh Pandey

Alumni Coordinator: Ms. Tanu Sharma

Finance Coordinator: Ms. Manisha Gupta

Each of these members plays a vital role in planning and executing institutional policies in their respective domains under the guidance of the Principal and Management. Grievance Redressal Mechanism:

The institute has a well-defined Grievance Redressal Cell (GRC) to address issues related to students and staff in a transparent and time-bound manner. The GRC functions under PCI guidelines and aims to ensure fairness and justice in institutional operations.

Composition of Grievance Redressal Cell:

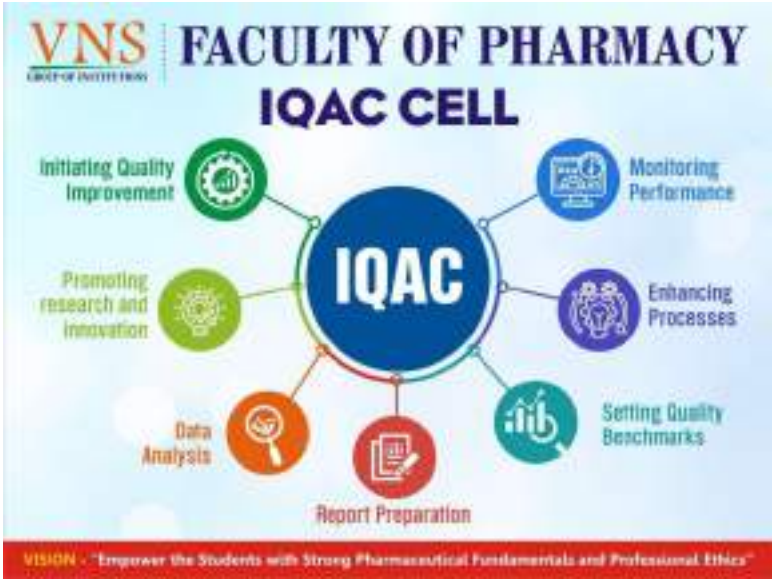
Chairperson: Principal, Dr. Vipin V. Dhote

Coordinator:

Faculty Members: Mr. Rajneesh Kant Singh, Ms. Megha Mishra

Student Representatives: One male and one female student from senior classes

The mechanism includes the submission of written or online grievances, acknowledgment within 48 hours, review by the committee, and resolution within a stipulated period. Regular meetings are conducted, and actions taken are recorded to ensure accountability and continuous improvement.



9.1.3 Delegation of financial powers (15)

The institution follows a well-structured system for delegation of financial powers to ensure transparency, accountability, and efficiency in financial management. The principal holds the primary financial authority, responsible for overall budgetary control, sanctioning of expenditure, and financial approvals within the limits prescribed by the Governing Body. The principal can approve recurring and non-recurring expenditures such as laboratory equipment, maintenance, and

academic activities up to a defined limit 25 Lacs per year. For expenditures beyond this limit, prior approval from the management committee is obtained.

The Heads of Departments (HoDs) are delegated powers to incur departmental expenditure related to consumables, minor equipment, laboratory materials, and academic resources up to 1 Lac per year per department, proposal within the sanctioned departmental budget. This promotes timely procurement and smooth conduct of academic and research activities.

During each assessment year, financial utilization is reviewed through annual budget allocation, expenditure statements, and audit reports. The utilization pattern reflects effective use of delegated powers—such as laboratory upgradation, procurement of teaching aids, and maintenance activities carried out within approved limits. The Finance Committee and internal audit mechanism ensure all transactions adhere to institutional norms and government guidelines. This structured delegation promotes decentralization, accountability, and optimal use of financial resources for institutional development and academic excellence.

9.1.4 Transparency and availability of correct/unambiguous information in public domain (10)

Transparency in institutional functioning is a vital element in ensuring accountability, trust, and effective governance. At Faculty of Pharmacy, Bhopal, the institute upholds the principle of openness by making all relevant policies, rules, and procedures easily accessible to stakeholders through its official website. The information available includes academic regulations, admission criteria, examination rules, grievance redressal mechanisms, code of conduct, research policies, and faculty development initiatives.

The website is regularly updated to ensure that data remains current, accurate, and free from ambiguity. This facilitates clarity among students, faculty, parents, and external agencies regarding institutional processes and decision-making. Detailed sections on programs offered, faculty profiles, infrastructure facilities, and student achievements promote confidence and informed participation.

Moreover, information related to academic calendars, notices, results, and feedback systems is published promptly, ensuring smooth communication and operational efficiency. The transparent sharing of committee structures, meeting minutes, and strategic plans fosters a culture of participative governance and mutual trust.

By maintaining authenticity and accessibility of information in the public domain, the institution demonstrates its commitment to ethical administration and continuous improvement. Such transparency not only fulfills regulatory requirements set by statutory bodies like PCI, and RGPV but also strengthens the institution’s credibility and reputation. Ultimately, open access to unambiguous information empowers all stakeholders to engage constructively in the growth and development of the institution.

9.2 Budget Allocation, Utilization, and Public Accounting at Institute level (30)

Total Income at Institute level:

For CFY,CFYm1,CFYm2 & CFYm3 CFY : (Current Financial Year),

CFYm1: (Current Financial Year minus 1),

CFYm2: (Current Financial Year minus 2) and CFYm3 : (Current Financial Year minus 3)

Table 1 - CFY 2024-2025

Total Income 44508275				Actual expenditure(till…): 41484003			Total No. Of Students 557
Fee	Govt.	Grants	Other sources(specify) Project Income & Misc	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify Project	Expenditure per student
4368661 4	13529 9	0	686362	4079013 3	450970	242900	74477.56

Table 2 - CFYm1 2023-2024

Total Income 48642137				Actual expenditure(till…): 40909970			Total No. Of Students 545
Fee	Govt.	Grants	Other sources(specify) Conference & Misc	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify Project & Conference	Expenditure per student
4627436 5	6880 0	73000 0	1568972	3802295 1	1878344	1008675	75064.17

Table 3 - CFYm2 2022-2023

Total Income 44291394				Actual expenditure(till…): 34383962			Total No. Of Students 548
Fee	Govt.	Grants	Other sources(specify) Misc	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify Workshops	Expenditure per student
4333770 6	21354 0	0	740148	3364878 4	477878	257300	62744.46

Table 4 - CFYm3 2021-2022

Total Income 41195227				Actual expenditure(till…): 40906249			Total No. Of Students 555
Fee	Govt.	Grants	Other sources(specify) Misc	Recurring including salaries	Non Recurring	Special Projects/Anyother, specify Seminar	Expenditure per student
40530560	51825	0	612842	39809047	790580	306622	73704.95

Items	Budgeted in 2024-2025	Actual Expenses in 2024- 2025 till	Budgeted in 2023-2024	Actual Expenses in 2023- 2024 till	Budgeted in 2022-2023	Actual Expenses in 2022- 2023 till	Budgeted in 2021-2022	Actual Expenses in 2021- 2022 till
Infrastructure Built-Up	3000000	3284842	2500000	3131166	2000000	1451715	2000000	1596350
Library	500000	381581	500000	126911	500000	416228	500000	420058
Laboratory equipment	500000	137410	1500000	1256124	500000	0	500000	601080
Laboratory consumables	2000000	1857733	2000000	2165994	1500000	1362980	2000000	1885895
Teaching and non-teaching staff salary	18000000	17570154	17500000	17368466	16500000	15990354	15000000	14924641
Maintenance and spares	5000000	5808075	4500000	4766615	4000000	3974223	4000000	6105515
R&D	500000	380500	450000	360880	400000	138268	100000	76686
Training and Travel	1500000	1531657	2500000	2567746	2500000	2749111	200000	2046314
Miscellaneous expenses*	10000000	9505044	10000000	7883018	10000000	7375153	10000000	12309289
Others, specify Affiliation	1000000	1027007	1000000	1283050	1000000	925930	1000000	940421
Total	**42000000**	**41484003**	**42450000**	**40909970**	**38900000**	**34383962**	**35300000**	**40906249**

9.2.1Adequacy of budget allocation (10)

The budget allocation at VNS Faculty of Pharmacy has consistently been adequate and well-planned to support academic, research, and infrastructural requirements over the years. The institution follows a systematic budgeting process that aligns financial planning with its vision,

regulatory norms, and annual action plans. Priority is given to core academic activities such as procurement of laboratory equipment, chemicals, glassware, books, journals, and e-resources, ensuring uninterrupted teaching–learning and research processes.

Sufficient funds are regularly earmarked for the maintenance and upgradation of laboratories, classrooms, computer facilities, and research infrastructure, which has resulted in optimal utilization of resources and sustained quality standards. The budget also adequately supports & promotes research publications, participation in conferences, student support activities, co-curricular initiatives, and extension programs. Allocation for ICT facilities, software licenses, and digital learning resources has enabled effective adoption of technology-enabled education.

Additionally, provisions for recurring expenditures such as salaries, utilities, safety measures, and campus maintenance have been timely and sufficient, ensuring smooth day-to-day operations. Internal audits and management reviews further confirm that financial resources are judiciously utilized with minimal deficiencies. Overall, the consistent academic growth, infrastructure development, compliance with regulatory requirements, and absence of financial constraints clearly justify that the budget allocated to VNS Faculty of Pharmacy over the years has been adequate and effective.

9.2.2 Utilization of allocated funds (15)

During the last three years, the institution has ensured optimum and transparent utilization of allocated funds in accordance with approved budgets and statutory norms. The annual budget was prepared through a participative process involving the Head of the Institution, finance committee, and departmental representatives, ensuring alignment with academic priorities and institutional development plans.

A significant portion of the funds was utilized for academic infrastructure enhancement, including procurement and maintenance of laboratory equipment, upgradation of classrooms with ICT-enabled teaching tools, and strengthening of the library through the purchase of textbooks, reference books, journals, and e-resources. Funds were also allocated for research and innovation, supporting faculty research projects, publication charges, seminar participation, workshops, and minor research initiatives.

Expenditure on student support and development included organization of co-curricular and extracurricular activities, industrial visits, training programs, and placement related initiatives. Adequate funds were utilized for faculty development programs, such as attending conferences, and skill enhancement workshops.

Operational funds were judiciously spent on maintenance of facilities, utilities, internet services, software licenses, and campus safety measures. Regular internal and external audits ensured financial discipline, accountability, and effective utilization of resources. Overall, the institution

achieved maximum academic and developmental outcomes through planned, need-based, and outcome-oriented utilization of funds during the assessment period.

9.2.3 Availability of the audited statements on the institute's website (5)

The Institute ensures complete transparency and accountability by making its audited financial statements readily available on the official website. The audited statements, duly verified by a certified Chartered Accountant, include the Income and Expenditure Account, Balance Sheet, and Receipts and Payments Statement for the relevant financial years. These documents are uploaded in a clearly labeled and easily accessible section of the website, ensuring that all stakeholders—students, parents, faculty members, regulatory bodies, and the general public—can review them without any difficulty.

Regular updating of the audited statements is undertaken immediately after completion of the annual audit, reflecting the Institute's commitment to statutory compliance and good governance. The online availability of these records demonstrates financial discipline, ethical management practices, and adherence to regulatory norms prescribed by affiliating and accrediting agencies. By proactively disclosing audited financial information, the Institute reinforces trust, promotes transparency, and supports informed decision-making by all concerned stakeholders.

9.3 Library and Internet (20)

It is assumed that zero deficiency report was received by the institution, Effective availability and utilization to be demonstrated. (20)

9.3.1. Quality of learning resources (hard/soft) (10)

The Library of VNS Faculty of Pharmacy plays a pivotal role in supporting teaching, learning, and research activities of the institution. During the assessment period, the institution received a zero deficiency report, clearly indicating that the library and internet facilities meet regulatory and quality requirements and are effectively managed and utilized.

The central library is well-organized, adequately spacious, and maintained in a quiet and learner-friendly environment. It houses a rich collection of textbooks, reference books, national and international journals, project reports, theses, and e-resources relevant to pharmacy education and research. Our library holds a rich collection of over 16935 books and it includes more than 9969 unique titles. Library subscribes to 25 national and international journals, providing students and faculty with access to the latest research and development across varies fields . Our library has a SOUL software system to manage the issuing and returning of books efficiently. New books are present to the library collection during the period under review. This includes 68 textbooks procured through a single supply invoice and 2 additional practical textbooks, thereby significantly strengthening subject coverage across Pharmaceutics, Pharmacology, Pharmaceutical Chemistry, Pharmacognosy, Biochemistry, Biostatistics, and allied areas. The systematic augmentation of learning resources ensures that students and faculty have access to the latest editions prescribed by

the affiliating university and regulatory bodies.

The library follows an open-access system, encouraging maximum utilization by students and staff. Adequate seating arrangements, proper lighting, and ventilation facilitate extended study hours. The library is partially automated, with cataloguing and circulation processes streamlined for easy retrieval of resources. Faculty members actively guide students in effective use of library resources for assignments, seminars, projects, and research publications.

In addition to physical resources, robust internet and digital facilities are provided to support ICT-enabled learning. High-speed broadband internet with campus-wide Wi-Fi connectivity allows seamless access to e- journals, online databases, open educational resources, and government portals. Students regularly use digital resources for literature surveys, online simulations, virtual laboratories, and preparation for competitive examinations. Dedicated computer terminals in the library further enhance access to digital content.

The effective availability and utilization of library and internet facilities are evident from regular footfall, issue–return statistics, and integration of digital resources into the teaching–learning process. Overall, the library and internet infrastructure at VNS Faculty of Pharmacy strongly supports academic excellence, research growth, and outcome-based education, fully justifying the zero deficiency status awarded to the institution.

9.3.2. Internet (10)

Name of the Internet provider	Fibernet
Available band width	150 MBPS
WiFi availability	Yes
Internet access in labs, classrooms, library and offices of all Departments	Yes
Security arrangements	Yes

Annexure I

A. PROGRAM OUTCOME (POs)

ANNEXURE I: PROGRAM OUTCOMES

1. Pharmacy Knowledge: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of pharmacy, including biomedical sciences; pharmaceutical sciences; behavioral, social, and administrative pharmacy sciences; and manufacturing practices.

2. Planning Abilities: Demonstrate effective planning abilities including time management, resource management, delegation skills and organizational skills. Develop and implement plans and organize work to meet deadlines.

3. Problem analysis: Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decisions during daily practice. Find, analyze, evaluate and apply information systematically and shall make defensible decisions.

4. Modern tool usage: Learn, select, and apply appropriate methods and procedures, resources, and modern pharmacy-related computing tools with an understanding of the limitations.

5. Leadership skills: Understand and consider the human reaction to change, motivation issues, leadership and team-building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizens or leadership roles when appropriate to facilitate improvement in health and well-being.

6. Professional Identity: Understand, analyze and communicate the value of their professional roles in society (e.g. health care professionals, promoters of health, educators, managers, employers, employees).

7. Pharmaceutical Ethics: Honour personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that recognizes cultural and personal variability in values, communication and lifestyles. Use ethical frameworks; apply ethical principles while making decisions and take responsibility for the outcomes associated with the decisions.

8. Communication: Communicate effectively with the pharmacy community and with society at large, such as, being able to comprehend and write effective reports, make effective presentations and documentation, and give and receive clear instructions.

9. The Pharmacist and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety and legal issues and the consequent responsibilities relevant to the professional pharmacy practice.

10. Environment and sustainability: Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

11. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. Self-assess and use feedback effectively from others to identify learning needs and to satisfy these needs on an ongoing basis.

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post-visit and subsequent to grant of accreditation.

Signature, Name and Designation of the Head of the Institution with seal

Place : Bhopal
Date : 29-01-2026 14:24:14

Head of the Institute
Name: Dr Vipin V Dhote
Designation: Principal
Signature:

Seal of The Institution: