INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
MOONRAY INSTITUTE OF PHARMACEUTICAL SCIENCES
C-19923

Shadnagar
Telangana
509202

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	MOONRAY INSTITUTE OF PHARMACEUTICAL SCIENCES Shadnagar Telangana 509202
2.Year of Establishment	2007
3.Current Academic Activities at the Institution(Numbers):	
Faculties/Schools:	1
Departments/Centres:	4
Programmes/Course offered:	6
Permanent Faculty Members:	49
Permanent Support Staff:	15
Students:	535
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. 1. Location of institute is suitable for rural academic needs. 2. 2. Learned and visionary management 3. 3. Outreach and social activities
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 13-06-2024 To : 14-06-2024
6.Composition of Peer Team which undertook the on site visit:	

	Name	Designation & Organisation Name
Chairperson	DR. ABHIJIT JOSHI	Vice Chancellor,Desh Bhagat University
Member Co-ordinator:	DR. UMESH PATIL	Director,DEPARTMENT OF PHARMACEUTICAL SCIENCES
Member:	DR. PADMALATHA KANTAMNENI	Principal,Vijaya Instotute of Pharmaceutical Sciences for Women
NAAC Co - ordinator:	Dr. N R Mohan	

Section II:CRITERION WISE ANALYSIS
Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QlM	**The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment**
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QlM	*Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum*
1.4	Feedback System

Qualitative analysis of Criterion 1
The institute affiliated to JNTU, Hyderabad. Academic calenders are avaialble with the institute. They are following curriculum and academic calender as per university norms, rules and regulations. The university periodically evaluates and modifies the syllabus and curriculum to ensure compliance with the regulatory requirements of PCI , while maintaining the minimal requirements, norms, and quality of education. The academic calendars, time tables, and test schedules are meticulously prepared in advance and prominently published on notice boards and the college website. The implementation of the curriculum, according to the academic calendar, is consistently recorded via teaching notes and attendance registers. These records are then validated by the Head of Department (HOD) and reported to the principal. The examination department of the institution rigorously follows the academic schedule of the University and administers the internal exams following the assessment process. Prior to the commencement of the semester, the college academic committee devises and executes the assessment procedure for teaching and learning.

The institution has developed human values, professional ethics, environmental preservation, gender equality, and responsibility in addition to fostering professional ideals. These efforts are made possible by the curriculum and co-curricular activities offered to students. The institution also conducts Continuous Internal Evaluation and evaluation adhere to standardised and transparent procedures, allowing students to attain the minimum required number of Credits for promotion to the subsequent semester/year. |

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QlM	**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT-enabled tools including online resources for effective teaching and learning process**
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QlM	**Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient**
2.6	Student Performance and Learning Outcomes
2.6.1 QlM	*Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website*
2.6.2 QlM	*Attainment of POs and COs are evaluated.* Explain with evidence in a maximum of 500 words
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2
The institute offers teaching-learning process as per university and PCI norms. Teachers are using a combination of traditional and modern methods to provide a student-centered and engaging learning experience. Experiential learning, interactive learning, and problem-solving approaches are often used to promote holistic student development and foster lifelong learning and knowledge management. Institute is having 4 ICT enabled class rrom out of total 10 class rooms available for teaching and lerarning. The optimum utilization of ICT enabled academic infrastructure need to be strengthened. Number of e-resources and online cademic repository need to made available. The institute is conducting internal and external assessment as per PCI and University norms. The Institute follows the evaluation method in accordance with the regulations. Examination control room need to be improved improved with security features and record mainataenance. Proper documentation of examination need to be ensured. If a student is unsatisfied with the evaluation of their final test, they have the option to seek a revaluation and recounting from the University. At the Institute level, a three-stage grievance redressal mechanism is provided to resolve students' issues about internal examinations. First Stage - Teacher Level: The teacher may address students' concerns or complaints by providing them with updated answer scripts. Second Stage - At the Convener Examination Cell: If the student is dissatisfied with the results of stage one, they may contact the Convener, Examination Cell. The Convener then forward the request to the relevant Head of Department (HOD), who will thoroughly review the case and make any necessary adjustments. Third Stage - principle Level: In the event that the student remains unsatisfied with the decision reached by the Convener Examination Cell / HOD, they have the option to address the principle. The principal will then choose a Professor / Associate Professor, who is not the teacher in question, to conduct an investigation into the complaint. The institute offered programme outcomes and course outcomes are in place but it needs to be mapped properly. POs and COs are need to be displayed on the institute's website. The institute have described POs and COs along with the goals and objectives of the organisation. Further

attainment of POs and COs need to be strengthened properly.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QlM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QlM	**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QlM	**Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.**
3.4.2 QlM	**Awards and recognitions received for extension activities from government / government recognised bodies**
3.5	Collaboration

Qualitative analysis of Criterion 3

The Institution has developed research and innovation infrastructure which facilitates the sharing of technical knowledge between students and faculty, with the aim of promoting innovation. In order to support research efforts, the institute has established a Research and Development (R&D) department under the supervision of the principal. The Research and Development (R&D) department concentrates on both small and large-scale student initiatives, which are funded by various groups and carried out during the academic year. The institute needs to emphasize appropriately to foster Indian knowledge system. IPR Cell is in place.

NSS unit is functional and one village is adopted in order to conduct socio ecnomic developmental and outreach activities amongst the rural community. The Institute arranges and takes part in a range of public affairs, which are ultimately addressed via community and technical involvement. The Institute's NSS section is successfully executing its service-oriented programming, including a wide range of issues. Eventually, the NSS launched a successful campaign to raise awareness against ragging, pushing initiatives like as Swatch Bharat and blood donation drives. The NSS unit organises a diverse selection of guest speakers who address topics like women's safety, female entrepreneurship, and general concerns. Yoga Day is observed annually to enhance awareness of the advantages of yoga in promoting both physical and mental wellness. The Institute developed a "Health care centre" with the aim of fostering nutrition, a wholesome diet, and general well-being. The hostel has a health club with gym facilities to providing health treatment and workout equipment. Students actively participate in community engagement programmes via extension activities while they are studying and living on campus. Workers and students engage with and support the local underprivileged community by visiting surrounding schools, orphanages, and needy districts. The institute arranges social awareness campaigns, and other health related activities are organized by the institute.

The institute has organized extension activities every year during the assessment period including Swachchata Abhiyan, health awareness camps and other NSS activities which are appreciated and well taken by the common community.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QlM	**The Institution has adequate infrastructure and other facilities for,** • **teaching – learning, viz., classrooms, laboratories, computing equipment etc** • **ICT – enabled facilities such as smart class, LMS etc.** **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)**
4.2	Library as a Learning Resource
4.2.1 QlM	*Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students*
4.3	IT Infrastructure
4.3.1 QlM	**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection** *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The institute has implemented policies and protocols to enhance and consistently enhance the infrastructure, including human resources (faculty, technical, and administrative staff), laboratory equipment, physical space, and learning resources (printed and electronic materials). These efforts aim to facilitate and enhance the teaching and learning process, both in direct and indirect ways. Annually, several departments submit budget proposals to acquire state-of-the-art laboratory equipment. The ideas are evaluated and funds are approved for the acquisition of the required equipment. 4 classrooms are equipped with LCD projectors, along with notice boards displaying information on the institution's daily activities and the latest technological advancements that contribute to students' educational enhancement. Students proactively submit any novel technological knowledge they discover from diverse sources. This campus has state-of-the-art classrooms, tutorials, seminar halls, faculty cabins, conference rooms, dining halls, student common spaces, sports facilities, gymnasium, yoga facilities, and cultural activity facilities. In addition to the Dining Halls, the Food Village includes a convenience store, a transportation hub, and other food and beverage establishments. The school has one seminar. Efficient procedures need to be implemented to sustain infrastructure facilities and promote its optimum utilisation.

The library is partially automated and e-resources and online academic repository made available for students and teachers. Library visit record need to improved. The books and journals are being effectively referred by the faculty and students. More number of relevant Research Journals (Print version and soft version) need to be subscribed.

The institution has its IT Policies and operational guidelines. High-end IT infrastructures have become the most significant resources in technical educational Institutions. Realizing the importance of these, took the initiative way back and established a basic network infrastructure on the campus. The Institution has network connections spreading over the building on the campus. There are well-established internet and intranet

facilities on the campus. The whole academic campus is now Wi-Fi enabled and adequate internet connectivity is in place.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QlM	**There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services**

Qualitative analysis of Criterion 5
The institute has Alumni Association and registered under government registration agency (as per Society Registration Act). Regular alumni meetings are being conducted. Alumni contributed towards overall development of the institute. Relevant books are donated by the alumni to the library. During assessment period alumni have used the opportunity to share their experiences with current students at the alumni meeting. Alumni connect was considered as one of the easiest ways to get back in touch with old friends, contribute something back to the Institute, and serve as a springboard for even more involvement in the future is via the Alumni Association. Individuals that are members of IQAC collect and compile input from graduates. During the meeting of the Governing Body, the opinions and suggestions made by alumni were presented as possibilities for action. Alumni who have been selected for participation in IQAC and Academic Council sessions are requested to provide their suggestions.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QlM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QlM	*The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.*
6.2	Strategy Development and Deployment
6.2.1 QlM	*The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc*
6.3	Faculty Empowerment Strategies
6.3.1 QlM	**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**
6.4	Financial Management and Resource Mobilization
6.4.1 QlM	**Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)**
6.5	Internal Quality Assurance System
6.5.1 QlM	**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities**

Qualitative analysis of Criterion 6

The institute has its vision is to see our students groomed with scientific inquisitive character, engineering new ideas, improvising technologies, and beaming good ethics and values into the young geniuses with complete personalities paving the path for wonders in the fields of technology. The mission of institute is to make the students understand themselves and discover their objectives of life, learn the importance of discipline and determination to reach their goals, and apply their wisdom to take the challenges with zeal and achieve their targets with pride. Institute provides quality education to create skilled graduates to tackle pharmaceutical and technological challenges worldwide. Conduct various programs, activities and projects to get excellence in teaching learning process to make it more outcomes oriented. The institute ensures the hand on training and use of laboratory equipment by students to make them competent to enter in pharmaceutical industries. Institute has put efforts to develop leadership qualities in the students. Create a skillful manpower equipped to deal with professional field.

The visionary management and their ongoing efforts are reflecting in the process of overdevelopment of the institute. Appointments are done as per institutional norms. Effective HR policies are in place. Various leaves including maternity, medical and casual leaves are provided to faculty and staff members.

The institution has effective welfare measures for teaching and non-teaching staff The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees. Facilitation of faculty participation in programs for professional development, organized by the institute and also other agencies, through grant of leave and providing financial incentives. Financial incentives and on duty leave for faculty who are engaged in research related works. Organizing Health Awareness programs. Organization of sports and cultural activities in which all staff can participate. Subsidized transport for non-teaching staff and faculty. Group insurance scheme for staff members.

The institute has strategic plan for mobilizing resources and ensures transparency in its financial management. Educational Society and Principal monitor the approach for the optimal utilization of funds and resources. They see to it that the funds are spent on quality enhancement initiatives. Competent faculty with a higher qualification, state- of the art- laboratories and good placement record enabled fixing of better fee structure by the Govt. Fee Regulatory Authority. Strategies adopted by the institution for mobilization of funds: The major financial resources of institution were through the fee collected from the students.

IQAC is functional towards overall development of the institute and academic upliftment. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities. IQAC activities need to be more strengthened.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QlM	**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.** *Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words*
7.1.4 QlM	**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)**
7.2	Best Practices
7.2.1 QlM	**Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual**
7.3	Institutional Distinctiveness
7.3.1 QlM	**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

Qualitative analysis of Criterion 7

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the assessment period. The College has a fixed notice board, a complaint box, and a first aid box for convenience. Study tours and industrial visits are organized by the school, and female teachers accompany the students, providing them with extremely kind care.   The college offered self-defense classes to female students. The health of female students was the reason behind organizing a health check-up camp. The anti-ragging committee and the internal complaints procedure   The college has a strong committee that protects against gender-related issues.

These institute promotes equality, harmony, and peace in students. Academics and cultural experts coach students. Celebrity death celebrations. Their tolerance and human values worldview is spread. NSS and cultural department initiatives promote enlightenment and culture. Villagers and students describe tolerance-promoting ideals. Numerous regional festivities occur. Telangana Formation Day, Teachers Day, and other national holidays teach kids about their state and area to foster inclusion. Students develop patriotism in these classes. Students are encouraged to learn and cherish regional languages around the nation. Literary groups, Formation Day and regional festival days promote language and heritage. Many activities include writing, reading, and speaking. Students who want to improve should write. Debate, oratory, and essay writing contests are organised on key occasions to enhance students' linguistic attitudes. Institute commemorate Traditional Day. Integrating them into courses may motivate all students to support social and national peace. Students should create a social justice organisation. AIDS awareness campaign and rally also organized which aims to promote students' social work knowledge and understanding of society's concerns. The institute has opted following two best practices;

1. Providing financial support to the student those having below powerty line (Not comes under government/nongovernment support schemes).

2. Promoting health awareness in areas adjoining to institute campus. Under this practice, the institute promote health awareness and provides nuritional supplemnets in addition to the medical check up camps.

The institute has visionary and dynamic managaement which is helpful for overall progress of the institute.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(**SWOC**)(**up to 500 words**)
Overall Analysis

Strength:

1. Lush green campus

2. Adequate infrastructural facilities

3. Supportive management

4. Rural connect

Weaknesses:

1. Student and faculty diversity is less.

2. Less number of functional MoUs

3. Research Publication and externally funded research projects

Opportunities:

1. Pharmaceutical Industries are located nearby and therfore it could be considered as one of the most important opportunity for industrial exposure to the students and placement.

2. Interdesciplinary and multidesciplinary research projects.

3. Automation of governance of the institute.

Challenges:

1. Residential and transport facilities.

2. Language barrier

3. Faculty retention and appointment of faculty from deivesifies geographical locations.

Section IV:Recommendations for Quality Enhancement of the Institution
(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- To apply for 2(f) and 12(b) recognition from UGC.

- To develop multi facility for outdoor and indoor sports activities.

- To extend skill development and industrial training opportunities for students.

- To conduct staff development and faculty development programmes in a regular manner.

- To organize more cocurricular and extra-curricular activities for holistic development of students.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. ABHIJIT JOSHI	Chairperson	
2	DR. UMESH PATIL	Member Co-ordinator	
3	DR. PADMALATHA KANTAMNENI	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	

Place

Date

1	DR. ABHIJIT JOSHI	Chairperson	
2	DR. UMESH PATIL	Member Co-ordinator	
3	DR. PADMALATHA KANTAMNENI	Member	
4	Dr. N R Mohan	NAAC Co - ordinator	