



BLDEA's Shri Sanganabasava Mahaswamiji
College of Pharmacy and Research Centre

VIJAYAPUR

Standard Operating Procedures

**A GUIDE FOR STUDENTS AND STAFF MEMBERS OF THE COLLEGE OF PHARMACY
January, 2016 updated on March 2022**



Dr. M. B. Patil, Hon'ble President, BLDE Association
&
Hon'ble Minister for Water Resources, Government of Karnataka

**Our President is believer of Jim Rohn quote
"Discipline is the bridge between goals and accomplishment".**

Prologue

This Guide is based on applicable policy of BLDE Association, Pharmacy Council of India (PCI), All India Council for Technical Education (AICTE) and Rajiv Gandhi University of Health Sciences (RGUHS) Karnataka regulations as they pertain to conduct various courses in Pharmacy at BLDEA's Sri Sanganasava Mahaswamiji College of Pharmacy and Research Centre, Vijayapur.

Foreword

As an initiative by IQAC, BLDEA's COP is bringing out a set of guiding principles, directions in accordance with **"Standard Operating Procedure" (SOP)** laid by BLDEA management for standardization of its functioning. In this direction, the Institute undertook constituting guiding principles for internal control. These measures are called **"Standard Operating Procedures"** so as to bring sustainability in process and achieve excellence in the conduct of course/training programmes.

We thank all faculty and staff of Institute for helping us in the preparation of **"Standard Operating Procedures"**. It is hoped that S.O.P. will help in proper utilization of resources available. We thank Management who has rendered their whole hearted support in bringing **"Standard Operating Procedures"** to this shape. We hope this **"Standard Operating Procedure"** would bring quality in work culture of Institutions. It would lead the faculty members and other concerned staffs, as a guiding factor, in efficient and smooth conduct of programmes with the desired quality leading to effective delivery.

This Standard Operating Procedure is intended to be a dynamic and useful document. We welcome your comments about the contents and structure. If you have suggestions on how to improve the document, please send your suggestions to Coordinator or e-mail us your comments.

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Endorsement by the Principal

Indeed it is an appreciable work that, our faculty members have taken tremendous effort in framing guiding principles for all activities that one institute conduct them routinely. If these activities conducted by adopted these standard procedures, it would give in great success and best results. I sincerely thank all our faculty members for their involvement and effort in preparing this valuable document.

Dr. R. B. Kotnal

Principal

BLDEA's SSM College of
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STANDARD OPERATING PROCEDURES AND GUIDELINES FOR INTERNAL CONTROLS

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1. INTRODUCTION

1.1 Objectives

- i To set certain guiding principles for smooth conduct of course(s)
- ii To bring discipline among working culture
- iii To plan and execute the programme to achieve set goals
- iv To implement effectual measures for strengthening institute's capabilities

1.2 Purpose of Manual

BLDE Association is striving to bring changes in the ways of its functioning. It lays emphasis on systematic conduct of courses/programmes to achieve qualitative improvement. The S.O.P prepared by BLDEA's COP can be used as set of guiding principles, directions, as "Standard Operating Procedure" (SOP) for standardization of its functioning. In this direction, the Institute undertook the measures required for evolving "Standard Operating Procedure" so as to achieve the quality and excellence in the conduct of courses/training programmes.

2. GUIDELINE FOR TAKING ADMISSION FOR VARIOUS COURSES IN THE INSTITUTE

a Common Admission Policies

The admission policies for taking admission to courses offered by Shri Sanganabasava Mahaswamiji College of Pharmacy (SSM COP), Vijayapur are as follows.

- i Call for admission to D. Pharm., B. Pharm., M. Pharm., Pharm. D., Pharm. D (PB), and direct B. Pharm. II year is publicized through leading news papers, local cable TV operators in the month of March/April every year.
- ii The academic year for D. Pharm. is 1st June to 31st May.
- iii The academic year for other courses is 1st August to 31st July
- iv The academic session for 1st, 3rd, 5th & 7th Semester is August to January and 2nd, 4th, 6th & 8th Semester is February to July.
- v Application forms can be obtained by paying prescribed application fee through DD/cash or application can be downloaded through college website www.bldeascop.ac.in
- vi Merit list will be prepared and call letter will be sent to eligible candidates for documents verification
- vii Once candidate found eligible, he/she is permitted to take admission for the course which he/she opted in the application form.
- viii **Note:** *The admission of the candidates is based on the merit of the qualifying exam or first-come-first basis. The discretion of the head of the institute or management for taking admission is based on the circumstances prevailing in the effective academic year.*

b Admission Procedure

2.b.1 Admission to Diploma in Pharmacy (D. Pharm) course

Eligibility: Minimum qualification for admission to Diploma in Pharmacy Part-I course,

Passed in any of the following examinations with Physics, Chemistry and Biology or Mathematics:

- i Intermediate examination in Science;
- ii The first year of the three year degree course in Science,
- iii 10+2 examination (academic stream) in Science. Any other qualification approved by the Pharmacy Council of India as equivalent to any of the above examination. [Provided that there shall be reservation of seats for Scheduled Caste and Scheduled Tribes candidates in accordance with the instructions issued by the Central Govt. /State Govts. /Union Territory Admns. as the case may be from time to time]

2.b.2 Admission to Bachelor in Pharmacy (B. Pharm.) course

Eligibility: Minimum qualification for admission to B. Pharm 1st Year–

Passed in any of the following examinations:

- i Candidate shall have passed 10+2 examination with 45% (OBC & GM) and 40% (SC, ST) in any of the following examinations with Physics, Chemistry and Biology or Mathematics conducted by the respective state/central government authorities recognized as equivalent to 10+2 examination by the Association of Indian Universities (AIU) with English as one of the subjects and Physics, Chemistry, Mathematics/Biology as optional

subjects individually. "However, the students possessing 10+2 qualification from non-formal and non-class rooms based schooling such as National Institute of Open Schooling; open school systems of States etc. shall not be eligible for admission to B. Pharm. Course."

- ii Any other qualification approved by the Pharmacy Council of India as equivalent to any of the above examinations. Provided that a student should complete the age of 17 years on or before 31st December of the year of admission to the course. Provided that there shall be reservation of seats for the students belonging to the Scheduled Castes, Scheduled Tribes and other Backward Classes in accordance with the instructions issued by the Central Government/State Government/Union Territory Administration as in case from time to time.

2.b.3 Admission to B. Pharm. (Lateral entry) course

Eligibility: Minimum qualification for admission to B. Pharm 2nd Year

Passed in the following examinations:

- i D. Pharm. course from an institution approved by the Pharmacy Council of India under section 12 of the Pharmacy Act. Number of admissions in B. Pharm. course shall be as prescribed by the Pharmacy Council of India from time to time.

2.b.4 Admission to M. Pharm (All branches) course

Eligibility: Minimum qualification for admission to M. Pharm. (Part-I) programme – Passed in the following examinations:

- i B. Pharm. degree examination of an Indian University established by law in India from an institution approved by Pharmacy Council of India and has scored not less than 55% of the maximum marks (aggregate of four years of B. Pharm.). Provided that – i) there shall be reservation of seats for the students belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes in accordance with the instructions issued by the Central Government/State Government/Union Territory Administration, as the case may be, from time to time.
- ii For SC/ST candidates the prescribed percentage of marks will be 50% of the maximum marks (aggregate of four years of B. Pharm.).
- iii Every student, selected for admission to postgraduate pharmacy course in any of the pharmacy institution in the country should have obtained Registration with the State Pharmacy Council or should obtain the same within one month from the date of his/her admission, failing which the admission of the candidate shall be cancelled.

2.b.5 Admission to Pharm. D course

Eligibility: Minimum qualification for admission to Pharm. D. Part-I Course –

Passed in any of the following examinations:

- i 10+2 examination with Physics and Chemistry as compulsory subjects along with one of the following subjects: Mathematics or Biology.

- ii A pass in D. Pharm. course from an institution approved by the Pharmacy Council of India under section 12 of the Pharmacy Act.
- iii Any other qualification approved by the Pharmacy Council of India as equivalent to any of the above examinations.
- iv Provided that a student should complete the age of 17 years on or before 31st December of the year of admission to the course. Provided that there shall be reservation of seats for the students belonging to the SC/ST and other Backward Classes in accordance with the instructions issued by the Central Government/State Government/Union Territory Administration as in case from time to time.

2.b.6 Admission to Pharm. D. (Post Baccalaureate) course:

Eligibility: Minimum qualification for admission to,

- i Student should be qualified in B. Pharm. from an institution approved by the Pharmacy Council of India under section 12 of the Pharmacy Act.
- ii Provided that there shall be reservation of seats for the students belonging to the Scheduled Castes, Scheduled Tribes and other Backward Classes in accordance with the instructions issued by the Central Government/State Government/Union Territory Administration as in case from time to time.

2.b.7 Admission to Doctor of Philosophy (Ph. D) course

Eligibility for entrance test: A candidate who fulfills the following criteria shall be eligible to appear for the Entrance Test,

- i He/ She should be the citizen of India.
- ii He/ She has studied and passed in the courses leading to the award of PG degree in respective branches recognized by respective councils and Government of India and affiliated to any University established by Law

Eligibility for admission: Minimum qualification for admission in Ph. D courses

- i The candidate should complete his/her post graduate degree in respective branch is eligible for that branch/subject only.

c Examination (Assessment) Procedure

2.c.1 Class Tests:

- i 'Class Tests' (CT) should be conducted before the commencement of every Sessional examination for all classes.
- ii CT should be in the form of objective type or subjective type or both as the case may be. The maximum marks for CT should be twenty.
- iii If a student scores less than 50% of marks in CT, remedial classes should be arranged before attending sessional examinations and proper documents should be produced as and when required.

2.c.2 Internal Assessment:

- i There shall be three Sessional examinations for all D. Pharm and Pharm. D. courses. Two Sessional examinations for B. Pharm and M. Pharm. courses. The schedule of exams will be notified time to time through calendar of events.
- ii Award of Sessional marks and maintenance of records.—
 - a. A regular record of both theory and practical class work and examinations conducted in an institution imparting for the above course, shall be maintained for each student in the institution and 30 marks for each theory and 30 marks for each practical subject shall be allotted as Sessional marks.
 - b. There shall be at least two periodic Sessional examinations during each academic year and the highest aggregate of any two performances shall form the basis of calculating Sessional marks.
 - c. The Sessional marks in practical's shall be allotted on the following basis:
 - Actual performance in the Sessional examination (20 marks)
 - Day to day assessment in the practical class work, promptness, viva-voce record maintenance, etc. (10 marks).

2.c.3 University Examination:

Should follow guidelines and procedures of Rajiv Gandhi University of Health Sciences

3. GUIDELINES FOR TEACHERS TO CONDUCT COURSES

3.1 Guidelines to prepare course file

The contents of the course file include syllabus, history of subject, about subject handlers, pass percentage, batch and number of students, subject time table, lesson plan, lesson notes, question bank which includes previous university question papers and expected important questions, tutorial questions, question papers of internal test, series test and model exam question papers and their answer keys, series test/ internal test/ model exam marks, sample test and exam papers, assignment topics and papers, Weekly work load, preventive & corrective actions and PPT sheets & CD's containing softcopy of all the relevant details like question bank, lecture notes, e-book etc. Course files are periodically updated and verified by the head of the department to ensure that the course content and coverage is towards the attainment of programme outcome.

3.2 Guidelines to design student centered learning

In arguing on a learning style that has significance for the individual, Carl Rogers describes *whole-person learning*, being the goal of Student-Centered Teaching, as "*Significant learning combines the logical and the intuitive, the intellect and the feelings, the concept and the experience, the idea and the meaning*".

When we learn in that way, we are whole, utilizing all our masculine and feminine capacities. In this spirit, Student-Centered Teaching can be characterized by the following goals:

- A climate of trust in which curiosity and the natural desire to learn can be nourished and enhanced.
- A participatory mode of decision-making in all aspects of learning in which students, teachers, and administrators have their part.
- Helping students to achieve results they appreciate and consider worthwhile, to build their self-esteem and confidence.
- Uncovering the excitement in intellectual and emotional discovery, that leads students to become life-long learners.
- Developing in teachers the attitudes that research has shown to be most effective in facilitating learning.
- Helping teachers to grow as persons finding rich satisfaction in their interactions with learners.

The Student-Centered approach is based on the empirically proved hypothesis that students achieve superior academic results and even personal growth in terms of higher self-confidence, openness to experience, etc., if they learn in an atmosphere or climate that can be characterized by three basic attitudinal conditions: *realness, acceptance, and empathic understanding*. These necessary and sufficient conditions must be held or lived by the instructor, better facilitator and reciprocally be perceived by the students.

- *Realness*, genuineness or transparency in the facilitator means that he/ she must be real in the relationship with his/ her student, be the person he/ she is and not use any masks of facades in communicating with the students.
- *Acceptance*, prizing or respect towards student implies that the facilitator accepts and respects the whole personality of the student and feels basic trust in his/ her constructive tendency, his/ her striving for solutions in his/ her own way.
- Deep understanding, often called *empathic understanding*, means that the facilitator actively listens to the students with the ultimate goal to profoundly understand their questions, motivations, intentions, and the meanings of their communication as well as solutions.
- **Active learning and student-centered learning**

At the heart of active learning is the notion that students must read, write, discuss, and engage in problem solving to maximize their potential for intellectual growth. These activities are important because they engage higher-order cognitive strategies such as analysis, synthesis, and evaluation, and are thought to be most effective when done in pairs or groups, insofar as peer interaction requires students to articulate their logic and to consider different points of view when solving problems.

Examples of active learning techniques include writing short, 1-min reflection papers, analyzing and reacting to videos, debating course topics, keeping a daily journal, and publically declaring answers in class.

Central to student-centered learning, in contrast, is the principle that instructors should shape course curricula and content based on students' needs, abilities, interests, and learning styles. Instructors engage students in active, collaborative discovery, which increases students' responsibility for learning and gives students the ability to shape their learning experience. This approach can be contrasted with a lecture-based approach, in which instructors assume the role of "sage on the stage" and dictate information to students, who have little role in shaping the experience.

Briefly, Student-Centered Teaching requires particular personal attitudes from the facilitator as well as at least a certain degree of openness from the side of the curriculum as well as the students. From personal experience we'd like to add the requirement on, or at least the benefit of social skills and techniques such as moderation. These help to make group processes more transparent, to converge faster and hence to improve student satisfaction.

- **Collaborative learning, experiential learning, and problem-based learning**

Advancements in classroom instruction have also taken place at the teaching method level. The most commonly discussed contemporary methods include *collaborative learning*, *experiential learning*, and *problem-based learning*.

- i Collaborative learning is the most general of these approaches in that it involves the overarching principle that learning occurs best when done in groups. Working with others is more dynamic and motivating than working alone. It also has several benefits including the fact that it encourages students to restructure their own knowledge and

understanding of concepts, helps students recognize gaps in their understanding, promotes social modeling of effective problem-solving strategies, and teaches students to synthesize, communicate, and discuss ideas in ways that advance conceptual understanding.

Examples of collaborative learning activities include group roundtables (e.g., students brainstorm and discuss different answers to a common question), paired annotations (e.g., students read the same article, and examine convergent and divergent reactions), and send-a problem (e.g., students attempt to solve problems within a group and, if unsuccessful, send the problem to another group;

- ii Experiential learning, involves engaging students in activities that enable them to experience course content. Although experiential activities can take place in the classroom, there is an expressed emphasis on assigning projects that occur outside the classroom, where concepts can be better integrated into students' lives.

Examples include having students observe course-relevant phenomena or behavior, conduct interviews or experiments, play games or simulations, or keep a reflective journal.

- iii Problem-based learning focuses on providing students with opportunities to identify and tackle complex, multifaceted problems in both small groups and on their own. In this approach, this refers to both a curriculum and a process. Teachers serve as "tutors" or "facilitators" who guide learning by modeling and scaffolding, and by maximizing students' responsibility for learning. Problem-based learning is utilized across many different educational levels and disciplines, and literally hundreds of activities have been developed for this approach

- **Process of Problem based learning**

| Stages | Step wise procedure | Focused component |
|---------|---------------------------|--|
| Stage 1 | Group setting | Organization of groups |
| Stage 2 | Problem identification | Facts, ideas, learning issues and action plans |
| Stage 3 | Idea generation | |
| Stage 4 | Learning issues | |
| Stage 5 | Self-directed learning | Working on action plans |
| Stage 6 | Synthesis and application | |
| Stage 7 | Reflection and feedback | Result analysis |

3.3 Guideline for inculcating innovation and creativity in teaching

Coupled with technology, newer approaches to T&L such as *Outcome-Based Learning (OBE)*, *Student-Centered Learning (SCL)*, *Problem-based learning (PBL)*, and *Case Study (CS)* have also emerged in recent decade and research has proven that many have positive impact on learning. Our institute strongly believes in the supremacy of these approaches to teaching and learning as they empower students to be responsible for their own learning and help them to become active learners. Using some of the approaches mentioned, in the context of area of expertise, students are allowed to "experiment" on the

individual course and find out for themselves the solutions. We facilitate them in discovering for themselves the knowledge and experimental skill tools available and incorporating the tools in their T&L in the present and future. An innovative educator will constantly formulate new ways and approaches to teaching and learning to maximize the output i.e. learning.

As a strong believer in the supremacy of technology, namely the computer in enhancing teaching and learning especially to the Y-generation who grows with the technology in their background, the computer can be an effective tool, an agent, for learning as we have demonstrated over the years through research, paper presentation and publication.

3.4 Guidelines to conduct tutorial classes

A tutorial is a small class of 10-30 students, who meet regularly with the guidance of the tutor, a lecturer, or other academic staff member, gives individual attention to the students. It is also known as supervision class.

Tutorials usually have the following characteristics:

- A **presentation of the view** usually explaining and showing the user the user interface.
- A **demonstration of a process**, using examples to show how a workflow or process is completed, often broken up into discrete modules or sections.
- Some **method of review** that reinforces or tests understanding of the content in the related module or section.
- A **transition to additional modules or sections** that builds on the instructions already provided. Tutorials can be *linear* or *branching*.

Steps in designing tutorial class

1. Identify in point form
 - What are the key ideas or concepts for students to understand?
 - What are the key skills to develop?
 - Then plan!
 - What activities you will employ to help students develop understanding and skills?
 - What activities you will employ to help you know if the students have these skills and understandings?
2. Implementation of your plan
 - Discuss question or problem obtained out of last week's classes, dictate few questions ask students to answer on their own or in groups and/ or have open discussion at the end to summarize main points and/ or have a role-play, debate, open forum discussion. Collect Feedback on Students' understanding and/ or Conduct of tutorial.

3.5 Guidelines for identification and counseling of slow learners

According to T.N. Birkett, "A slow-learning child is one whose capacity for learning the kind of material which is taught in the ordinary school is limited by some deficit in intellectual capacity". Limited intelligence, however, this may be defined as the chief characteristic of the 'Slow learner'.

According to experts, children who for various reason, fall behind in their school work and require special teaching are called (educationally subnormal) E.S.N.

"Slow learners are children who are doing poorly in school, yet are not eligible for special education; their intelligence test scores are too high for consideration as a child with mental retardation" (Mercer, 1996) (MacMillan, Gresham, Bocian, & Lambros, 1998).

Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for "backward" or "mentally retarded" and "Educationally sub-normal" (E.S.N.).

The reasons for some students learning slowly are innumerable. One of the main reasons is the 'no detention system' at the primary and upper primary level. Students are promoted to higher classes on the basis of attendance, even if they score low marks. The heterogeneous composition (mental age & physical age) of overcrowded classes in all government run schools and private schools also produces slow learners. So the incapacity of the teacher to pay individual attention to a student over a long period makes a student a slow learner. A slow learner is thus a product of negligence of school at different stages of learning, in spite of his innate capacity to learn.

There are some problems very specific to the individual. Ill health, lack of concentration, less exposure to the subject taught and parental background are some causative factors for slow learning. Talents differ. A child's capacity to learn different subjects varies from student to student. For instance, learning mathematics is a knack. All students do not do well in mathematics just as they do in other subjects. While other subjects can be learnt at any stage, it is very difficult for students to learn mathematics without the basics. Students show interest in the subjects they like and neglect other subjects if not taken care of. An urban child learns languages like English well while a rural child cannot, however well the teacher tries to explain.

Classification:

- i Children, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups.
- ii The Educable Mentally Retarded (I.Q. range 50 to 70).
- iii The Dull Normal (I.Q. range 70 to 85).

- iv Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 are usually termed as the Trainable Mentally Retarded. Provision for education of such children may be made outside the normal school system.

Characteristics:

- i In physical appearance they are no different from normal children and therefore likely to get admission into schools for normal children where the curriculum is drawn up to meet the needs of average children. So they find it extremely difficult to cope with the education imparted in these schools, unless special provision is made for them and the curriculum is oriented towards practical and real life activities.
- ii They are capable of being educated in ordinary schools and even achieving a moderate degree of success, if they are allowed to proceed at a slower pace and the syllabus is adapted to suit their abilities.
- iii But, they will not be able to keep pace with the average children and never be able to learn all the things we expect normal children to master by the time they leave school.
- iv They will not be able to go for higher studies despite all the guidance and educational facilities made available to them.
- v They have poor memories. Their attention span is short and they cannot concentrate on one topic for long.

The purpose of this assignment is to determine the problems of the slow learners and the methods of education, How to teach them, so they can be better person of the society.

In the present system of education, students are identified as slow learners purely on the basis of their poor performance in the examination, which, in most cases deviates from what is taught. Consequently even talented students are sometimes misconstrued as dullards. So, a slow learner is one whose performance is very dismal in the examination. He/ She is neither mentally retarded nor is on the lower rungs of intelligence scale.

- **To identify the causes of slow learning**

Showing the sign of slow learner doesn't mean that the student is slow learner, there are other factors that could cause the process of slow learning;

- **Emotional growth**

Feelings about one self and the developing of these feeling positive or negative is called emotional growth, Emotional and social development are often link together because they are relevant. In the initial stages child learn the feelings of trust, fear, and love later on as he grow he develop the feeling of friendship, pride, and relationship which also guide toward social-emotional development of the child, if the child is ignore in this stage and proper care is not provided to them, they build negative emotion and they ovoid trust initially parents and later on other people, they isolated them self from the outer world. Furthermore, a neglected child, feel himself rejected, and unsecured, it affect the developing skills of the child to socialize with others children.

In this stage the changes are very rapid in student and every change brings new change in the behavior of the student and each change brings about new skills. Student develop multi skills in this stage, the most important one is positive feelings about self and trust building with others.

- **Environment**

Children react to their environment in early stages and he learns from the environment in which they grow. Create a safe environment for them and reduce the stress on your child and remove the things which are physical threats to the children e.g.: abusive behavior and unsafe toys etc.

With whom the child is spending his time, what is their intellectual level. And how they treat the child, when children have a secure Environment, it flourishes their abilities in positive direction. Studies show those children who have better environment show better confidence in life and in education.

- **Growth and opportunities of Learning**

Opportunities of learning is very necessary for the development of children cognitive abilities, Parents should provide rich learning environment to their children and open new windows of learning opportunities for them. They need simple playable activities and games to develop their brains, Show them new things and arrange new activities for them to enhance their thinking skill.

- **Absenteeism**

Absenteeism from the school is another factor which can affect the ability of learning of a child, when a child is often absent from the class, he could catch with other student in school, he need extra home work with the help of parents to cover his short coming otherwise he lose his self confidence in class, due to which he isolate himself from his class fellows and he became a slow learner.

- **Defective Vision**

Defective vision is another possible cause of slow learning, it affect child's growth and development and the ability to function in society. It also lead to effect self-esteem and confidence of the child which could lead to depression if not treated in early stages and child left behind in the class.

- **Resource Problem**

Without proper Resources parent could not afford to provide better opportunities of learning to their children due to which the child lose his self-esteem. Availabilities of good books and other learning material which is necessary for the learning process of the child.

- **Illiterate Parents**

Another problem in some cases are illiterate parent, those parents who are mentally backward and also have no education, effect the education of the child. Initial six years are very important and crucial period of child life, in this stage development of brain take place. Careful treatment is required to develop his skills, which help him in the later age in school and college.

- **Untrained Teacher**

Untrained teacher is another reason, without proper training a teacher could not understand the psychology of the child and his problems, what the possibilities are and why the child is not learning. A train teacher could understand the problem and eradicate it.

- **Class Size**

Overcrowded class is another problem which affects the learning process and lead to the product of slow learner. Slandered class size should from twenty to thirty students per class, but student exceed in the class teacher could not give attention to every student and nor he could evaluate every student due to that reason some student left behind.

- **Busy parent or no time for children**

When parents have no time for their children and they are busy in their job it also leads a child to loneliness and isolated. He could not share his problems with his parents. The problem is much severed in case children age three to six years, because in this age they need full attention of the parents. It is the age of their development. They learn many things from parents.

- **Violence in School**

Violence in schools is another factor which causes slow learning in students. Violence affect the learning abilities of the students, Exposure to violence is psychologically toxic. This exposure may lead to emotional problems and aggression, it also effect cognitive, psychological and learning process.

- **Family Size**

Family size also play a major role in the development of the child, in a small family a child will get attention of the parents and enough resources will be available to him. In case of large family size, children face many problems which effect there abilities e.g. emotional problem, resource problem etc.

- **Health Problem**

Poor Health is also a hurdle in the growth and development of a child, which lead to the process of slow learning.

- **Deprived Culture**

Evidence show that deprived cultured and Background may also cause the process of slow learning.

- **Inadequate Teaching Staff**

Lack of teachers in school is also a cause of slow learning, due to shortage of teacher in schools, the student left behind from other students in competition.

- **Poor Leadership**

Poor Leadership w.r.t teachers and heads of the institute as well as on the part of parents are not acceptable.

- **Teaching Method**

Teaching method is the most important factor in slow learning; a train teacher can understand the problem of the student and remove that problem by a better teaching style, which suite to the student need and mind. A good teacher will always use different methods in class so every student

understand and learn. On the other hand those teachers who use one method of teaching create slow learner in the class because every student learn in different style and method.

- **Course**

Students are subjected to inappropriate textbooks, and teaching material. Course should be design with easy to difficult approach so students understand what teachers are teaching them. Inappropriate course material would increase the number of slow learner in the class.

- **Transfer of Teachers**

Frequent transfer of teachers leaves no room for the development of mutual understanding and respect for each other. The moment they start to understand each other, the teacher is transferred. Once this process is repeated a few times with a student, the student closes himself to teachers in future.

- **Fear Complex**

To camouflage their inability teachers grow a fence of fear around themselves. They resort to indiscriminate punishments resultantly some of the students run away from schools and the rest become docile with no interest in education but to spend time aimlessly.

- **Psychological Problems**

Students due to high expectations of their families and absence of guidance for both the parents and students experience a lot of psychological stress, which has a retarding effect on their educational development.

- **Medium of Instruction**

Medium of instruction is also a big problem for some students. Therefore it is necessary to use mother tongue for the education so student understand it and they do not lose their precious time on language learning.

- **Communication Problem**

Communication gaps between students, teachers and parents. Due to this gap neither the teachers nor the parents come to understand the students, resultantly they enforce upon them their wishes. This enforcement develops a rebellious or a docile nature in the students, which retard the positive abilities.

- ◀• **Deprived cultured**

Evidence show that deprived cultured background may also cause the problem.

- **Identification of slow learner in the class**

Early diagnosis of slow learner student is very necessary. How teacher or parents could identify, that the student/child is slow learner, with a careful observation they could easily identified signs of slow learner,

- i Speech defect
- ii Language development problem (broken sentences)
- iii Assessments the level of vocabulary (vocabulary limited)

- iv Verbal abilities
- v Short sentences, grammatically incorrect
- vi Behavior
- vii Spelling Mistake
- viii Interaction with other students
- ix Class room Discussion
- x Reading problem
- xi Interest
- xii Slow response / decision making

If it is identified that a student is slow learner, proper evaluation should be done to identify the weakness of the child, the following method can utilized for the evaluation purpose.

- **Evaluation**

- i Intelligence test
- ii Individual's intelligence test
- iii The Stanford-Binet scale of intelligence test
- iv (The Stanford-Binet intelligence scale is a standardized test that assesses intelligence and cognitive abilities in children and adults aged two to twenty three years, determining the presence of a learning disability or a developmental delay)
- v Group test
- vi Attainment test
- vii Vocabulary test
- viii Test of Visual perception
- ix Spelling test
- x Personality test
- xi Children Behavior questionnaire
- xii Diagnostic test in reading and arithmetic
- xiii Assessments of level of vocabulary, verbal abilities
- xiv Attitude and interest

Counseling format for slow learners

Who are the slow-learners?

Slow-learners are those who fail in class because of their low intellectual abilities. Their IQ ranges from 55 / 60% to 85 / 90%. They have a wide range of abilities and a variety of characteristics depending on their background.

Students should be monitored from the first test to check the learning ability of students to the attainment of IQ range above 90%.

Following questioner helps in understanding the cause of low learning ability.

Dear Student.

Please tick YES/NO for following statements so that your teacher will concentrate on you on those situations to which you have answered YES

- | | |
|---|--------|
| 1. Short attention and concentration span. | YES/NO |
| 2. Slow reaction time. | YES/NO |
| 3. Limited powers of self-direction. | YES/NO |
| 4. Limited ability to work with abstractions and to generalize. | YES/NO |
| 5. Slowness to form association between words and phrases. | YES/NO |
| 6. Failure to recognize familiar elements in new information. | YES/NO |
| 7. Habits of learning very slowly and forgetting very quickly. | YES/NO |
| 8. Failure to understand in English. | YES/NO |
| 9. Inability to set up and realize standard or workmanship. | YES/NO |
| 10. Lack of originality and creativeness. | YES/NO |
| 11. Inability to analyze, to do problem solving, or think critically. | YES/NO |

Any other _____

Name of the student _____, Roll No. _____, Date _____

Sub: _____ Class: _____, Signature _____

After evaluation and identification of slow learner the questions arise. How to handle these types of students in HEI environment?

How to teach them? What type of class they need?

Expert suggests that student should be not increase from 20 in class and different style of teaching has been suggested for different subject.

Reading Problem

- There are different method of teaching for reading problem, how to teach to a group or class of students. Expert suggest multiple teaching style because each student learn through different method, some student could learn better with one method, other will learn with other method.

Teacher should be aware of the individual differences, For teaching reading to slow learner the following method should be used:

- Teacher should use Charts to teach Words to E.S.N students.
- Teacher can also used Memory flash cards,
- Reading with meaning, is good method with which child easily understand and remember it.
- Reading stories, collecting magazines, news papers and discuss them in the class room
- Pictures on wall with the stories can also help slow learner to remember and understand a word
- Reading readiness workbook
- Through activities, reading activates can also help in reading process
- Visual activities, include TV and computer can help
- finding missing parts
- Memory games
- Reading for information
- Computer games, the best method for teaching reading process. These interactive games not only help slow learner in their reading process but it also help to increase their quick decision making ability.

Reading Material:

Reading material should be selected keeping in view the interest of the student in mind. Choose difficulty level from easy to difficult approach (age wise).

Teaching Spelling,

Spelling are very necessary for slow learner, because it help to form a word, a good speller well always be a good reader and writer , therefore teacher should give attention to teaching spelling to the students.

- Teacher should write a word on board and ask to the student to write it in air, teach them the spelling in parts, so they know the sound of the word.
- Competition of spelling between the students,
- Check recheck method
- Weakly test for spelling,
- spelling games on computer, typing tutor game on computer

Teaching writing

Teaching writing require reading, understanding and spelling capabilities, if a student is good in these, he can learn writing easily, following are the few method which could be used for teaching of writing;

- Encourage their writing, ignore their mistake in early stages.
- In early stages students write short sentences and grammatically incorrect sentences.
- Involve student in writing small stories.
- Engage student in form filling, letter writing and Telegram according to their age.
- Involve students in form filling, diaries writing.
- Computer base writing games, where short answer are required for playing games.
- Writing in school magazine, newspaper etc.
- At later time attention to the grammar, punctuation and full stop.

Social education

Social education is also very necessary for the slow learner; teacher and parent should give full attention to the social education of E.S.N. how to cross the road, how to reach home and other small thing that could help him in day to day life. It is not only the responsibility of a teacher to teach these things to slow learner but it is also the responsibility of parents too.

Teacher and parents should also involve other people to help these students e.g.

- Psychologist of the school
- Friends
- School doctor/nurse
- Other social agencies

Remedial teaching for slow learners

Remedial teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty. Contrary to what is said, remedial teaching is done perfunctorily without identifying their areas of difficulty and underlying cause for lagging behind. Some students are unsympathetically branded as 'block heads' without an earnest attempt to know the real cause of their slow learning.

Role of the teacher in helping Slow Learners with special needs:

- **Data Collection:** Maximum information about such children should be secured and their interests should be discovered.
- **Special Classes:** Special classes for slow-learning children.
- **Partial Segregation:** It has been stated, "The children should be included in the total school set-up, regularly participating in assembly programmes, organized play, and other activities enjoyed by all children. " The problems should be clearly explained.
- **Short Assignments:** Assignments given to the students should be broken up into short and simple units.
- **Drill Work:** Sufficient drill work should be done.
- **Summarizes:** Frequent summaries of the important points of discussion should be used.
- **Praise:** Pupils should be praised occasionally when they have done their assignments well.
- **Proper Evaluation:** Good set of tools should be provided for proper evaluation.
- **Close Supervision:** Supervision should be very close.
- **Audio-Visual Aids:** Auditory and visual aids facilitate learning among slow learners.
- **Opportunities for Creative Expression:** Opportunities should be provided to slow-learning children for expression of creativeness with their hands.
- **Diagnostic Tests:** Diagnostic tests should be used in working with slow-learning children.
- **Curricula According to Interests:** Courses and curricula should be selected by the students on the basis of aptitude, interest and need with the help of their counselors.
- **Vocational Programmes:** Vocational programmes should not be forced upon slow-learners as such children do not always have the necessary aptitude to acquire vocational skill.
- **Equality of Opportunity in Recreational Programmes:** Recreational programme athletics, music, art, dramatics, etc., should be opened to all on an equal basis.

- **Remedial Teaching:** Remedial teachers may be appointed who meet such students twice a week.
- **Cooperation of All Agencies:** All agencies engaged in the children's welfare work should cooperate to help and guide slow learners.

Educational programmes for Slow Learners:

- 1 Remedial Instruction
- 2 Healthy Environment
- 3 Periodical Medical Check-up
- 4 Non-Promotion
- 5 Motivation
- 6 Individual Attention
- 7 Special Methods of teaching
- 8 Maintenance of Progress Record

Attempts have been made here to chalk out the remedial measures and some guidelines for the teachers. But problems are not easy to surmount. A Teacher may be the first diagnostician rather than an instructor. But educational psychologists, social workers and state authorities should take interest in discovering and rectifying the causes of slow learning.

4. GUIDELINES TO CONDUCT CO-CURRICULAR ACTIVITIES

4.1 Course Induction/Course orientation programme

Course orientation program focuses on delivering the content and outcome of individual courses to students that have enrolled as fresher.

1. Choosing a date

- Date will be usually chosen during the start of the academic session so that fresher students get full-fledged idea about the course they have enrolled for.

2. Inviting guests

- As per the requirements of the institute, generally no visiting guests are paid in advance. They all have to pay for all expenses associated with travel and then be reimbursed after the service has been performed.
- Specify as many of the key details as possible in advance to your visitor - for example, the format of their event (type of audience, key note address). It is important to spell out whether the event is or whether it is free and open to all.
- Inform the guest if there will be an honorarium provided.
- Upon request you might be asked to provide an official invitation on institute letterhead, in order to justify release from their work commitments or for getting travel funds from their host institution. As a rule, it is best to provide an official invitation to everyone you bring in.
- All speakers who are receiving funds (TA/DA+ honorarium) must sign voucher form so that he or she can get reimbursed.
- The permissible amount for reimbursement is revised from time-to-time.

3. Speaker

- Speaker will be usually invited from the institute who will brief about the courses.

4. The Venue

- The venue should be such that it can accommodate huge gathering of audience.

5. The Equipment

- It's the regular equipment: wireless presenter, collar mic, laptop plug-point, audio-input, and speakers. Testing them and checking with the guest about them goes a long way in being ready.

6. Preparing the audience

- Circulating a short profile of the event improves the active participation of students. This results in enhancement of their talent.

7. Catering

- If the location you choose also provides food services, that's even better. Otherwise, you will need to contract another service and supervise the coordination of suppliers.
- Still, you will have to decide on a menu and handle any special guest queries.

4.2 Guest Lecturers

Guest lectures are an integral part of the pedagogy of Teaching-Learning. Experts from the academia and Industry are invited to share their valuable insights from their rich experience about contemporary education, research and work experiences; the challenges they have faced and how they dealt with them. These sessions serve as an ideal platform for the students to supplement their theoretical knowledge with first hand perspectives from some of the stalwarts of the academia, industry and business and also appreciate the different dimensions of handling modern day business challenges.

8. Inviting a speaker

- As per the requirements of the institute, generally no visiting speakers are paid in advance. They all have to pay for all expenses associated with travel and then be reimbursed after the service has been performed.
- Specify as many of the key details as possible in advance to your visitor - for example, the format of their event (type of audience, key note address). It is important to spell out whether the event is or whether it is free and open to all.
- Inform the speaker if there will be an honorarium provided.
- Upon request you might be asked to provide an official invitation on institute letterhead, in order to justify release from their work commitments or for getting travel funds from their host institution. As a rule, it is best to provide an official invitation to everyone you bring in.
- All speakers who are receiving funds (TA/DA+ honorarium) must sign voucher form so that he or she can get reimbursed.
- The permissible amount for reimbursement revised time-to-time.

9. The Venue

- Not every guest session has to be in your huge hi-tech auditorium. The topic may require more interaction than what is permitted by a stage and a podium. A smaller room also encourages audience participation as compared to the stadium-style auditorium. For example, having a smaller venue reduces the pressure to fill up the seats even most interactive session will be held in a standard classroom with regular seating.

10. The Equipment

- It's the regular equipment: wireless presenter, collar mic, laptop plug-point, audio-input, and speakers. Testing them and checking with the guest about them goes a long way in being ready.

11. Filling the seats

- Almost everywhere, institutes make it mandatory for students to attend the session, but limit the audience based on year of course. Rethinking both these practices can phenomenally increase the effectiveness of the session.

12. Preparing the audience

- Circulating a short profile of the lecturer and a synopsis of the topic allows the audience to do their own research and pre-reading. This results in great Q & A after the topic.

13. Preparing the guest

- At some institutes, the guest is made to sit in a separate room till the audience is seated. Key benefits from this:
 - The institute faculty can chat with the guest.
 - The guest gets time to calm his/her pre-speech jitters.
 - The organizing team to do any last-minute briefing about the audience or the time available.

14. The Introduction and pre-speech talk

- Nothing works better than the prelude to establish the context of the speech, and the credentials of the speaker. Go with the assumption that both the topic and the speaker are unknown. It really helps to confirm how the speaker's name is pronounced and helps speaker's confidence and focuses on topic.

15. Collect feedbacks formally

- Collecting feedback informally runs the risk of getting only one end of the spectrum of complete set. Construct a good feedback format having core components and components related to session topic. Document and submit a brief report along with good photographs of session to the higher authority.

4.3 Seminars/Workshops/Symposiums/Conference etc.

These help in bringing together academicians and experts from different parts of the country and abroad to exchange knowledge and ideas. This will provide an in-depth analysis of subjects and update the knowledge of the participants from academic/research institutions.

The Essential Steps in organizing successful Seminars/Workshops/Symposiums/Conference etc.

1 Choose a Date

- The first and most important aspect of running a professional event is starting early. Before you contact speakers and allure attendees to a Seminars/Workshops/Symposiums/Conference etc., you need a time and place. Book the perfect conference venue for your event before you start developing your plan. That would be six months prior to the event.

- Take into account the fact that many venues must be reserved months before the event.
- Make scheduling arrangements depending from how far the speakers and attendees may travel. It is important to let them know the date of the event months before you even start setting up the conference agenda.
- There may be also other type of constraints on the time you choose owing to particular situations. There may be other events taking place at the same time such as festivals or political campaigns, and even elections. Make sure you conduct an onsite research and find out the local administration norms in your area.
- The length of the event is also important and depends on how many participants will attend. Estimate the number of speakers and attendees. It is recommended to plan two full days for a conference of 250-300 people. This seems to become an international norm.
- Avoid holiday periods – In Vijayapur, participants rarely attend conferences during summer or rainy. So, it is recommended to choose a date between August and late October, or between early November and late February.
- Never plan a conference during the weekend – From organizers to speakers and contractors, conferences mean work, hence they should happen during the week.
- Set the event on a Thursday and Friday and give attendees the opportunity to play the tourist during the weekend.

2 Type of Venue

- The second goal of a organizing a conference is to find the venue that suits the type and overall concept of the event. Generally, there are three types of venues one can look for:
 1. University buildings: These are fairly cheap and suitable for small, academic events.
 2. Independent venues: These are more expensive and distinctive, but are limited in seats and availability during the year.
 3. Hotels: These are the most expensive venues, ideal for corporate events that benefit from a large budget.

3 Location

- Regardless of the type of venue you find to be most suitable for the scale of your conference and business needs, the location has to be welcoming and serene.
- However, the location you choose should address the following questions:
 - a **Conference facilities**: where will the event take place?
 - b **Accommodation**: where will the conference guests and delegates accommodation?
 - c **Parking & Transportation**: how are they going to get to location?
- Also, if the venue does not provide en-suite rooms, dining rooms, or coffee lounges, make sure there are restaurants and other points of interest nearby to facilitate accommodation and additional event networking opportunities.

- The touristic potential of the location is another aspect to take into account. Conference people love the chance of playing the tourist and discovering new places.
- Once you check the availability of the venue according to the date you have previously set, check if other spaces are available too, such as nearby hotels or onsite facilities like VIP lounge and SPA. These will impact the traffic in general areas, hence the networking opportunities of the event.

4 Suitability

- Not only that the venue should complement the event image you want to project, but it should also suit the profile of your targeted audience.
- Don't forget about sponsors and stakeholders. Make sure there won't be other onsite events to clash with your event or branding concept.

5 Technical: IT and Audio-Visual Equipment

- All of the above should be part of the ideal conference venue. Additionally, before booking the venue, ensure every conference room has the necessary audio-visual equipment and tech support.
- **Technical checklist:**
 - a Projection screens & cordless microphones.
 - b Wi-Fi access, heavy duty cables and charging stations.
 - c Light fittings & power points.
- See if the venue offers charging stations and Wi-Fi availability for all participants. Nothing is more annoying than wandering around to search for Wi-Fi or having the Smartphone or laptop discharged.

6 Catering

- If the location you choose also provides food services, that's even better. Otherwise, you will need to contract another service and supervise the coordination of suppliers.
- Still, you will have to decide on a menu and handle any special guest queries. It is essential to:
 - a Consider the dietary restrictions of each attendee such as allergies or preferences that make planning rather difficult.
 - b Order any special ingredients, favors, or other necessary items that are not available at the venue.

7 Costs

- Even if you do not have a thoroughly built budget plan at the time you book the venue, the implied financial constraints should be conveyed to the venue from the start.

- Anticipate the overall costs of the event before you consider a star hotel. The venue should adhere to quality and safety standards and keep your attendees well-nourished and hydrated.
- **Pro tip:** Consider negotiating with the venue representatives. If you have found the perfect fit for your conference, but the costs exceed your budget, suggest lowering the venue fee for a multi-year contract.

8 Collect feedbacks formally

- Collecting feedback informally runs the risk of getting only one end of the spectrum of complete set. Construct a good feedback format having core components and components related to session topic. Document and submit a brief report along with good photographs of session to the higher authority.

4.4 Group Discussions

The most fundamental principle of participating in a Group Discussion is that you need to speak; there is no escape to this bare minimum requirement of a group discussion. One simple task is to take notes and generate a list of points to speak on; unless you are specifically asked by the invigilators not to take a pen and paper inside. On the rough sheet of paper, prepare a small little framework analyzing the topic from every angle and ensuring that you have understood the multiple facets of the topic that are generally there.

Tips to enter the group discussion

- Train yourself to be a good listener.
- Acknowledge that everyone has something valuable to say.
- When speaking in a GD, your job is to articulate your point of view in a way that is easy for others to comprehend.
- Inculcate the good habit of structuring your thoughts and presenting them logically.
- Enter with a supportive statement. Generally, when we enter a group discussion, we do so by interjecting the other person and contradicting his viewpoint. A street-smart way to enter the discussion could be by supporting the point of another person. By using statements such as “I agree with what my friend says...” or “I would like to add...” or “I think a point we could add here...”
- Enter by increasing volume-The popular way adopted to enter a loud GD is to increase one’s volume. Though it a method that comes almost naturally and one is prone to shouting in such an environment, this may contribute to the melee. It is in your best interest that you combine this method with other mentioned in this section so that you are able to make an impact. Also, make sure that even though with a raised voice, it does not pass the impression that you are shouting.

1 **Generate supportive data:**

- Use facts and illustrations to add value. However, be very sure of the validity of any statistic you quote. If you mention a wrong figure, someone in the group could point out the mistake. If that doesn't happen, the evaluators might notice the mistake. A fact or a statistic cannot be an argument in itself. It can only support a point you are making. So do not quote a fact and let it land. Follow it up with some sort of inference or conclusion that can be drawn from it.

2 **Be an active listener:** Listen carefully to others' contributions to avoid pitfalls. Listening will benefit you in the following ways:

- It will prevent you from repeating something already said
- It will give you new areas to think about since a participant may have introduced an excellent point, which you had not thought of
- It will help you take the discussion forward, taking on from where another participant has left
- It may even help you understand a topic, which you were ignorant of, before the first speaker defined it.

3 **Be assertive, not aggressive:**

- It is a myth that successful managers are aggressive. They are not aggressive, rather they are assertive. There is a fine dividing line between assertiveness and aggressiveness. An aggressive person is someone who puts forward his point and tries to dominate others. He raises his voice, does not listen to or understand other people's viewpoint, takes it as a personal affront if others disagree with him and ends up offending others. On the other hand, an assertive person puts across his point strongly and rationally. So, do not be aggressive in your next GD. Instead, be assertive.

4 **Make Friends:**

- Building allies is often an important aspect of a GD. Being heard is one thing and getting a positive response to your arguments is another. Get people on your side and ensure that they are receptive to your arguments. They will not only allow you to interject in the discussion, but they will also support your arguments. When supporting someone else's arguments does not just say "I agree". Try to add value by adding points of your own that extend the argument. You could build allies by giving others a chance to speak when they are in agreement with you (but only after you feel you have made your point). The final weapon at our disposal is your body language. Try and appear friendly, not intimidating. Smile, it often works! Speak clearly, speak sense and also let others speak. In a GD, you must speak, but you must also be heard by the other participants. Other participants will listen to you IF:
 - a Your voice is audible and clear

- b Your contribution is relevant and made at the appropriate time
- c You listen to others; you let them speak and you are not too aggressive. This does not mean that you should only let others speak. You must let them speak and also speak yourself.

5 Quality of Content:

- More important than the amount of time you speak for, is the quality of what you have said and the impact that it has on the group. You do not have to dominate the GD by speaking for a long period of time. You have to influence a group by providing it direction, highlighting the crucial issues and putting forth persuasive arguments. There is no formula to calculate the right duration of participation in a GD. In a 15-minute GD in which there are 12 participants, if you are able to speak for two minutes spread across four or five occasions, it should be enough
- **Value-Additions:** You can add value to a discussion keeping the following in mind:
 - a Provide a structure that enables the discussion to carry on
 - b Provide analysis that helps in distilling the discussion
 - c Provide new facts and details
 - d Examples should be rational and clear
 - e Avoid flimsy repetition of thought
 - f Do not lose focus and discuss trivial issues
 - g Try to provide a summary to the discussion

6 What are the blunders in a GD? What are the popular "Don'ts" in a GD?

- There are a number of candidates who commit common blunders in GDs'. Going through the following section, you can explore all the common problems and make sure you do not commit any such error. The most common ones are:
 - a **Aggression:** Being too aggressive is one of the most common mistakes in GDs'. While trying to make presence felt and acknowledged, students commits the mistake of being over-aggressive in the GD. Actions such as over-animation, dramatizations, banging the table, entering in one-to-one discussions or criticizing others unfairly are some of the misplaced manifestations of aggression. Why does this happen? Most students think that aggression is considered a virtue and hence must be displayed at any cost. It needs to be clearly understood that aggression in thinking is required, not in behavior. A candidate who is polite but firm wins the day.
 - b **Negativity:** The words you select to express yourself are indicators of your personality. A negative approach is highlighted by negative words and body language. Of course if you have observed yourself using negative language a little too often, you need to do some self-analysis and sort out your attitude related problems. Nervous body movements, having your hands folded across your chest, carrying skeptical expressions, constantly moving and fidgeting, evasive

eye movements, etc. are all indicators of a negative personality and should be avoided at all costs.

- c **Unfocussed Behavior:** Instances like trying to fit your example/knowledge of data to every GD topic, using examples or quoting facts, figures and data that have no relevance to the discussion, etc. can only lead to a negative assessment. Try to avoid jargons and technical language that seemingly makes you learned; these can only do more harm than provide any extra brownie points.
- d **Telling Wrong Facts:** One thing about factual data is that it can provide extra-points to you but if you get a fact wrong, you can be stuck with someone explaining that you need to check your facts. In case you are not sure about something, you can always say that you are quoting that piece of information approximately. You could use phrases such as: “I think” or “Probably/Approximately” or “If I remember correctly”. Do not jump the gun and make a blunder that you cannot correct later. Also, you should not judge someone who has made such an error; do not jump into the discussion and berate him. If you need to make a factual correction, do so in the most polite and humble manner.
- e **Being Highly Individualistic:** Being a strong independent personality is a good virtue to possess. But, you should remember that the hallmark of a good manager is the interpersonal skill he possesses. Make sure that you provide a good reflection of yourself in a group as your social interaction is being evaluated. The goal has to be achieved in teams and therefore your interpersonal skills are extremely vital. In fact, one has to strike the right balance between individual performance and group excellence.

4.5 Debate/Quiz Competitions

I Debate

- Medium of Debate would be English or Hindi. Students will be allowed to speak for up to 6 minutes on the chosen topic(s). There shall be a warning bell after 5 minutes and student should complete within next one minute.
- The debate shall be evaluated by a panel of three judges. Amongst the judges, one shall be a senior Chartered Accountant, the second shall be an academician and the third shall be an eminent personality from industry / bureaucracy.
- The following criteria shall be taken into account while evaluating the performance of the participants:

| | |
|--|------------------|
| Content: knowledge and depth | 50 marks |
| Presentation: | |
| • style and delivery | 10 marks |
| • capacity to engage the attention of the audience | 10 marks |
| Language: | |
| • Lucidity | 10 marks |
| • Precision | 10 marks |
| Adhering to the time schedule | 10 marks |
| Total | 100 marks |

1 Participants:

Students from each class should participate in debate competition.

2 Suggested Topics

Suggested topics will be communicated to the students/participants through print or electronic media.

3 Chief Guest

A Chief Guest may also be invited to the contests. The Chief Guest should be a person of repute Academician, researcher, senior bureaucrat or an eminent personality from the industry/bureaucracy.

4 Audience

Audience shall comprise of teachers and students from our institute or other institutes.

5 Prizes and Certificates

Shields and Certificates shall be awarded to the winners and runners-up participants.

II Quiz Competition

- To create scientific temper.
- To create deep sense of curiosity.
- To create keenness to get to the root of a problem.
- Willingness to change on being convinced.
- Making learning of Science through fun and entertainment.
- Methodology: one can adopt acceptable and transparent methodology to organize quiz competitions at institute level. It is advisable to follow the guidelines laid down for organizing seminars and other event in the institute. Following are the general rule to adopt during quiz competition.

1 General Rules for organizing Quiz Competitions

- Only team entries are eligible.
- A team shall consist of max two persons.

- The decision of the quiz-master will be final and will not be subjected to any change.
- The participants shall not be allowed to use mobile or other electronic instruments.
- The questions shall be in the form of multiple choice, True/ False statement, Specific-answer question etc.
- Audience shall not give any hints or clues to the competitors.
- Replacement of any participant of a team is not allowed after registration.
- Teams selected for the final rounds will be allowed to give themselves an appropriate name related to the competition by which they may want to be known.

2 **Elimination round** – (In case more than 6 teams register)

- Each team would be given a set of question paper containing 25 multiple choice objective type questions.
- Time limit - 15 minutes.
- Only 6 Teams would be selected for STAGE/ FINAL ROUNDS.
- In case of tie between 2 or more teams, further 5 questions would be asked for final selection.
- The selected teams shall have to appear for the final round.

3 **Final round**

a **Round 1:** A question will be asked to a team and if they are unable to answer it will be passed to the next team

- Each team would be asked 4 questions each. (Objective questions with options)
- 10 marks for correct answer and 5 negative marks for wrong answer.
- If a team cannot answer the question, they can pass the question & then the question would be forwarded to the next team.
- Answering time is only 30 seconds.
- Team discussion is allowed.

b **Round 2:** Rapid Fire Round.

- Each team will be asked 10 questions one after another in one minute time.
- 10 marks for the correct answer and negative 5 marks for the wrong answer.
- Answering time is only 3 seconds.
- Team discussion is allowed.
- If a team cannot answer the question, they can say pass for the next question. The question will not be forwarded to the next team.

c **Round 3: Buzzer Round**

- A question will be fired & the team who presses the buzzer first gets to answer first.
- 10 marks for the correct answer and negative 5 marks for the wrong or if team doesn't after they press Buzzers. – No forwarding.
- Answering time is only 30 seconds.

d **Audio-visual round**

- Teams will be shown clips and will have to answer.
- Rounds 2: 12 questions.
- 10 marks for the correct answer and negative 5 marks for the wrong answer.
- Each Team would be asked 2 audio-visual questions. (1 slide in each round).
- Answering time is only 30 seconds.
- No passing to the next team. Audience can answer.

**** SURPRISE ROUND IN CASE OF TIE IN THE FINAL ROUND**

4.6 Industrial Tour

The head of departments, faculty in-charge of industrial visit and students shall adhere to the following guidelines and ensure its compliance from the planning of Industrial visit to the completion of visit:

- Industrial Visit shall be arranged according to the academic requirements and as per the norms of the affiliating University. HOD must certify that the tour is required for the students or is related to their curriculum.
- The visiting companies shall be relevant and suitable ones to the specialization and academic requirements.
- Industrial Visit shall fall within the stipulated period set by the college. The stipulated period shall be informed to the Faculty in-charge and Students through HOD well in advance to enable to go through a diligent process including communicating to the potential companies and obtaining permission to visit.
- Industrial Visit shall not exceed two days; preferably it has to be scheduled on Friday and Saturday.

Guidelines to get final approval for industrial visit/cultural visit/ sports meet/ field trip/ study tour/ out bound training

- The Academic In-charge or concern department heads may plan only academic related tours as and when required with small groups attaching adequate or proportionate male and female faculty members (Students' tours of entertainment/fun to be discouraged).
- The Head of the institute approving the Industrial Visit/ Field Trip/ Outbound training etc., shall ensure and endorse that the faculty members attached to the tour submit an undertaking stating that the tour is arranged only for Industrial Visit/ Study Tour/ Field

Trip/ Outbound Training connected to academics, and students will not be taken or allowed to **mountain areas, rivers, canals, beaches, water parks, reservoirs, forest areas etc.**; and, they are personally liable and answerable for any such untoward incident taking place during the tour.

- Places with potential hazards, such as political unrest, negligent security, disease outbreaks, threats of earthquake or frequent occurrence of Cyclone and flood, should be avoided.
- If the mode of transport is by bus, overnight travel is strictly not permitted. Any travel requiring more than 24 hours should not be by road (Preferable mode of Transport is Train).
- Faculty/ staff arranged students' un-official tours shall be treated as violation of Institute Rules and the individuals organizing or arranging to organize such tours shall be subjected to appropriate disciplinary action.
- The capability of the participants to take part meaningfully in the activity must be taken into consideration when deciding the destination, itinerary and duration of the tour.
- The detailed tour schedule shall be submitted well in advance mentioning the date, time and place of departure and arrival, mode of travel (Bus/Train/Air/Ship/Other Modes), outstation accommodation arrangement details, list of important telephone numbers and addresses of the locations where the team is visiting including the phone-fax numbers of the hotel and local transport details.
- **If Travel by outside bus, RC copy of the bus should be produced with request form.**
- **Each study tour should maintain student faculty ratio of 20:1.**
- **Lady faculty member should accompany girl students (It is applicable even if only one girl student is going for a trip)**
- The Accompanying faculties should submit the undertaking letter.
- All students should get approval from their mentor/ counselor and parents.
- The faculty members accompanying the group may be mix of multiple languages talented in order to manage tour affairs confidently and successfully.
- Faculty should authorize the complete schedule
- Club coordinator should accompany in case of representing any club
- List of students – with details (Male / female) to be submitted.
- At least one faculty member (either male or female) of the group needs to be fully acquainted with the touring stations so that they can guide and instruct students in an appropriate way accordingly to see that the students are not getting into any unforeseen incident or accident. Information relevant to the itinerary, such as the addresses and telephone numbers of the lodging places, location of the local police stations, hospitals, clinics or first-aid units as well as the emergency call numbers en route, should be collected. Such information should be given to the parents and the responsible person in the college before the trip for emergency needs.
- It is preferable to arrange two students (of same gender) or more to live in a room when allocating accommodation. This will facilitate provision of support to fellow members. Once the arrangement for accommodation is finalized, no student should be

allowed to make any change without a proper reason so as to avoid causing confusion.

- No student shall be compelled to participate or to contribute money for any kind of tour just for the sake of fund management during the tour. In case of any such compulsion, the student(s) can report to the Safety Committee.
- The parents/guardians of the students (those who are participate in the tour) may be asked to submit an undertaking (by mail or fax or SMS) stating that the parent is permitting their ward to participate in the tour with their knowledge and at their own risk. Students if they are hostellers, they should get special leave approval from their respective Hostel authorities.
- Exit and Entry should be at BLDEA's SSM College of Pharmacy & RC (Faculty and Students joining the group from their hometowns and leaving to their hometowns after the tour is not permitted under any circumstances)
- Before leaving for Industrial Visit/ Sports Meet/ Study Tour/ Field Trip/ Outbound Training etc., concerned faculty organizer shall arrange to procure adequate and proper FIRST AID KIT in consultation with our University Health Centre if necessary. The faculty members shall accompany the students throughout the tour/trip and shall stay along with the students.
- The faculty organizer should carry a small handy Fire Extinguishers in order to apply them in case of fire accidents due to electric short circuit or otherwise either during travel or while staying in hotel etc.
- No faculty member attached to the tour shall alternate or replace other faculty/ staff member on his/ her behalf without prior proper approval of the Principal.
- It is advisable that at least one of the faculty or participants should know first aid and use of Fire extinguishers.
- Students should be reminded of the need to follow the Faculty instructions and observe all the safety regulations throughout the trip.
- After checking in a local hotel, the students should first find out where the "fire escape" is. They should also acquaint themselves with the exit direction, the escape route and the place of assembly in case of emergency.
- Faculty accompanying should pay attention to the weather forecasts and news broadcasts of the place of visit. If there is any change in weather or other conditions, a contingency plan should be worked out as soon as possible.
- The faculty should have full knowledge of the health condition of each participant in order to determine whether specific participant(s) should not be allowed to take part in the activities of the day. He/ she should take timely and appropriate action having regard to the circumstances of individual cases.
- The faculty should also arrange for any sick member to see the doctor immediately and to take effective preventive measures according to the doctor's advice. If necessary, the faculty should inform the parents and the school regarding the students' health conditions as soon as possible.
- The faculty should bring along with him/her the necessary safety equipment for the tour, for example, a first aid box, communications equipment (mobile phones), torches, etc.

- The faculty should monitor the speed of the vehicle (bus) in which they are traveling to ensure it is within safety limits. He/she should remind the driver or the reception personnel of the importance of road safety when necessary.
- After returning from the tour, the concerned faculty team shall submit a **BRIEF ARRIVAL REPORT** to the Students' Safety Committee.
- Students attending the industrial visit should submit an observation report for which internal marks may be awarded.

****REFER FORMATS FOR AT END OF THIS BOOKLET**

4.7 Campus Interviews

Placement Guidelines for Students shall aim to provide placement assistance for all passing out students. These guidelines are framed to ensure equality and fairness of opportunity to all the students. All students who opt for placement through the Placement Cell (PC) shall abide by the guidelines prescribed herein below.

Any breach of rules specified below by any student, shall be taken up seriously by the PC who in turn will view the matter and take action against the student, as it may deem fit.

The Institute reserves the right of modifying any or all of the above norms and/or stipulating additional norms for placement which, in its judgment and discretion, are likely to benefit the students, immediately or in the future.

Placement is a privilege extended to the students not a right. Final authority in case of any dispute would be the Chair person Placement Committee his/her decision will be final.

The purpose & Scope of the placement guidelines is to define the overall structure & processes of the placement of passing out students, and to structure the rules & responsibilities of the teams working on this process. The guidelines will ensure that maximum number of students get on-campus placement. Maintain the quality standards of the jobs offered and ensure that the whole team work according to the defined processes to achieve the common objective.

Student Placement Cell of the Institute

- Student Placement Cell is framed by appointing faculty designated as Coordinator.
- Coordinate with other concern committees of the institute in collection of resume and other student's data.
- Coordinate with campus recruiting cell (CRC) team of other organizations in updating the data base of recruiting organization.
- Coordinate with CRC team in organizing guest lectures, campus placements, seminar etc.
- Coordinate with CRC team in contacting potential recruiters.

Important Instructions are provided to students before the placement.

The students should:

- Complete all required documentation, for example, updated resumes in template issued by Placement Committee, submission of relevant information in accordance with the CRC department;
- If there is any change in CV (mob. No./email id/address) students should immediately inform the Placement office
- Formally disclose any disability which may affect the placement and for which they are seeking additional support during the placement
- Make contact with the CRC team once officially advised to do so
- Carry your ID at all times and adhere to all by-laws, rules, regulations, policies and procedures of the placement department including any dress codes
- Maintain a level of conduct appropriate to a student in a professional setting and in accordance with the Institute's Code of Conduct
- Maintain an appropriate level of confidentiality regarding any placement information if advised by placement cell
- Inform the placement department of any absences from the placement; • Advise the CRC staff immediately of any incident or concern regarding their safety and well-being during the placement.
- Men should wear a well-tailored suit in traditional colors such as navy blue, charcoal gray or black, in solid or subtle stripe patterns (e.g., pinstripe). The shirt needs to be a long-sleeve and button-down, preferably in a solid color such as white or a light blue. The tie can have a small print or color; however, its overall appearance should be conservative. Socks need to be a dark solid or a small pattern. Shoes need to be in leather (Black or Brown). Beards and other facial hair should be neatly trimmed. Also be aware that some industries and organizations may frown on long hair or facial hair. Nails should be clean and in proper shape and size. Do not use perfume or cologne
- Women should wear a well-tailored suit in colors such as navy blue, charcoal gray or black. A trouser and matching blazer is also a good option. Wear low to medium leather, heeled shoes. Never wear open toe shoes. Keep hair nice and neat. There is no specific hairstyle recommended, only that your hair should be clean and well groomed. For short haired women, hair should be shampooed and nicely cut and for long hairs it should be nicely tied up. Women, wear natural looking makeup that will flatter and compliment, not overpower, your outfit and wear only a conservative/ decent amount of jewels.

Placement Process:

- Targeted companies should be identified and contacted through personal visits, mailers, phone the decision of conducting the recruitment drive will be of
- The students will be allowed to apply in any number of companies offering jobs in their opted specialization.
- The student should inform CRC department if they have earlier applied for the same company on their own

- If a company has approached the CRC or is in the process of approaching the CRC for placements, no student shall approach any of these companies on their own, except through CRC.
- Students should submit a soft & duly signed hard copy of their resume to the CRC department before the start of placements.
- Students are advised to keep sufficient copies of resume, passport size photos, etc ready so as to submit it as per the requirement of company. No requests for taking the printouts of resumes from the CRC department will be entertained. Short listing Companies may do short listing of students themselves on the basis of information supplied by the students in their registration profile or CVs/ Resumes. In case a company insists on short listing to be done by the Institute without explicitly citing any criteria, it will be done on the basis of Criteria determined in consultation with the Principal and the Manager, HR Relations.
- Interview schedules will be decided by CRC in consultation with visiting Company executives. Thereafter no modifications shall be entertained, except under very unusual circumstances.

Students shall:

- Keep record of organizations and positions for which they apply.
- Keep notes on the job details announced. These are useful at the time of interview.
- Prepare completely for attending the various Written Tests, Group Discussions and Interviews, particularly in respect of the specific company for which they are appearing.
- Students shall not, at the time of interview, negotiate with the employer about salary and terms different from what is announced earlier, unless the announcement specifies that the salary is negotiable.
- While attending interviews, students must be punctual and come in formal dress only.
- Never take a cell phone into an interview.
- The students must observe and adhere to all codes of conduct rules specified by CRC. While answering questions in the interview, students should observe decorum. They should abstain from making any kind of derogatory remarks about others. The impact of the behavior exhibited by the interviewees has at times reduced the opportunities available to future batches of students. Irresponsible behavior, such as efforts to "market" oneself, derogatory remarks about other candidates or the institute/university, negotiations other than those purported under the due process, will be seriously viewed. Such students may be denied further Placement Assistance. Keeping the company's convenience in view, selection processes may take place in Campus or any other venue decided by the Company. The students may be required to travel and attend the same. The CRC shall pass on the information received from the organization to the concerned students. The students are expected to make their own travel and other arrangements. It is compulsory for every student who has applied for a particular company, to attend the Pre Placement Talk (PPT) of that company. If a student does not attend two consecutive PPTs, he/ she will not be allowed to apply till further clearance from the placement officer.

Withdrawal Procedure:

- Any student who has applied for a particular company can withdraw from the company after the Pre Placement Talk.
- In case of the students going directly to the company premises for the selection process, if the profile/ package communicated to them by the CRC department is not the same, the students can withdraw from the selection process.
- Once the selection procedure has started, students cannot withdraw at any stage, unless they have a final offer from another organization. It is presumed that students would apply for a position after careful consideration of all the relevant aspects.
- If a student does not appear for interview after giving the nomination and confirmation after PPT, he/she is deemed to have withdrawn.
- Only in very exceptional circumstances, with the permission of Placement officer a student shall be permitted to withdraw from the selection procedure of attending preliminary interview if shortlisted by the organization at any stage.
- Subject to permission as above, a student can withdraw a maximum three times from the selection processes provided by the University. The moment he/she refuses to sit for the interview for the third time, he will be out of the Placement Process. Job Offers.
- Students are permitted to receive a maximum of one job offer only. A student shall be allowed to go through the selection processes, based on specified criteria, till he/she secures a job offer.
- Students shall not request any organization to keep an offer pending. Any such request shall be considered as a serious breach of the placement norms.
- They shall also not request their future employers to allow extension of deadline for communication of their decision regarding offers made by an organization. Such a job offer shall be treated as a final offer and the student shall not be eligible for placement assistance, thereafter.
- All offers of a particular company shall be announced at the end of the selection process of that company. All offers shall be routed through the CRC only.

5. GUIDELINES TO CONDUCT EXTRA-CURRICULAR ACTIVITIES

5.1 Cultural Activities

Cultural activities are organised by institute where in students actively participate in various events for 6 days. These activities help students to get diverse experiences, Learn outside the classroom, relieves **stress**, enhances Leadership quality, builds Self-confidence, Develops talent, enhances Social interaction.

1. Choosing a date

- Date will be set as per academic calendar.

2. The Venue

- The venue should be such that it can accommodate huge gathering of audience.

3. The Equipment

- It's the regular equipment: wireless presenter, collar mic, laptop plug-point, audio-input, and speakers. Testing them and checking with the guest about them goes a long way in being ready.

4. Preparing the audience

- Promoting the event helps in improving the participation of students in various activities.

5. Costs

- Anticipate the overall costs of the event. The venue should adhere to quality and safety standards and keep your attendees well-nourished and hydrated.

5.2 Sports Activities

Sports activities are organised by institute where in students actively participate in various indoor and outdoor games. These activities help students to get diverse experiences, Learn outside the classroom, relieves **stress**, enhances Leadership quality, builds Self-confidence, Develops talent, enhances Social interaction.

1. Choosing a date

- Date will be set as per academic calendar.

2. The Venue

- The venue for indoor games should be such that it should have all the relevant sports equipment and outdoor field must be arranged for relevant outdoor games with arrangement for pavilion and audience.

3. Preparing the audience

- Promoting the event helps in increasing the participation of students in various sports and also helps the presence of audience to cheer for the players.

4. Players and rules

- Teams should be promptly formed.
- For team sports, at least 4 teams and for candidate individual sport, at least 5 players must have to enroll so as to conduct quarter, semi and finals.
- All the rules should be made understand by the referee to the players before that start of each game.
- In case of tie, additional bout must be played.
- Decision of the referee will be considered as final.

5.3 Inter Collegiate Competitions

Inter Collegiate Competitions should be organised by institute where in students from various college can actively participate in various activities organised. These activities help students to get diverse experiences, learn outside the classroom, relieve **stress**, enhance leadership quality, build self-confidence, develop talent, enhances social interaction and sportsmanship spirit, connect bonds with different institutes.

1. Choosing a date

- Date will be set as per convenience.

2. The Venue

- The venue should be such that it can accommodate huge gathering of audience for indoor events.
- The venue should also look for availability of ground or filed for carrying out any outdoor activities.

3. Accommodation

- Accommodation for the participants must be made for their comfortable stay and preferably near the venue so as to reach, attend and participate in the events on time.

4. The Equipment

- It's the regular equipment: wireless presenter, collar mic, laptop plug-point, audio-input, and speakers. Testing them and checking with the guest about them goes a long way in being ready.

5. Preparing the audience

- Promoting the event officially or by using social media platforms helps in improving the participation of students in various activities from various institutes.

6. Registration fees

- Registration fees should be collected nominally from each registered participant.

7. Costs

- Anticipate the overall costs of the event. The venue should adhere to quality and safety standards and keep your attendees well-nourished and hydrated.

5.4 Representation of students in Zonal/State/National/International competitions

Representation of students in Zonal/State/National/International competitions should be undertaken by the institute where in students can actively participate in various activities organised. These activities help students to get diverse experiences, learn outside the classroom, build self-confidence, develop talent, enhances social interaction, connect bonds with different institutes.

Participation of these students can be sponsored by the institute depending on the event, so as to boost great participation of students and also provide financial assistance.

5.5 Observation of National Festivals/Days

National festivals/ Days should be celebrated by the institute so as to enhance the ethics and moral values of different cultures within the students and spread awareness among them.

1. Choosing a date

- Date will be set as National Festival/Day to be organised.

2. The Venue

- The venue should be such that it can accommodate huge gathering of audience for relevant celebration.

3. Inviting guest/ speaker

- According to the National Festival/Day organised by college a relevant guest/ speaker must be invited to put a light on particular National Festival/Day.

4. The Equipment

- It's the regular equipment: wireless presenter, collar mic, laptop plug-point, audio-input, and speakers. Testing them and checking with the guest about them goes a long way in being ready.

5. Preparing the audience

- Promoting the event officially helps in improving the participation of students in various attend and probably participate in National Festivals/Days.

6. Costs

- Anticipate the overall costs of the event. The venue should adhere to quality and safety standards and keep your attendees well-nourished and hydrated.

6. GUIDELINES FOR STUDENTS CODE OF CONDUCT

BLDEA's SSM College of Pharmacy and Research Centre endorses as a basic principle of life, the concept of responsible student freedom, which carries with it the recognition by each student community. The college encourages students to conduct themselves as mature men and women.

BLDEA's SSM College of Pharmacy and Research Centre also expect its students to abide by local, state, and federal laws, as well as by generally accepted moral standards. Although the institute's role is not to duplicate civil law enforcement or conduct action, it may exercise authority for reasons appropriate to its function as an educational institution.

In keeping with its historic concern for students individually and corporately, BLDEA's SSM College of Pharmacy and Research Centre has a legitimate interest in their welfare in and out of class, on campus and off. The institute is concerned with student actions that are inconsistent with obligations to the educational community. When, in the opinion of the institute, the conduct of a student at any place is reprehensible or detrimental to the best interests of that student, his or her fellow students, or the institute, appropriate disciplinary action will be taken.

The institute is concerned with the conduct of students beyond the physical boundaries of the campus. For many reasons, including the inability to control all off-campus behavior, it does not assume supervisory responsibility for off-campus activities. Nor does the institute seek or support special treatment for its students who may be apprehended for violation of civil law.

Frequently, students attend or participate in events sponsored by or hosted by student organizations at other colleges. Sometimes student groups co-sponsor events with groups at other colleges. BLDEA's SSM College of Pharmacy and Research Centre students and groups must adhere to institute policies and rules on such occasions. Where officials of another college or university notify BLDEA's COP of incidents giving rise to a claim of a code or social rule violation, the case will be processed through the BLDEA's SSM College of Pharmacy and Research Centre. Although great responsibility rests on the students for their own conduct.

Personal Conduct: All members of the BLDEA's SSM College of Pharmacy and Research Centre strive to live in and promote an atmosphere that not only recognizes individuality, but also fosters collegiality, respect for the rights and privileges of others, and responsibility for individual and group actions. When these expectations are not met because of individual or group actions, it is the responsibility of the conduct system and/or the institute to determine the nature and extent of infractions, and to seek fair, consistent, and equitable sanctions.

Students should be mindful of the institute's expectations regarding their academic and social behaviors. The institute will continue to discourage repeat violations by various means including imposition of additional sanctions for prior violations, loss of on-campus housing, suspension, or expulsion

Following are the guidelines for conducting prohibited activities in college and hostel premises:

6.1 Alcohol

Students are subject to all state and local regulations concerning the use of alcoholic beverages. Below is an outline of unacceptable alcohol-related behavior at BLDE Campus.

- **Aiding and Abetting Underage Possession, Purchase, or Consumption.** The assistance or encouragement of underage possession, purchase, or consumption of alcohol by another individual, regardless of age.
- **Alcohol Misuse.** Substance abuse, especially alcohol misuse, is a significant problem on university campuses nationwide. The institute has established a community standard that alcohol misuse will not be tolerated.
- **Public Display.** The possession and/or consumption of alcoholic beverages in any public or unregistered area on campus are prohibited. This includes classroom buildings, the library, the gymnasium, areas outside buildings including lawns, balconies, and playing fields, grounds and buildings.
- **Underage Possession and/or Consumption.** No student will possess or consume alcoholic beverages, or have in their possession or residence full or empty alcohol containers, beer bongs, funnels, or any other alcohol-related paraphernalia.
- **Unauthorized Containers.** As referenced above, beer bongs, funnels, or any other alcohol-related paraphernalia are prohibited, even for those of legal drinking age.

6.2 Other Substance Use/Abuse

- **Illegal Drugs.** Use, possession, manufacture, sale, distribution of, transportation of illegal drugs (cocaine, marijuana, synthetic marijuana, heroin, crack, ice, etc.) and drug paraphernalia is prohibited. Students found to be involved in its use, possession, manufacture, sale, distribution, or transportation, on or off campus, will be subject to disciplinary action.
- **Prescription and/or Over-the-Counter Medication.** Students found to be involved in the use, possession, sale, or distribution of any prescription medication, over-the-counter medication, or any other substance being used in any manner other than its intended purpose, which can cause harm, will be subject to disciplinary action. The use of prescription drugs prescribed by a licensed physician, by the person for whom the prescription is intended, is excluded from this policy.

6.3 Bullying/Cyber bullying

Although definitions of bullying vary, most agree that bullying involves:

- i **Imbalance of Power:** People who bully, use their power to control or harm and the people being bullied may have a hard time defending themselves.
- ii **Intent to Cause Harm:** Actions done by accident are not bullying; the person bullying has a goal to cause harm.
- iii **Repetition:** Incidents of bullying happen to the same person over and over by the same person or group

6.4 Communicating Threats

Any threat of violence that is issued and communicated via any medium (including electronic communication) which the institute interprets as posing a danger to people, or the community.

6.5 Destruction or Defacement of Property or Grounds

Any activity which destroys or defaces property or grounds, at the University or elsewhere, is prohibited.

6.6 Disorderly Conduct

Any behavior that disrupts the regular or normal functions of the institute, that occurs on or off campus, including behavior which breaches the peace or violates the rights of others, is prohibited.

6.7 Disruption or Obstruction of institute Activities

Intentional disruption or obstruction of teaching, study, research, administration, disciplinary procedures, or other institute activity, is prohibited.

6.8 Failure to comply with the Directions of institute or other Officials

Failure to comply with the directions of BLDEA's SSM College of Pharmacy and Research Centre officials or other appropriate off-campus authorities, including law enforcement officials acting in the performance of their duties, is a serious offense. Such conduct includes failure to provide ID and disrespectful, uncooperative, abusive, or threatening behavior.

6.9 Fire Safety Equipment

Initiating or reporting false fire alarms or tampering with fire extinguisher, fire alarm, or sprinkler equipment is an offense under BLDEA's COP's Code of Conduct.

6.10 Gambling

Gambling is prohibited.

6.11 Library Policies

Removal of books from the library without following proper checkout procedures or by misuse of identification is prohibited. The use of emergency fire doors to exit the library building is prohibited and will be considered a serious violation of BLDEA's SSM College of Pharmacy and Research Centre policy, except in case of a fire emergency.

6.12 Possession of False Identification

Students may not possess false identification, even if it is not used. Presentation of false identification is an offense, as is any other false representation of oneself, verbally or non-verbally.

6.13 Misuse of Online Resources

Although the institute does not actively monitor students' use of computing resources, any information brought to the attention of institute's officials about the misuse of online resources, including social networking sites may be pursued through the code conduct system. Examples of such behavior include, but are not limited to, harassment and threats toward individuals or property, photographs portraying inappropriate or illegal situations, misrepresentation of identity, etc.

6.14 Off-Campus Conduct

Disruptive off-campus social functions at single family residences are subject to institute's review and sanctions. Individual students, groups of students, and student organizations may be held accountable for hosting disruptive events, parties, or social functions.

6.15 Use of Physical Force or Threat of Physical Harm

Physical abuse, injury, constraint on another's physical movement, or threat of harm toward another person is prohibited. These acts include, but are not limited to, assault, and all forms of personal abuse.

6.16 Unauthorized Entry or Occupation

Unauthorized entry or occupation of institute's or other facility which is locked, closed to student use, or otherwise restricted as to use, is prohibited.

6.17 Verbal Abuse and/or Harassment

Verbal abuse is the use of obscene, profane, or derogatory language that abuses or defames another person. Harassment is any action, verbal or nonverbal, that annoys or disturbs another person or that causes another person to be reasonably apprehensive or endangers the health or safety of another person. No student will engage in conduct that limits or restricts the freedom of another person to move about. No student will participate in conduct or nuisance actions that may prevent or distract others from their institute studies or the legitimate pursuit of their personal affairs. No student will use a telephone, computer, other electronic media, or third parties to carry out any harassing offences.

6.18 Violations

Motivated by Race, Gender, Sexual Orientation, Religion, and other Factors Prohibited

6.19 Weapons

Weapons on campus or other educational property, weapons of any type are prohibited. Examples include (but are not limited to): BB guns, stun guns, air rifles, air pistols, paintball guns, bowie knives, dirks, daggers, slingshots, leaded canes, switchblade knives, blackjacks, metallic knuckles, razors and razor blades (except solely for personal shaving), any item used as a weapon or to inflict injury or damage, and any sharp, pointed or edged instruments, except instructional supplies, unaltered nail files and clips, and tools used solely for preparation of food.

7. GUIDELINES FOR EXTENSION ACTIVITIES

7.1 NSS Activities/ Programmes

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution. The reason for the formulation of this objective is the general realization that the college and +2 level students have a tendency to get alienated from the village/slum masses which constitute the majority of the population of the country. The educated youth who are expected to take the reins of administration in future are found to be unaware of the problems of the village/slum community and in certain cases are indifferent towards their needs and problems. Therefore it is necessary to arouse the Social conscience of the students, and to provide them an opportunity to work with the people in the villages and slums. It is felt that their interaction with the common villagers and slum dwellers will expose them to the realities of life and bring about a change in their social perception.

Objectives

- Understand the community in which they work.
- Understand themselves in relation to their community.
- Identify the needs and problems of the community and involve them in problem solving process.
- Develop among them a sense of social and civic responsibility.
- Utilize their knowledge in finding practical solution to individual and community problems.
- Develop competence required for group living and sharing of responsibilities.
- Gain skills in mobilizing community participation.
- Acquire leadership qualities and democratic attitude.
- Develop capacity to meet emergencies and natural disasters .
- Practice national integration and social harmony.

Aims of NSS Programmes/Activities

The operational aim of NSS is to integrate the three basic components of the programme. NSS programme should provide a variety of learning experiences which must develop a sense of participation, service and achievement among the volunteers. The activities should aim at the following:-

- Making education more relevant to the present situation to meet the felt needs of the community and supplement the education of the university/college students by bringing them face to face with the rural situation.
- Providing opportunities to the students to play their role in planning and executing development projects which would not only help in creating durable community assets in rural areas and urban slums but also results in the improvement or quality of life of the economically and socially weaker sections of the community.
- Encouraging students and non-students to work together along with the adults in rural areas.
- Developing qualities of leadership by discovering the latent potential among the campers, both students as well as local youth (Rural and Urban), with a view to involve them more intimately in

the development programme and also to ensure proper maintenance of the assets created during the camps.

- Emphasizing dignity of labor and self-help and the need for combining physical work with intellectual pursuits.
- Encouraging youth to participate enthusiastically in the process of national development and promote national integration, through corporate living and cooperative action.

While undertaking these activities, NSS unit should envisage its programmes/ activities aimed at instilling discipline, building character, promotion of physical fitness and development of culture.

a **Regular NSS Activity:** Under this, students undertake various programmes in the adopted villages, college/ school campuses and urban slums during weekends or after college hours. The NSS units organize the regular activities as detailed below:

i **Orientation of NSS volunteers:** To get the NSS volunteers acquainted with the basics of NSS programmes, 20 hours are allocated for their orientation through lectures, discussions, field visits and audio-visuals, etc.

ii **Campus Work:** The NSS volunteers may be involved in the projects undertaken for the benefit of the institution and students concerned. Such projects cover development of play grounds and gardens, tree plantation in the premises, awareness programmes on drug-abuse, AIDS, population education and other projects. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year.

iii The remaining 70 hours will be utilized for community service on the projects in adopted villages/urban slums independently or in collaboration with others in this field, as detailed below:

- **Institutional work:** The students may be placed with selected voluntary organizations working for the welfare of women, children, aged and disabled outside the campus.

- **Rural Project:** The rural projects generally include the working of NSS volunteers in adopted villages for eradication of illiteracy, watershed management and wasteland development, agricultural operations, health, nutrition, hygiene, sanitation, mother and child care, family life education, gender justice, development of rural cooperatives, savings drives, construction of rural roads, campaign against social evils etc.

- **Urban Projects:** In addition to rural projects other include adult education, welfare of slum dwellers, training in civil defense, traffic control, setting up first-aid posts, work in hospitals, orphanages, destitute home, environment, population education, drug, AIDS awareness, and income generation projects etc. Professional and technical institutions having NSS may have to design appropriate programmes for the community based on the needs.

- **Natural calamities & National Emergencies:** The NSS units are expected to utilize the services of NSS volunteers at the time of natural calamities and national emergencies for mobilizing public support and rendering necessary assistance to the authorities in rescue, relief and rehabilitation. In such

emergencies and calamities the Programme Officers are expected to take the initiative and offer the services of the NSS units and its volunteers to assist the administration. For further details please see page No.23 of the Manual.

- **National Days and Celebrations:** The National Service Scheme programmes also include the celebration of National days. The purpose of such a provision is to celebrate such occasions in a befitting manner.

NSS Regular activities in Adopted Villages, Slums and with Voluntary Organizations: NSS volunteers generally work with villages, slums and voluntary agencies to complete 120 hours of regular activities during an academic year. The aim of NSS volunteers in these areas has already been discussed in the previous chapter. As per the fundamental principles of National Service Scheme, a volunteer is expected to remain in constant touch with the community. Hence, it is of vital importance that a particular village/slum is selected for implementation of NSS programmes. As the NSS volunteer is to live with the members of the community and learn from their experience during his/her tenure in NSS, the village/slum should be carefully selected for adoption by NSS unit.

NSS at institution level: Organization and Administration of NSS unit

The unit at college/+2 level is the grass-root unit in NSS. The organization keeps contact with the community, administration, student youth and teaching faculty through this unit only. Therefore, the organization and management of NSS unit are of vital significance.

i NSS Unit

An institution will be allotted NSS units according to the strength of students. The number of units will be allotted by the Programme Coordinator in consultation with NSS Regional Centre and State Liaison Officer considering the demands of the institution. It is expected that the institution will provide necessary facilities for the successful running of the NSS unit because it is a part of the institution i.e., college or school. The strength of a unit will be 100 NSS volunteers normally. The strength of the NSS unit can be extended up to 120 volunteers in exceptional cases where second unit cannot be raised due to constraints. It is always preferable that a separate unit is started instead of enrolling more NSS volunteers. In exceptional cases where the total strength of students enrolled is very small, a smaller NSS unit can be started with the strength of 75 NSS volunteers.

ii Enrollment of NSS Volunteers

At college level the NSS volunteers will be enrolled from the first and second year degree-class students. Preference should be given to the students who have worked as NSS volunteers at +2 level also. Students belonging to minority communities, scheduled castes and scheduled tribes should be encouraged to participate in NSS. They should be given due representation where more students desire to join NSS. In co-educational colleges the girls should be motivated to join NSS. The students from foreign countries studying in Indian universities should also be encouraged to join NSS so that they may share the experiences of national reconstruction and community work. NCC cadets will not be allowed to join NSS. Similarly NSS volunteers will not participate in NCC or any other youth organization as long as they are in NSS. Same restriction will apply to the NSS Programme Officers also.

iii Programme Officers

One Programme Officer will be Incharge of one unit only. Only those belonging to the teaching faculty will be considered for appointment as Programme Officer. Programme Officer will be responsible for the

organization of NSS unit, implementation of NSS programme under the supervision and direction of Principal of the college or head of the institution. The Programme Officer will be responsible to carry out the instructions issued by the Programme Coordinator of the University, NSS Regional Centre and State Liaison Officer for the implementation of NSS activities as per the NSS Manual, programme guidelines and administrative and policy directives. There shall not be any clash between the instructions issued by the NSS Regional Centre or State Liaison Officer or Programme Coordinator as these instructions given should be based on NSS Manual/Programme guidelines or administrative or policy directives issued by the Government of India. Other details regarding the Programme Officers are given in chapter 2 of this part.

iv Approach

The main objective of NSS programme is to prepare the NSS volunteers for the democratic, self-disciplined and self-reliant way of life. It is, therefore, of vital importance that the NSS units are organized and run on democratic lines. The student leaders, NSS leaders, NSS volunteers and other members of the staff, and eminent personalities from the community are also to be associated with it. They should be encouraged to participate in planning, execution and evaluation of NSS programme.

v Physical Facilities: Office & Storage

With the growing importance of the National Service Scheme, certain physical facilities have become essential. It is, therefore, expected that college /school authorities would provide a separate room along with furniture and other services for the NSS unit. Similarly the college/school will provide necessary facilities for the storage of NSS materials and equipment. For this, following points have to be taken care:-

- The articles/materials purchased out of NSS funds will be stored separately and used for NSS purpose only.
- The stores and equipment will be entered in a stock register properly. The entries in the stock register will be endorsed/ initialed by the head of the Institution as required under normal financial rules. At the time of change of Programme Officer, the Head of Institution will ensure that the charge of NSS stores and materials is properly handed over by the outgoing Programme Officer to the new Programme Officer. Necessary certificate of transfer of charge will be duly countersigned by the head of the institution in the stock register.

vi Records and Registers

The NSS Programme is financed by the public funds. Therefore, the institution should maintain the financial records and registers as required under financial rules and these have to be kept open for inspection and audit. The records and registers will be properly handed over by outgoing Programme Officer to the newly appointed Programme Officer. The following records/register are to be maintained in the NSS unit at college level:-

- **Enrollment Register:** A register with complete particulars and profile of the students enrolled in NSS should be maintained, unit wise. This register should have information about the names, sex, SC/ST, and class of NSS students, their interests, and experience in NSS and other service activities.
- **Project Register:** This register is to be maintained by the Programme Officer with the help of students. It should provide a list of the projects undertaken during the year with complete information on each project, viz; places/ area/ institutions, target group, number of students (also names) involved in the particular activity and financial allotment, if any, for the particular

project. The project register should give a picture of the adopted are – say for instance, village profile or description of the institution and also periodically the outcome of a particular project. For example, if the project is in the area of health education, details of the number of children covered under the immunization programme could be indicated. This record in course of time, should reflect on the success or failure of a particular project.

- **Stock Register:** A stock-register, listing separately, the consumable and non-consumable items, should be maintained. In addition, an issue/lending register must be maintained for purpose of verification and periodic stock-checking. The entries in stock register will be initialed or countersigned by the Head of the Institution.
- **Record of Attendance:** Attendance of student volunteers at the various sessions/camps of NSS must be recorded and their signatures must also be obtained.
- **Minutes Book:** The Programme Officer should record the minutes of meetings of the advisory committee and other meetings held periodically. This would help him/her in taking suitable follow-up action.
- **Personal Work-Diary of Programme Officer:** Maintaining a personal work-diary will be useful for the Programme Officer wherein he/she notes the projects details, difficulties encountered in the project, number of hours spent for NSS and future plans of action.
- **Work-Diary of NSS volunteer:** It will be helpful for each student volunteer to maintain a work diary to note details of area of work, target groups, activities conducted, time spent, problems and plans of further action. NSS student leaders of various projects could give details of the activities and programmes, extra hours spent, attendance of the members (volunteers) and target groups.
- **Financial Records:** While the college/school office is responsible for separately maintaining accounts for NSS and ensuring their audit, the Programme Officer concerned, should keep himself/ herself informed of the progress of the expenditure and be aware of the accounting procedure adopted by the institutions' office. He/she should ensure submission of expenditure statement and utilization certificate to the university/state government in time. College/schools having more than one NSS unit may select of the Programme Officers to look after the accounts, records, reports and returns etc.

vii **Financial expenditure**

- **Contingent Expenditure for NSS Unit:** The NSS unit is initially supported by NSS grants received from Central and State Governments. The Programme Coordinator releases the grants to the concerned colleges at appropriate time subject to certain conditions. Details of such grants and norms of utilization are given in Chapter 2 of Part-IX dealing with financial accounts under expenditure at institution level.

1 Adoption of Villages

Adoption of a village and area is a very meaningful programme in NSS. It is far better to concentrate attention on one village and take up the task for development perspective, than to fritter away energy in many locations involving too many activities which may not be completed at all or where the follow up action may not be possible. From this point of view, village adoption programme should ensure continuity of work vis-à-vis sustained action, evaluation and follow up work.

Contacting Village/Area Leaders:

As a first step in this programme, it is necessary to establish contact with more than one village which would help to select a village where 'Leadership' is well established. In other words, selecting a village with proper leadership is very important as the sustained follow up action and evaluation is ensured in such places. To start with, the NSS unit can take the help of the Block Authorities, District Panchayat Officer, District Tribal Welfare Officer, District Medical Officer, Extension Officer of Agriculture, Irrigation and Education Departments for the selection of the village. It is to be noted that the selected villages should be within a short distance from the college so that constant contact can easily be made.

Survey of the Village/Area:

Before drawing up the plan of action, it is absolutely necessary to conduct a comprehensive survey of few villages situated at a short distance from the college. The assistance from the teachers and students of agriculture, economics, commerce, geography, statistics, home science, social work, medicine, psychology and education etc. have to be sought for the purpose. Conducting socio-economic survey can be an interesting field activity which has direct bearing on the curriculum of economics, commerce, statistics, psychology, health education etc. The report of such a survey will provide up-to-date information about the problems and potentials of the village and help in programme planning for village development. The applied field work will help the students to increase their analytical ability and deepen their thinking. Further, this will help them to identify the problems which have been left unnoticed. The survey work can also be accomplished with the help of PRA exercises (Participatory Rural Appraisal)

Identification of Problem(s):

It is on the basis of this need assessment that projects/programmes are to be formulated. The programme officers should use their discretion and should identify the projects this can be completed by seeking assistance from the communities/other agencies.

The Programme Officers (PO) should motivate the communities to involve themselves with NSS for the community development work undertaken by the NSS unit. Further he or she will have to seek the help of various government departments and agencies for technical advice and financial assistance. Therefore, he/she must establish lathes good rapport with the government officials and development agencies. For this, it is better if the administration is taken into confidence by prior consultations.

Completion of Projects

As already stated, the Programme Officer must select the projects very carefully as the image of NSS depends upon the successful completion of such projects. Successful completion of the projects can win appreciation and credit of the community.

Evaluation of Project

Every project should be evaluated after its completion by involving members of the community, Government officials and Panchayat officials. The NSS unit should learn from the lapses in the execution of the project and plan for the next project keeping in view the bottlenecks and constraints faced by them during the earlier project.

2 Adoption of Slums

Most of the colleges and universities are usually located in the urban areas. Due to long distance between the college campuses and the villages, the visits to the adopted villages by the NSS volunteers may become expensive and time consuming. In view of this, it is desirable to adopt slum especially by colleges located in urban areas.

Survey of the Slum

For adoption of a slum, there should be composite survey team consisting of students drawn from faculties like, Arts, Science, Engineering, Medicine, Home Science and Social Work etc. The selected areas should be compact and should be easily accessible for students. Areas with acute political conflicts may be avoided. The issues pertaining to the identification of problems, project planning, interaction and coordination with the various departmental agencies, execution and completion of projects shall be undertaken on the same basis/lines as discussed earlier in the part 'Adoption of Villages'. The progress of projects should also be reviewed frequently.

NSS volunteers for Slum Work

Taking into account the living conditions & status of slum dwellers of the slums, only highly motivated, adaptable, mature and skilled students should be selected for slum development.

Services in Slums

- The slum, tenements, jhuggis and jhoupri can be adopted by the NSS units with the aim of slum improvement and check its spread. Under this, activities like providing water, water logging, sanitation, electricity, drainage, health and welfare services, life and living conditions can be undertaken.
- There should be a socio-economic survey of the slum by a team of volunteers drawn from different faculties.
- The selected area should be compact. There should not be more than 300 residents in an adopted slum.
- The community people should be receptive to the ideas of improving their living standard. They should also be ready to coordinate and involve in the projects undertaken by the NSS for their upliftment.
- The areas where political conflicts are likely to arise should be avoided by the NSS units.
- The area should be easily accessible to the NSS volunteers to undertake frequent visits to slums.
- The working in the slum needs commitment and hard work. Only sensitive and highly motivated NSS volunteers can find easy to serve in slum areas.

Coordination with Voluntary Organizations

It may be noted that the NSS unit has no financial resource to implement any programme in the adopted villages or slum on its own. Therefore, a successful unit has to closely coordinate with the government agencies and voluntary organizations working in this field. After identification of the needs of the community and the selection of projects, the programme officer should look for the Government agency or a voluntary organization who can assist in the completion of a particular project. The different departments of the Government like forest, agriculture, adult education, health, child and family welfare, can render very useful assistance to the project pertaining to community work. Voluntary organizations can also help in forming public opinion in favour of NSS projects. Adult education samitis, Nasha Bandi Boards, Yuva Mandals and Mahila Mandals can provide additional assistance to the NSS units. Similarly voluntary land statutory welfare agencies such as Community Centers, Residential Institutions for children/women, the Aged and Institutions for physically handicapped and disabled can provide a wide scope of the choice of service to the NSS volunteers. NSS volunteers can be placed with these agencies considering the inherent aptitudes and inclinations of NSS volunteers. NSS volunteers must be told to develop a sense of belonging and respect for the people with whom they are working. Working in close

collaboration with these agencies will help the NSS volunteers in understanding the problems of a vulnerable section of the society.

3 National Service Volunteer Scheme (NSVS)

This scheme provides opportunities for outstanding Ex-NSS volunteers to undertake service oriented activities on a full time basis. The placement of the volunteers is made with the university Programme Coordinators, colleges or institutions having NSS units. The NSS volunteers assist the concerned authorities in field work and projects concerning youth and community. They cannot be employed on any clerical or office work. The NSVs is given a stipend of Rs. 500/- per month and a traveling allowance of Rs. 200/- per month and Rs. 100 as annual contingency expenditure. Selection of NSVs is made by a Committee constituted for this purpose. The placement of volunteer is for a period of one year initially which can be extended for another year subject to assessment of his/her performance. The stipend including traveling allowance and contingency expenditure is borne by the Department of Youth Affairs & Sports.

The Department of Youth Affairs & sports has published pamphlets on youth programmes. These pamphlets may be obtained from the Under Secretary, Publication Unit, Department of Youth Affairs & Sports, Shastri Bhawan, New Delhi-110001 or from NSS Regional Centers and Nehru Yuva Kendras. The Department of Youth & Sports does not entertain proposals regarding any youth programmes directly from the sponsor. These proposals are processed at initial stage by the NSS Regional Centers in their respective region. Therefore, it is desirable that the Regional Centers are approached for detailed information for preparing such proposal in consultation with the Programme Coordinator of the University. The authorities concerned with National Service Scheme sincerely desire that the benefit of these programmes should reach the NSS volunteers who are the target groups of these programmes.

4 Day Camps

Some universities have informed that NSS volunteers fail to complete the prescribed 120 hours in social work under NSS programme due to disturbance caused to academic session. It was therefore suggested that NSS units may be allowed to organize day camps to complete the prescribed 120 hours of NSS regular work. These camps of 8 hours duration may be organized on weekends and holidays. They may do the community work for 16 hours in 2 consecutive days. Expenditure not exceeding Rs. 8/- per head per day may be incurred towards refreshment and transport expenses out of college/+2 level NSS regular activity grants meant for the development of programme. Such camps can be organized selectively when felt necessary in consultation with the Principals of the Institutions.

8. GUIDELINES FOR COMMITTEES, DUTIES & RESPONSIBILITIES

8.1 Academic Committee

The Department Academic Committee has responsibility for oversight of all matters related to academics of the department. The committee exercises the power in decision-making, examination, evaluation and consultation of all academic affairs of the department.

Objectives

- The main objective of the academic committee is to oversee the academic affairs of the college and make recommendations to the Principal about academic programs and strategic priorities.
- The members of the committee sit together at regular intervals of time to develop the ways and means to ensure that quality teaching-learning process should remain the topmost priority.
- This Committee also formulates the guidelines, rules and regulations of all Academic affairs of the College.

Roles and Responsibilities of the Department Academic Committee:

- Members of the committee give their suggestions and directions for the smooth running of the college in academic aspect.
- Review the academic and other related activities of the college.
- Review the students and faculty development programs.
- Visualize and formulate perspective plans for the development and growth of the college.
- Prepare and review Academics Calendar and Class Routine for the college.
- Review and update the College Prospectus.
- Draft Concise Leave Rule for the teaching and non-teaching staff of the College.
- Decide the introduction of Students Uniform in the College.
- Promote research and extension activities in the college campus.
- Plan for sustaining the quality of education, quality improvement and accreditation of the college.
- Keep vigilance on the attendance of teachers and regularity in taking the classes.
- Review student's attendance/malpractices in examinations.
- Oversee the internal examinations/evaluation/recording.
- Take disciplinary action to the students for violation and disobedience to the college rule.

8.2 Administration Committee

The committee is responsible for all the administration related matters.

Objectives:

- Organize the purposeful overall functioning of institution.
- They act as a connecting link between the senior management and the employees.

Roles and Responsibilities:

- Provide motivation to the work force and make them realize the goals of the organization.
- Setting Goals for academic and financial year
- Planning, organizing, staffing, leading and controlling.
- Responsible for the organization of the purposeful overall functioning of institutions of higher education.
- To ensure the efficient performance of all departments in an organization.

8.3 Alumni Association

The association focuses to develop goals and coordinate the efforts aimed at their accomplishment.

Objectives:

- To arrange and conduct meetings of the alumni.
- keep a roster of all Alumni of college and their pertinent data
- Mobilizing support of Alumni for the betterment of the University through a network of Alumni

Roles and Responsibilities:

- To provide a standardized organizational structure and coordinated program for alumni chapters.
- Alumni are the most important evaluators of an outcome-based curriculum because only they can match their experience of the curriculum against the demands of their current roles.
- Operating under an organizational structure that allows the chapter to set and achieve goals.
- Collaborating with regional admissions recruiter to assist in the recruitment of students to attend the University.
- Encourage alumni to become members of the National Alumni Association.

8.4 Anti-ragging Committee

Anti-Ragging Committee shall be responsible for the promotion of prevention of ragging/ bullying done to students.

Objectives:

- To prohibit, prevent and eliminate the scourge of ragging including any conduct by any student whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness a fresher or any other student, or indulging in rowdy or undisciplined activities by any student.
- To monitor, direct and oversee the functions and performance of the Anti-Ragging Squads in prevention and curbing of ragging in the institution.

Roles and Responsibilities:

- To be vigilant at all hours all around the campus and other places vulnerable to incidents of and having the potential of, ragging and shall be empowered to inspect such places.
- To make surprise raids at other places vulnerable to incidents and having the potential for ragging.
- To conduct an on-the-spot enquiry into any incident of ragging referred to it by the faculty or student or parent or guardian, as the case may be: and the enquiry report along with recommendations shall be submitted to the Head of the Institution for action.
- To ensure the display of posters on Institution and Department Notice Boards and other prominent designated places.
- The Anti-Ragging Squad regularly makes rounds in the campus to effectively monitor the students behavior in the campus
- To offer services of counseling and create awareness to the students on the evils of Ragging
- To inform about the Suggestion Box this is placed in the college which helps the students to drop complaints or any kind of problems.

8.5 Boys Hostel Committee

This committee looks after facilities provided at Boy's Hostel.

Objectives:

- To ensure proper availability of hygiene rooms, washrooms and canteen for utility
- To ensure security of resident boys students

Role and responsible of Boy's Hostel committee

- Responsible for maintenance of the hostels.
- Looks after the quality of food served in the hostels.
- Keeps strict discipline among students of the hostels.
- Reports to the Director in case of any indiscipline or misbehavior by the students.
- Looks into the grievances/complaints of the students if found genuine.
- Arranges for first-aid in case of any emergency and arrange for hospitalization of student/staff, if required.

8.6 Budget and Finance Committee

The committee is involved in financial budget allocation for maintenance of infrastructure, procurement of chemicals and glassware, sports, library, etc.

Objectives:

- To prepare the budget for various academic and non-academic activities.
- To monitor proper utilization of the allocated budget.

Roles and Responsibilities:

- To prepare and finalize the budget for various academic and non-academic activities.

- To hand over the budget copy to the respective committees.
- To ensure proper usage of the allocated budget.
- To monitor various activities in the institute for which the budget is allocated.
- To monitor and maintain utilization bills for each event conducted.

8.7 Class Committee

This committee shall be responsible for maintenance of decorum of the class by monitoring student's activity, organization of regular classes, etc.

Objectives:

- Monitor Academic activities
- Monitoring student's activity
- Maintain decorum of the class

Roles of Class Committee:

- Update the class attendance on the LMS (ssmcati.in) (Collpoll) daily and monitor absentees and latecomers.
- Update the class attendance on the class diary daily. Ensure that the class diary is signed by every Subject Teacher at the end of the week. Ensure that all events conducted in college should be communicated to class.
- Monitoring, strict adherence to Academic Calendar of Events
- Addressing Grievances related to Class activities.
- Conduct meetings to discuss class matters with the class committee or with the whole class as and when necessary.
- Remote innovation and enterprise related activities to the class.
- Promote the use of LMS OBE for course attainment.

8.8 Code of Conduct Adherence Committee

Teaching is a noble profession and teacher plays a very crucial role in shaping a student. The faculty members are expected to exhibit a good conduct so that the students consider them as role models.

Objectives:

- Monitors the implementation of code of conduct and code of ethics for both students and staff
- The staff and students are also expected to discharge their responsibilities with diligence and contribute in a big way to strengthen this institution.

Roles and Responsibilities:

- Establishing procedures to deal with code of conduct deviations / professional misconduct.

- Assist the Unfair means Committee to investigate into reported cases of academic dishonesty during examinations.
- Support the Vigilance squad to maintain overall dignity, discipline and decorum of the institution.
- To ensure protection and safety of whistle blowers and acknowledge their contribution in maintaining the ethical standards.

8.9 Course Committee

The committee monitors the curriculum aspects laid down the affiliated universality.

Objectives:

- The purpose of course committee is to ensure about the proper running of academic activities by means of utilizing all the available facilities in the college.
- To deliver quality teaching.
- To keep under review the academic quality of the course and ensure that the course is delivered.

Roles and Responsibilities:

- To prepare the calendar of events for the particular academic year
- To prepare time table.
- Implementation of ICT enabled facilities for teaching
- Formation of student's council
- Conduct of Internal examination as per the schedule.

8.10 COVID-19 Committee

The committee looks after health and hygiene aspects of the staff and students of the institute.

Objectives

- To proactively protect our communities and limit the spread of COVID-19 by the adoption of smarter controls to make social contact less infectious.
- To ensure the safety and wellbeing of our staff through the implementation of measures aligned to the COVID-19 Secure guidelines.
- To maintain an effective Emergency Response – we will continue to respond to all incidents.
- To maintain Preparedness activity – we will continue prepare, train and exercise against foreseeable risk and seek the safe and prioritized resumption of Preparedness activities disrupted by COVID-19.
- To protect our communities from fire – we will adopt a risk-based approach to Protection activities, balancing the need to regulate the Regulatory Reform (Fire Safety) Order 2005 and protect staff and the public from COVID-19.

- To prevent the impact of fire and other emergencies on our communities – we will adopt a risk-based approach to Home Fire Safety Checks, the promotion of safety messages in educational establishments and wider community based Prevention promotion including road and water safety.

Roles and Responsibilities

- Identification and collation of information and data needs to support COVID-19 related reporting and assurance to the Home Office, including but not limited to COVID related absence, impact of NHS Test and Trace, and the use for COVID19 related activities like mask, social distance etc.
- Collation of information from Fire and Rescue Services to support the provision of assurance to Home Office in regard to the implementation of measures to ensure workplaces are 'COVID-19 Secure' in line with WHO guidance.
- Ensure an appropriate response to further COVID-19 peaks, either locally, regionally or nationally

8.11 CPETS Committee

Continuing Pharmacy Education, Training and Services unit is the outcome of Institutes vision and professional obligation directed towards enhancement of Professional practice through lifelong learning concept to aid in the deliverance of competent professional services.

Objectives:

- To address community's Health and Pharmaceutical care needs through the platform of educational activities targeted to address gaps in knowledge, skills, approach and performance of the health care givers and receivers.
- To synchronize with the professional advancement to cater the ever changing health care needs and professional competency
- To educate and enrich graduates and professionals through promotion, encouragement and enablement of professional attitude and aptitude

Roles and Responsibilities:

- Activity development based on identified professional practice gaps and the educational needs underlying those gaps (e.g., knowledge, skills, performance) ☐
- Learning objectives that are specific and measurable ☐
- Instructional materials, including handouts and tools that can be used by the learners in the practice setting
- Active learning techniques that facilitate sustained learning
- Assessment of learning to ensure the learning objectives have been achieved
- Evaluation of the CE activity, including satisfaction of learners, and achievement of intended outcomes

8.12 Cultural and Sports Committee

The committee has been established to maintain and promote extra-curricular and pursuance of all physical sports activities for students.

Objective

- To promote extracurricular activities for students in the performing arts.
- To arrange extracurricular activities for students in order to bring out the talents of students in the performing arts.
- To provide an environment for physical development of the students.
- To provide opportunity to student to showcase their talent in sports field.
- To promote sportsmanship among students by organizing various sports activities.

Roles and Responsibilities:

- The Cultural Committee shall be responsible for all intra and inter college cultural events.
- To plan and schedule cultural events for the academic year. (Tentative dates to be included in the academic calendar of the institute)
- The convener of the committee shall conduct a meeting of the committee to discuss and delegate tasks.
- The committee shall display on the Notice Board/ Website information about activities to be organised.
- Arranging the venues for sports events.
- Place order for sports goods on basis of quotations procured.
- Drawing plans for various sports.
- Obtaining permission to hold sports events in the college campus.
- To conduct intra-oriented- college sports events.
- To obtain sanction for Entry/Registration Fees to participate in various sports events.
- To maintain attendance of students who participate in sports events.
- Maintaining reports of sports events participated outdoor or in the University. This is especially important from the Annual Day point of view, as the information is required for the Principal's Report and Prize Distribution Ceremony.

8.13 Disciplinary Committee

Education should bring in moral ethical values of well being to learners and every educator and educating institutions should strive hard to bring in the core human values in the process of learning and focus on quality approach to ensure better living with better educated countrymen. Discipline is the bridge between goals and accomplishment ensures strict rules and regulations for students on behalf of discipline committee.

Objectives:

- To create a safe and motivating environment in our institution and to bring professionalism among students by the inculcation of best practices

- To have an optimistic approach in imparting discipline among students.
- To frame rules and regulations to maintain discipline in the college premises.
- To encourage Good and Healthy Practices

Roles and Responsibilities:

- To maintain and enforce strict discipline within the college campus.
- All the students should wear their ID Cards while they are in the campus and their respective class rooms.
- In case of any violation of dress code or disturbance in the class, the ID card will be confiscated from the student which will be handed over to the student on the same day with a warning and advice from the Disciplinary Committee Members.
- In case of any misbehavior or violation of the college rules, the ID cards of the students will be kept with the Disciplinary Committee Members till the enquiry is over.
- To enforce total prohibition of cell phone usage by the students in the class room.
- To monitor the movement of the students in the college and prevent students loitering around in the corridors during the college working hours.
- To ensure that students maintain complete silence in the library.
- To maintain proper discipline in the college canteen and student waiting room during the college working hours.
- If any damage is caused to the college property by any student / group of students, the cost of the same will be recovered with a fine from the said student / group of this will be followed by disciplinary action.
- If any indiscipline is found by any of the students, warn them on the first instance. Take disciplinary action based on the rules and regulations of the committee, if the pattern of misconduct continues.

8.14 Girls Hostel Committee

This committee looks after facilities provided at Girl's Hostel.

Objectives:

- To ensure proper availability of hygiene rooms, washrooms and canteen for utility
- To ensure security of resident girls students

Role and responsible of Girl's Hostel committee

- Responsible for maintenance of the hostels.
- Looks after the quality of food served in the hostels.
- Keeps strict discipline among students of the hostels.
- Reports to the Director in case of any indiscipline or misbehavior by the students.
- Looks into the grievances/complaints of the students if found genuine.
- Arranges for first-aid in case of any emergency and arrange for hospitalization of student/staff, if required.

8.15 Infrastructure Maintenance Committee

This committee is responsible for developing and implementing strategies for the effective maintenance of the institute's infrastructure and other related facilities. The committee ensures that annual building and other maintenance requirements are satisfied. Identification and planning of preventative maintenance needs is also an important one.

Objectives:

- To ensure proper maintenance of physical property and facilities in the campus
- Ordinary preventive maintenance
- Long range plans for repairs/replacement of equipment
- Regular review of the conditions of infrastructure and other facilities.

Roles and Responsibilities:

- Develop a plan to respond quickly and appropriately to maintenance emergencies.
- Co-ordinate maintenance work with concerned staff.
- To regularly review the condition of the campus building, ground, utilities and other infrastructure to ensure their adequacy.
- To bring to the notice of authority on any irregularities in the conditions of the infrastructure and facilities.
- Ensure cleanliness and neatness inside the campus.

8.16 Institutional Ethics Committee (IEC)

IEC aims to increase awareness, change attitudes and bring about a change in specific behaviors.

Objective:

- It focuses on sharing information and ideas in a way that is culturally sensitive and acceptable to the community, using appropriate channels, messages and methods.

Roles and Responsibilities:

- Preparation and distribution of committee drafts and management of comments received.
- Preparation of enquiry drafts and text for the circulation of final draft international standards or publication of international standards.

8.17 Institutional Animal Ethics Committee (IAEC)

IAEC assumes overall responsibility for the oversight and evaluation of all aspects of the Institution's animal care and use programme and advises the Institution on the steps required to maintain animal research facilities and programmes that conform to the Guiding Principles and other relevant laws or guidelines.

Objectives:

- Experiments shall be performed in every case by or under the supervision of a person duly qualified in that behalf, that is, Degree or Diploma holders in veterinary science or medicine or Laboratory Animal Science of a university or an Institution recognised by Government for the purpose and under the responsibility of the person performing the experiment.
- That experiment performed with due care and humanity and that as far as possible experiments involving operations are performed under the influence of some anesthetic of sufficient power to prevent the animal feeling pain.
- Animal which, in the course of experiment under the influence of anesthetics, are so injured that their recovery would involve serious suffering are ordinarily destroyed while still insensible.
- Experiments on animals are avoided whenever it is possible to do so.
- Experiments on larger animals are avoided when it is possible to achieve the same results by experiments upon small laboratory animals like Guinea pigs, Rabbit, Mice, Rats, Etc.

Roles and Responsibilities:

- All parties involved are aware of, and can meet, their respective responsibilities under the requirements of the Code
- A project does not commence before each AEC approves, or the delegate AEC approves, activities to be conducted by members of its institution. Each AEC should be responsible for approval and monitoring of animal care and use that occurs at the institution for which it acts
- The responsible AECs are aware of all aspects of the proposed use of animals, and consider the cumulative effects on the wellbeing of the animals involved
- The responsible AECs can inspect the animals so that all phases of the project are monitored, including any animal transport between sites
- Animals will receive appropriate care in all phases of the project, including any animal transport between sites
- Clear communication channels are established between all AECs and all investigators.
- Institutions may agree to one AEC (the delegate AEC) approving the entire project, provided that all institutions involved agree to delegate the responsibility for decision making to, and support the necessary actions of, that AEC.
- Arrangements between institutions should be as a formal agreement. Institutions should avoid unnecessary duplication of processes.
- Arrangements should include mechanisms for reporting non-compliant activities between institutions and AECs.

8.18 Internal Complaint Committee (ICC)

Internal Complaints Committee shall be responsible to promote the well-being of women employees and students in the Institute.

Objectives:

- To create and maintain safe, healthy and supportive environment for women and girl students in the campus.

- To address issues faced by women at work place and to organize awareness generation programmes and to take preventive steps towards protection of women staff / female students from sexual harassment in the college.
- Internal Complaints Committee is functioning in the college as per the norms laid down by the AICTE to organize workshops affecting women in general and especially in the following areas:
 - Sensitization and gender equality on campuses.
 - Issues of women arising from societal concerns.

Roles and Responsibilities

- The committee will arrange programs on Women's Day and at other times, as is deemed necessary.
- The committee will admit complaints from:
 - Female employees on harassment and discrimination in the workplace by other employees.
 - Female students on harassment and discrimination in the classroom and in relation to academic activities by faculty and staff and Student to student cases.
 - Female residents on harassment, assault and other forms of misbehavior by employees.
- The committee will follow relevant Acts, Rules of Government of India and Court Orders etc., as applicable from time to time.
- The Committee will institute Enquiry Committee as it deems fit to examine particular complaints.
- The Committee will make recommendations on actions to be taken on specific complaints.
- The committee will organize awareness programs on sexual harassment.
- To inform about the Suggestion Box that is placed in the college which helps the students to feel free to lodge any complaints or problems.

8.19 IQAC

IQAC facilitates the integration of the various activities of the institution and institutionalize the best practices.

Objectives:

- To provide a sound basis for decision making imbibing all the dimensions of service quality to improve institutional functioning.
- To act as a change agent in the Institution.
- To develop and progress a heightened level of clarity and focus in institutional functioning towards creation, sustenance and enhancement of quality and facilitate internalization of the quality culture permeating every sphere of the Institution.

Roles and Responsibilities:

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes.
- Dissemination of information on the various quality parameters of higher education.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of the various programmes/activities of the College, leading to quality improvement.
- Acting as a nodal agency of the College for coordinating quality-related activities, including adoption and dissemination of good practices.
- Development and maintenance of Institutional database through MIS for the purpose of maintaining/enhancing the institutional quality.
- Development of Quality Culture in the College.
- Preparation of the Annual Quality Assurance Report (AQAR) of the College based on the quality parameters/assessment criteria developed by the relevant quality assurance body (like NAAC, NBA, AB) in the prescribed format.
- Bi-annual development of Quality Radars (QRs) and Ranking of Integral Units of the College based on the AQAR.
- Interaction with SQACs in the pre and post accreditation quality assessment, sustenance and enhancement endeavours.
- In terms of UGC Regulations 2010, IQAC shall act as the Documentation and Record-Keeping cell.

8.20 Library Monitoring Committee

The role of the Library Advisory Committee is to support the functioning of the library so that it can facilitate the library development plans by advocating the library development activities with the management.

Objectives:

- Aid in the establishment of a bridge between the Library and the academic fraternity and the institute management.
- Acts as a channel of communication and dialogue between the Library System and its users.

Roles and Responsibilities:

- To provide general direction to the Library
- To review, rewrite and approve library procurement policy

- To negotiate and approve subscriptions to online databases (e-journals, eBooks and data sets)
- To formulate the policy for library use and procedure to be framed
- To review the functioning of the library with regard to its support to the academic programmes of the institute.
- To outline the library collection development policy as and when required, for its implementation.
- To monitor and evaluate, from time to time, trends and developments in information technologies, networking, library automation, library cooperation etc., and to direct the library in their adoption.
- To formulate action plan for the development of library human resource, infrastructure, facilities, products and services.
- Any other function as assigned by the higher authorities
- The LC would meet at least once in six months to review the library affairs
- The committee shall be reconstituted once in three years

8.21 Mentor and Mentee Committee

It aims to escalate the student-teacher interaction and address the academic and non-academic problems.

Objectives:

- Responding to the problems of mentee/s either academic/non academic
- Identifying skills of Mentee/s
- Promoting and motivating mentee/s to take interest in study and other extra and Co-Curricular activities
- Solving problems of mentee/s at early stage so that mentees should attain overall development in Institution

Roles & Responsibilities:

- Support the mentee to make an 'Action Plan' outlining their motivation and goals
- Meet on a one to one or group basis to review the Mentee's progress towards their desired goals
- Use questioning techniques to facilitate the Mentee's own thought processes in order to identify solutions and actions
- Utilize active listening and communication skills to ensure the needs of the Mentee are being met within the mentoring relationship
- Share relevant academic experiences/problems you have overcome (if appropriate)
- Facilitate and encourage autonomous and enquiry-based learning, providing the Mentee with the tools to find their own answers
- Sign-post the Mentee onto other support services should this be necessary

- Attend continuous training to ensure that you have the appropriate skills to support the Mentee in their journey
- Offer a 'safe space' for the Mentee to share their academic worries and concerns and keep the information confidential
- Build mutual trust and respect

8.22 News Bulletin Committee

The committee aims to explore the writing and communication skills of students and staff and provides a platform to display their talents

Objective:

- To publish latest developments in the institution regarding research including publications and presentations by teaching staff and students.
- To publish student performances in academics, cultural activities and extension activities
- To publish articles written by teaching faculty and students.
- To give a glimpse of various academic and cultural activities conducted by the different departments of the institution.

Roles and Responsibilities:

- To select the articles for publication
- To collect the routine information
- To decide the staff editors and student editors for a particular volume and issue of the bulletin
- To avoid any conflict during publication process
- To carefully review the suitability of articles and information for publication

8.23 NSS Committee (Also Refer Page No: 46)

The overall aim of National Service Scheme as envisaged earlier, is to give an extension dimension to the higher education system and orient the student youth to community service while they are studying in educational institution.

Objectives:

- Understand the community in which they work
- Understand themselves in relation to their community
- Identify the needs and problems of the community and involve them in problem-solving
- Develop among themselves a sense of social and civic responsibility
- Utilize their knowledge in finding practical solutions to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Gain skills in mobilizing community participation
- Acquire leadership qualities and democratic attitudes

- Develop capacity to meet emergencies and natural disasters and practice national integration and social harmony.

Roles and Responsibilities:

- NSS volunteers generally work with villages, slums and voluntary agencies to complete 120 hours of regular activities during an academic year.
- As per the fundamental principles of National Service Scheme, a volunteer is expected to remain in constant touch with the community. Hence, it is of vital importance that a particular village/slum is selected for implementation of NSS programmes.
- As the NSS volunteer is to live with the members of the community and learn from their experience during his/her tenure in NSS, the village/slum should be carefully selected for adoption by NSS unit.

8.24 Parent-Teacher Association

The association involves in organizing annual parent teacher meet that helps in bridging the gap between the institution and parents and students.

Objectives:

- To elevate interaction between parents and teachers
- To collect the feedback from the parents who have enrolled their children to our institute.
- Provide awareness among the parents regarding academic and non-academic activities going in the institute.

Roles and Responsibilities:

- Organize annual PTM
- Allow teachers to put forward any issues related to student activity to their parents
- Collect the feedback from the parents who have enrolled their children to our institute.
- Work on the suggestions given by students and parents regarding the betterment of the institute.

8.25 Placement and Carrier Guidance Committee

Placement Cell is an important segment in any Institution as it is the center which ensures the job and career security of the student.

Objective:

- To ensure job security to students.
- To boost confidence of students to face interview and develop skills.
- To teach professional approach to build a proper identity.
- To send students to industries hospitals and academy for learning skills.

Roles and Responsibilities:

- The Placement committee has all the rights to nominate a student(s) student/s to attend the interview. In case selected and an offer is made, then student is free to decide about the same.
- Each student shall be eligible for only one offer. Till a confirmed offer letter is accepted by the student offered by the company.
- All correspondence to and from the company will be routed through the Placement cell only.
- An Industry is free to make their choice of students based on their appropriate Company policies.
- Guest lectures should be conducted by resource person from Industry at least every trimester.
- Mock interviews should be conducting for training students.
- Students should be trained properly for preparing resume and facing interview successfully.

8.26 Press and Publicity Committee

The committee looks after publication of events organised and conducted by the institute in various social media platforms.

Objectives:

- Practice of managing the spread of information about Our Institution's mission, policies and practices in a positive, consistent and credible manner to the Public through Media relations.

Roles and Responsibilities:

- Directly interact organisation's Management members regarding critical Internal and External Organisational events and report these events with editors, reporters and journalists. The media can be newspapers, radio, television and Social Media.
- To send advertisements, news items about the functions or events organised in the college to the dailies and get the news published.
- To bring reporters to the college through invitations or by phone to provide coverage about the functions or events organised in the college.
- To make promotional activities about the college such as printing of pamphlets or brochures in attractive way and to distribute them to the public and students as and when required.

8.27 Prevention of Sexual Harassment and Gender Sensitization Committee

The committee aims to make every effort to ensure and safeguard the rights of female students, faculty and staff members. The cell advocates providing gender equality and gender justice in all its intervention and practices.

Objectives:

- Promote a healthy working environment for all female students, faculty and staff members
- Work towards building a gender-sensitized environment in the institute

Roles and responsibilities:

- Organize workshops and awareness programmes at regular intervals towards building a gender-neutral workplace
- To resolve issues pertaining to girls'/women's sexual harassment
- Provide assistance for taking preventive steps in the matter of gender discrimination and sexual harassment
- Provide a platform for listening to complaints about any type of harassment
- Process oral and written complaints
- Incorporate hygiene habits and ensure a healthy atmosphere in and around the college
- Equip all with the knowledge of their legal rights and redressal of their grievances
- Facilitate speedy delivery of justice for which meetings are to be organized regularly
- Conduct seminars and lectures by specialists and eminent personalities to talk about stopping violence against women, sexual harassment at work and maintaining proper health, hygiene, etc.

8.28 Purchase Committee

Purchase Committee shall be responsible for purchase of chemicals, glassware, stationary, etc., required by the institute.

Objectives

- To check and maintain stock regularly.
- To procure any chemicals, glassware, stationary, etc., required from vendor.

Roles and Responsibilities

- To obtain quotation from different vendors relating to chemicals, glassware, stationary, etc., and forward to management for finalization.
- To maintain stock register.
- To check and maintain stock of chemicals, glassware, stationary, etc.

8.29 Research Review Committee

The committee has been established to motivate professors to involve in research field and to encourage the professors for M. Phil and Ph.D. The committee enhances update to the professors in teaching and learning process for the college.

Objectives

- To motivate the students and professors for research.
- To run the national level research journal for all subjects.
- To motivate the professors for M. Phil, PhD and D.Phil.
- To involve all professors in teaching process for new trends.
- To contribute research in the respect subject.

Roles and responsibilities

- Review of research proposals submitted to various funding agencies and university.
- Promotion of research activities among faculty members.
- Promotion of research activities among students.
- Adherence to research ethics and integrity.
- Encouragement of faculty members to pursue Ph. D degree.
- Organization of conferences, seminars, guest lectures to upgrade the knowledge

8.30 SC/ST Committee

The committee has been established implement, monitor and evaluate continuously the reservation policy of Governance of India and to comply with UGC regulation.

Objectives:

- To implement and monitor reservation policy
- To comply the set reservation policies with UGC regulation
- To spread awareness among SC/ST students regarding welfare policies by Govt. of INDIA.

Roles and Responsibilities:

- To circulate Government of India and Commission's decisions and to collect regularly, on an annual basis, information regarding course-wise admissions to candidates belonging to the Scheduled Castes and Scheduled Tribes in the Universities and Colleges for different courses, in forms prescribed, by a stipulated date, and to take follow up action, where required.
- To circulate Government of India orders and Commission's decisions and to collect information in respect of appointment, training of these communities in teaching and non-teaching posts in the Universities and Colleges, in suitable forms by a stipulated date and take follow up action where required.
- The SC/ST Cell exclusively looks after the work related to SC/STs matters and no other work is assigned to the Cell

8.31 Student Council Committee

The committee looks after academics matters related to students.

Objective:

- To be the voice of the students to the administration and vice versa as well.
- The purpose of the student council is to give students an opportunity to develop leadership by organizing and carrying out school activities and service projects.
- Unify the student body through social activities and community opportunities

Roles and Responsibilities:

- Create an environment where every student can voice out their concern or need

- To provide a platform where the students can showcase their talent without hesitation
- The student council is responsible for the fluid and graceful functioning of Student and College organized events.
- Promote civic responsibility, leadership, scholarship and human relations within the student body.
- Act as liaison to school administration when it becomes necessary for student issues to be addressed at this level.
- Provide aid to the students, the school and the community
- Host school functions and events.

8.32 Student Grievances redressal Committee

The function of the cell is to look into the complaints lodged by any student, and judge its merit. The Grievance cell is also empowered to look into matters of harassment. Anyone with a genuine grievance may approach the department members in person, or in consultation with the officer in-charge Students' Grievance Cell.

Objectives:

- Develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute.
- Upholding the dignity of the College by ensuring strife free atmosphere in the College through promoting cordial Student-Student relationship and Student-teacher relationship, etc.
- Encouraging the Students to express their grievances / problems freely and frankly, without any fear of being victimized.

Roles and Responsibilities:

- Suggestion / complaint Box is installed in front of the Administrative Block in which the Students, who want to remain anonymous, put in writing their grievances and their suggestions for improving the Academics / Administration in the College.
- Advising Students of the College to respect the right and dignity of one another and show utmost restraint and patience whenever any occasion of rift arises.
- Advising All the Students to refrain from inciting Students against other Students, teachers and College administration.
- Advising all staffs to be affectionate to the Students and not behave in a vindictive manner towards any of them for any reason.
- Ragging in any form is strictly prohibited in and outside the institution. Any violation of ragging and disciplinary rules should be urgently brought to the notice of the Principal.
- The cases will be attended promptly on receipt of written grievances from the students

- The cell formally will review all cases and will act accordingly as per the Management policy
- The cell will give report to the authority about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

8.33 Website Committee

The committee aims to look after college website and regularly update it the activities, circulars and other events carrying out in the college.

Objectives:

- To disseminate the efforts and the achievements of the College, Students, Staff to the outer world through Website updates.
- To identify to update academic, administrative and auxiliary functions.
- To disseminate invaluable marketing and promotions across their professional networks Alumni creates a network which is beneficial are more likely to the engaged graduates.

Roles and Responsibilities:

- To supervise all aspects of the website committee including updating content, training users, and troubleshooting technical issues for the organization website.
- To supervise and make recommendations to remove obsolete or add new features as needed.
- To allocate the list of faculties & Students to make and utilize their knowledge and support to involve in Website Maintenance & Development Committee.
- To coordinate with website committee faculty members, Technical Member to conduct the meetings, discussing about any website updating, taking suggestions from higher level or management for website updation.
- To coordinate the Web development technical member to place the data appropriately on the website.
- To Maintain and manage the website data backup & restoring process for all the related college events, reports, photographs etc.
- To identify and implement the website more effectively by using themes, and plug-in.

8.34 Women Empowerment Committee

The responsibilities of the Women Empowerment Cell is to follow the Mandatory Guide lines, regarding the security arrangements for Girl Students and Women staff of our Institution

Objectives:

- To promote a culture of respect and equality for female gender.
- To conduct seminar, workshop to impart knowledge of opportunities and tools available and train the women.

- To create a conducive counseling environment for female gender to share their problems.

Roles and Responsibilities:

- The cell aims at creating awareness of their rights and duties.
- It also provides a platform for women to share their experiences and views regarding their rights, opinions.
- To suggest ways to improve and empower themselves. Aiming at intellectual and social upliftment of the female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programs and other welfare activities.
- Follow the Mandatory Guide lines, regarding the security arrangements for Girl Students and Women staff of our Institution.

FORM-I



BLDEAs SSM College of Pharmacy & Research Centre Vijayapur-586103

(Affiliated to RGUHS, Karnataka, Approved by PCI & AICTE, New Delhi)

INDUSTRIAL VISIT/ CULTURAL VISIT/ FIELD TRIP/ STUDY TOUR/O UT BOUND TRAINING APPROVAL FORM

| Name of the Applicant | Person ID | Date |
|-----------------------|-----------|------|
| | | |

Kindly read the Guidelines for Industrial/Cultural Visit Approval before fill the form

- 1 Type of Visit/Tour :
- 2 Date & Time of Departure :
- 3 Date & Time of Arrival :
- 4 Address & Phone Nos. (for :
contact)
- 5 Mode of Travel : Train/Bus/Car/Van/Other Mode -Specify (Enclose
details in Annexure 1)
- 6 Copy of Approval letter from : Yes/No (Enclose details in Annexure 2)
Industry
- 7 Accompanying Faculty Details : Yes/No (Enclose details in Annexure 3)
and Undertaking Letter
- 8 List of Students Male/Female : Yes/No (Enclose details in Annexure 4)
- 9 Accommodation Details with : Yes/No (Enclose details in Annexure 5)
Confirmation letter
- 1 Faculty/Students Trained in : Yes/No (Enclose details in Annexure 6)
- 0 First Aid/ Handling Fire
Extinguishers
- 1 Undertaking Letter From : Yes/No (Enclose details in Annexure 7)
1 Students
- 1 Approval from Programmer :
2 Chair/Division Leader (Sign with Seal)
- 1 Approval from Dean/Director :
3 (Sign with Seal)

Note: The Form should be submitted two weeks prior to the departure

Approval from Institute Industrial Tour Safety Committee (Check List)

Mode of Travel Approval - Industry Faculty Details Students Details Undertaking Students Undertaking Faculty Accommodation Safety Training

(Member) (Member) (Member) (Coordinator)



BLDEAs SSM College of Pharmacy & Research Centre Vijayapur-586103

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Annexure 1: Mode of Travel

| Sl. No | Details | Mode of Travel | Travel Details * with Phone number of Agent and Driver Phone Number | Responsible Person Handling |
|--------|---|--|--|--------------------------------|
| 1. | From Institute to Bus Stop/Railway Station/Airport | Bus/Other Mode Specify | | |
| 2. | From Railways Station to Travel Destination | Train (Attach copy of Train Ticket etc) | | |
| 3. | Destination place to Industry Area and Back | | | |
| 4. | Return Journey Details | | | |

* If Travel by outside college bus RC copy of the bus should be attached

Annexure 2: Copy of the Approval Letter from Industry

- Should contain clear date, time and number of days of Visit
- Letter should be by the authenticated person from the Industry minimum at Manager Level with seal.

Annexure 3: Accompanying Faculty

| Sl.No | Name of the Faculty/Emp.id Designation/School/Centre/ | Male/Female | Contact Mobile Number and Email | Alternate Contact In case of Emergency |
|-------|--|-------------|------------------------------------|--|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

Annexure 4: List of Students with details

| Sl. No | Reg. No | Name | Mobile Number | Male/Female | Blood Group | Special Problem if any |
|--------|---------|------|------------------|-------------|-------------|---------------------------|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 4. | | | | | | |
| 5. | | | | | | |
| 6. | | | | | | |

Annexure 5: Accommodation

| Sl. No | Name of Hotel/Guest House | Address and Phone Numbers | Responsible Person Handling | Remarks |
|--------|---------------------------|---------------------------|-----------------------------|---------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

* Attach the accommodation booking copy

Annexure 6: Faculty/Students Trained in First Aid/ Handling Fire Extinguishers

| Sl. No | Emp.id / Reg. No | Name | Mobile Number | Faculty/Student | Remarks |
|--------|------------------|------|---------------|-----------------|---------|
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |

FORM-II



BLDEAs SSM College of Pharmacy & Research Centre Vijayapur-586103

(Affiliated to RGUHS, Karnataka, Approved by PCI & AICTE, New Delhi)

UNDERTAKING LETTER - FACULTY

We here-by undertake that the Industrial Visit/ Cultural Visit/ Field Trip/ Study Tour/ Out bound Training is purely academic related and at any case .

We shall undertake full responsibility of the student's actions and behavior at all times during the course of Industrial Visit/Cultural Visit/ Field Trip/Study Tour/Out bound Training. We further undertake not to breach the safety guidelines of the BLDEA' SSM College of Pharmacy & RC at any cost.

| Sl. No | Empl.id | Name | Signature |
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FORM-III



BLDEAs SSM College of Pharmacy & Research Centre Vijayapur-586103

(Affiliated to RGUHS, Karnataka, Approved by PCI & AICTE, New Delhi)

UNDERTAKING LETTER - STUDENTS

We the students of -----
BLDEA' SSM College of Pharmacy & RC, Vijayapur 586103 do here-by undertake that we are going on Industrial Visit/Cultural Visit/ Field Trip/Study Tour/Out Bound Training to -----organized on date -----departure date ----- time -----from College -----and arrival on date ----- time -----at College. Faculty and staff of BLDEA' SSM College of Pharmacy & RC will not be held responsible for any mishap/eventualities during the trip.

| Sl. No | Reg. No | Name | Hostel Block and Room No. (if applicable) | Signature |
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* The Undertaking should repeat in all pages