

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**BLDEA'S SHRI SANGANABASAVA MAHASWAMIJI
COLLEGE OF PHARMACY AND RESEARCH CENTRE**

**BLDE UNIVERSITY CAMPUS SOLAPUR ROAD,
586103**

www.bldeapharmacy.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2017

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Institute was established in 1982 to cater to the needs of Pharmacy education (students and industries) in the Vijayapur district of Karnataka. Today it is imparting quality Pharmaceutical education at D.Pharm, B.Pharm, M.Pharm and Ph.D. levels. All the courses run by the Institute are approved by AICTE and PCI. The Institute is affiliated to RGUHS, Bengaluru for the various courses. The uncompromising quality of education is supported by modern ICT enabled classrooms, e-resources, well-equipped labs and dedicated teaching and non-teaching faculty.

Having highly qualified and experienced faculty, the Institute is imparting PG programmes in 7 specializations. It is a recognized research center for enrolling students for the Ph.D programme. Academic excellence is possible only when research culture is promoted and proliferates into the faculty and students. The Institute has received 11 research grants from ICMR, VGST, and RGUHS and the total funding from these are 1.26 Cr. The Institute has a credit of more than 400 publications in reputed journals, 260 presentations in national and international seminars and symposiums, 13 research awards, and 5 chapters/books. The Institute has organized 04 state/national level seminars sponsored by RGUHS/ ICMR and conducted many guest lectures by eminent scientists/authorities. Consultancy services are provided for synthesis, isolation, and evaluation of drugs for industry and institutes of the country.

Vision

To provide quality pharmaceutical education, practice and research with global standards and to meet health care needs of the backward region of North Karnataka

Mission

Empowering graduates in application based knowledge with high degree professional integrity and ethics.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Good governance and inspiring leadership from management for quality education.
2. Well-equipped library facilities with internet (WiFi) facilities.
3. Strong affiliations with thriving state medical college.
4. Experienced and fully dedicated academic and research proficiency faculty
5. Recent Foundation funding successes
6. Research publications in various national and international peer-reviewed journals.
7. Book and Chapter publication by staff.
8. Strong Postgraduate research base with approved Ph.D. research centre
9. Collaborative research with medical and science colleges.

Institutional Weakness

1. Current placement of students through campus interview is very marginal
2. Although improved, funding from funding agencies is uncertain
3. Industry Institution Interaction needs to be strengthened further
4. Diversity within the student body has been difficult to achieve

Institutional Opportunity

1. Ph.D. in Pharmaceutical Sciences represents excellent opportunities for research funding and productivity
2. High demand for pharmacists remains unabated
3. Combined M.Pharm/Ph.D. program is now possible

Institutional Challenge

1. Opening of new private colleges in state leading to drop in enrolment.
2. Rapid changes in technology leading to the ever-increasing gap between academics and industrial requirements.
3. Student support services, need to address timely
4. Collaboration with Universities and Industries for providing the facility for higher education and job to all the students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The UG and PG courses are affiliated to the Rajiv Gandhi University of Health Sciences, Bangalore. For all courses, an annual pattern is followed. The development of the curriculum is done by the University and the institution deploys its action plan for implementation. The teachers are encouraged to translate the curriculum to improve their teaching methods. The Institution contributes to the effective implementation of the curriculum by the participation of teachers in syllabus designing. In 2016-17, 12 faculties of Institution have contributed to the curriculum by participation as BoS and Members of syllabus designing committee. The institution regularly interacts with them by sending their suggestions for modification in the curriculum and in the syllabi of various subjects. The college offers enrichment value-added program and an add-on program courses to supplement the regular academic programs. To integrate the cross-cutting issue relevant to values, curriculum per se include these and Institute has organized various seminars, programs, guest lectures etc for further augmentation of knowledge. Structured feedback on curriculum, teaching-learning method and infrastructure facilities are obtained from **Students, Alumni and Parents** which are analyzed and relevant actions have been taken to solve the issues.

Teaching-learning and Evaluation

Institute delivers the curriculum with interactive and instructional techniques that engage students in acquiring knowledge and ability to perform in the different environment of professional life. The process of admitting students is through a transparent mechanism, complying with all the norms of apex bodies including BLDE Associations norms. Students from different geographical areas and socio-economic, cultural and educational backgrounds are admitted as per state Govt norms. Institute ensures thorough teaching-learning process for the students admitted with different geographical background. The gender equity was taken into consideration by admitting Girls to boy's ratio of 1:3. In the last five years, we have admitted an average of 29.9% students from other states. The learner-centered education through appropriate methodologies such as participative learning, experiential learning was adopted. 85.29% faculty have adopted ICT in teaching methodology. Faculties have taken an initiative to learn and keep abreast with the latest developments, to innovate, continuously seek improvement in their work and strive for individual and institutional excellence. 30.1% full-time teachers are having Ph. D degree and 38.8% faculty members are pursuing their Ph. D. studies. Evaluation of students was carried out as a continuous mode in the form of class test, quiz, and group discussions. The performance of the teachers is evaluated through a structured feedback system. The PSOs and COs attainment is tested at the end of every year. Student's progression is continuously monitored through internal as well as university examination and through active placement cell.

Research, Innovations and Extension

Academic excellence is possible only when research culture is promoted and proliferates into the faculty and students. The college promotes updated research for quality education and academic excellence. Research review committee organizes training to the faculty members, postgraduates and doctoral students for writing research protocols for a grant. Full autonomy is given to the Principal Investigator for the procurement of instruments/consumables and utilization of overhead charges. The Institution provides state-of-the-art laboratories equipped with sophisticated instruments for the conduct of research. The Institution bears funds/fees for submission and processing of research projects and other grants to funding agencies like ICMR, VGST, RGUHS etc. The Institution has made planned linkages/collaborations with reputed Institutions and Universities for the promotion of research activities. The outcomes are in the form of collaborative research works and research publications. Faculties and students are motivated to present papers at National/International level seminars, conference, and workshops. To encourage the faculty, seed money is given along with leave on duty to attend the seminars and the registration fee is met by the Management. The staff contributes consultancy services to the needy like other institutions and students. Faculties are involved in consultancy services and try to generate revenue.

Infrastructure and Learning Resources

Institute has adequate provision for teaching and learning as per the apex bodies' norms such as classroom, library and research laboratories. The academic, administrative, research, examination and other curricular and extracurricular activities are housed and carried out in an aesthetically designed building with a built-up area of 4719 sq.mt.

The institute has strengthened the library by adopting the integrated library management system (NewGenLib. v 3.2.1), the library maintains a list of the rare book collection, which helps to get the valuable information. The college gives most care to the physical health of the students by providing the sports infrastructure which include gymnasium and playground. The institutes upgrade its IT facilities with Wi-Fi, purchase of new systems and up gradation of ICT enabled class rooms. The institute has established polices and systems for

proper maintenance and utilization of physical, academic and support facilities. The institute has made the budget allocation for augmentation of infrastructure facilities and library support every year for proper maintenance and utilization. The institute provides additional facilities viz, bank, ATM, post office, auditorium and swimming pool.

Student Support and Progression

Institute, provide various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities, besides supporting deserving students with financial assistance from the college and Government. About Rs 5 lakhs have been sanctioned through various schemes to about 680 deserving students in the last five years, to support the education of poor students. The institution publishes its updated prospectus, which highlights the facilities available in the college, different committees, annual academic calendar, NSS, library facilities, sports activities, scholarship & free ship support system, career counseling, etc. The Institute also conducted coaching and remedial classes for aspiring students. There is a well-established career counseling for entrepreneurship development and placement. Students are guided towards a better career and providing job opportunities through campus interviews. Students from socially and economically weaker sections of the society and physically challenged to get a fair amount of attention in admissions, financial support, remedial coaching, transport facility and career counseling. In addition, the institute has granted membership of students in various administrative bodies of the college such as Grievance and Redressal Committee, Library Committee, Alumni Association, Student support Committee and IQAC of the College.

Governance, Leadership and Management

The Institute has policies and practices in place and has evolved superlative planning human resources management, recruitment, training, performance appraisal, and financial management through overall leadership. The management takes a participative decision- making the process to achieve the vision, mission, and goals of the institution for building the organizational culture. The leadership provides clear vision and mission to the institution by aligning the academic and administrative aspects. The process of seeking appropriate feedback, analysis of responses and ensure that faculty quality and competence of the staff. There is a structured mechanism for performance appraisal of staff. Optimum utilization of budget amount and mobilization of resources are taken into at most care. Institute has an established transparent procedures and processes for planning and allocation of financial resources. Annual audit reports reflect income and expenditure of the institute which is taken care by the financial audit. The Institution has established IQAC for continuous improvement of quality and achieving academic excellence. The institution has conducted the academic and administrative audit (AAA).

Institutional Values and Best Practices

The institution has introduced gender equity an gender sensitivity through awareness and programs, code of conduct for students and all employs is in place and strict disciplinary action was taken against those found violating the code of conduct. Emergency contacts, Police helplines, institute' committee members contact numbers were displayed in prominent places of the institute. Surface rainwater harvesting system is established on the campus. The collected water is used to recharge the groundwater level. Towards the green practices, the students and staff are encouraged to use bicycle one week of every month. Some of the students and staff

members are utilizing the services of public transport such as Govt. buses and autos. The college has taken the initiative step to make paperless by communicating the circular, notice, meeting circular through email, text message, digital notice board, and many social networking sites. Differently abled students were provided the facilities such as ramps, wheelchair, stick, braille software, and scribe for examination. Institution organizes national festivals and birth/death anniversaries of the great Indian personalities. The institution maintains complete transparency in its financial, academic, and administrative affairs.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Bldea's Shri Sanganabasava Mahaswamiji College Of Pharmacy And Research Centre
Address	BLDE UNIVERSITY CAMPUS SOLAPUR ROAD,
City	VIJAYAPURA
State	Karnataka
Pin	586103
Website	www.bldeapharmacy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Navanath Kalyane	08352-264004	9448947496	08352-262643	bldeascop@yahoo.com
Associate Professor	Chandraraj Simpi	08352-265206	9980008098	08352-263303	ccsimpi@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-1982

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

State	University name	Document
Karnataka	Rajiv Gandhi University of Health Sciences	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	
12B of UGC	

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	22-07-2014	12	Change of Institute name is communicated and is under process
AICTE	View Document	10-04-2017	12	

Details of autonomy

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BLDE UNIVERSITY CAMPUS SOLAPUR ROAD,	Semi-urban	45	4719

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy	48	PUC or Intermediate Examination	English	60	60
PG	MPharm, Pharmaceuticals	24	B.Pharmacy	English	10	3
PG	MPharm, Pharmaceutical Chemistry	24	B.Pharmacy	English	10	4
PG	MPharm, Pharmacology	24	B.Pharmacy	English	18	5
PG	MPharm, Pharmacognosy	24	B.Pharmacy	English	8	0
PG	MPharm, Pharmaceutical Technology	24	B.Pharmacy	English	10	0
PG	MPharm, Pharmacy Practice	24	B.Pharmacy	English	6	3
PG	MPharm, Quality Assurance	24	B.Pharmacy	English	10	0
PG	Pharm D, Pharmacy	30	PUC or Intermediate examination	English	30	29

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				4				22			
Recruited	7	0	0	7	3	0	0	3	16	3	0	19
Yet to Recruit	0				1				3			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	13	2	0	15
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				13
Recruited	9	4	0	13
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	3	0	0	0	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	15	2	0	18

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	2	0	4

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	45	49	0	1	95
	Female	25	47	0	0	72
	Others	0	0	0	0	0
UG	Male	79	50	0	0	129
	Female	52	19	0	0	71
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	9	5	6	4
	Female	1	1	4	2
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	0	1	4	0
	Others	0	0	0	0
OBC	Male	31	19	29	32
	Female	10	32	27	11
	Others	0	0	0	0
General	Male	36	19	29	35
	Female	13	9	19	7
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	87	119	91

3. Extended Profile

3.1 Programme

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

Response : 9

Number of self-financed Programmes offered by college

Response : 4

Number of new programmes introduced in the college during last five years

Response : 1

3.2 Student

Number of students year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
355	349	365	323	286

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

2016-17	2015-16	2014-15	2013-14	2012-13
33	33	33	33	29

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

2016-17	2015-16	2014-15	2013-14	2012-13
71	82	58	70	67

Total number of outgoing / final year students

Response : 348

3.3 Academic

Number of teachers year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
34	26	28	27	28

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

2016-17	2015-16	2014-15	2013-14	2012-13
29	25	27	25	26

Number of sanctioned posts year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
33	33	33	33	32

Total experience of full-time teachers**Response : 398.7****Number of teachers recognized as guides during last five years****Response : 17****Number of full time teachers worked in the institution during the last 5 years****Response : 18****3.4 Institution****Total number of classrooms and seminar halls****Response : 11****Total Expenditure excluding salary year wise during last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
128.89	97.41	90.96	96.93	69.14

Number of computers

Response : 68

Unit cost of education including the salary component(INR in Lakhs)

Response : 0.9884

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 0.34887

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Institution follows the curriculum prescribed by RGUHS, Bangalore. At the beginning of academic year, the affiliating university provides syllabus, regulations and academic calendar.

The institution ensures effective curriculum delivery through a meticulously planned and well-implemented process as documented through following method

- Institution strictly adheres to the Annual academic calendar, which is prepared by the Academic coordinator in consultation with Principal, HoDs, and IQAC.
- In the beginning of every academic year, courses are allotted to faculty according to the area of specialization and skill matrix of the faculty.
- The timetable for the entire programme is prepared to indicate specific class and laboratory hours.
- Every faculty prepares monthly and annual lesson plans for the course considering objectives, subject matter, procedure, assessment, and assignment.
- Faculty uses ICT method of teaching and learning and conduct regular assignments, discussions, workshops, seminars, industrial visits apart from regular/traditional teaching methods.
- Laboratory manuals are prepared and distributed to students so they can get acquainted with the procedure and correlate experiments with theory.
- Student's attendances, curriculum progress for the individual course are monitored through faculty maintained work dairies along with the attendance register.
- Course files are maintained by all the faculty members for the subjects handled by them, which contain includes course outcomes, course objectives, content topics, reference books and the expected outcomes from the students by learning through the topics prepared by respective faculty members at the beginning of each year.
- The monthly review meeting is conducted with faculty, HoD, Principal and IQAC coordinator for monitoring of lesson plan.
- Feedbacks of all stakeholders on curriculum are taken regularly. Analysis of feedback is forwarded to the university through BoS members of our institution.
- Regular course end feedbacks are collected from the students regarding the difficulties faced by them and issues like ambiguity and relevance of the topics in the syllabus.
- Whenever faculty is on leave, alternative arrangements made for the conduct of their respective class and faculty has to cover syllabus by taking extra classes.
- Industrial training, internships, and projects by students are monitored regularly and certificates are issued only after successful completion.
- For M Pharm, every candidate maintains a work diary and record of participation in the training programmes conducted by the department such as journal reviews, seminars, etc. The work diary is scrutinized and certified by the HoD and Principal. The presentations are assessed by the faculty

members and peers.

File Description	Document
Link for Additional Information	View Document

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 4

1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	0	0	0

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Details of the certificate/Diploma programs	View Document

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 24.96

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
12	9	1	9	2

File Description	Document
Any additional information	View Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years**Response:** 11.11

1.2.1.1 How many new courses are introduced within the last five years

Response: 1

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented**Response:** 11.11

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 1

File Description	Document
Minutes of relevant Academic Council/BOS meetings.	View Document
Any additional information	View Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**Response:** 9.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
101	62	0	0	0

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

1.3 Curriculum Enrichment

1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum

Response:

The University curriculum per se includes:

Gender Issues:

As part of the curriculum, in subjects like Physiology, Pharmaceutical Biochemistry, Pathophysiology Pharmacology and Medicinal chemistry, students learn sex and gender differences in the etiology, epidemiology, course, and treatment of chronic diseases in women or that affect a disproportionate number of women as compared to men and their treatment. They can identify and make recommendations for mental health issues that affect women in the society such as eating disorders, depression, postpartum depression, psychosis.

To create awareness of gender issues among the students the college organized special programmes on "Women Rights" and "Self-defense training programme" through Women Empowerment and Prevention of Sexual Harassment Cell.

Environment and Sustainability:

To create Environment and sustainability consciousness among the students, Environmental studies is taught as a compulsory subject, which gives the understanding of issues related to depletion or degradation of natural resources and how to preserve these for long-term environmental quality.

To create awareness on Environment and Sustainability, tree plantation activities are carried out under the banner of NSS unit.

Human Values:

Community Pharmacy subject teaches the student to deal with pharmaceutical care services along with patient counseling & providing health-related services to the public in community pharmacy. They also learn how to respond to minor ailments and provide appropriate medication. Expressing empathy and sympathy to patients are taught along with the concept of rational drug therapy.

During Internship, Pharm.D students embrace their moral principles, issues such as openness, sensitivity to their patients, as well as trustworthiness and willingness to take responsibility for the patients. The objective of Internship is to provide patient care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-

based data, taking into account effective communication with patients and the community.

Cultural programs and sports events help students to understand each other. Students are counseled about the ill effects of drugs, tobacco and alcohol, ragging and eve-teasing.

Professional Ethics:

Pharmacists like the other professionals are confronted with many ethical problems. Standards of professional conduct for students which are necessary for the public interest are covered through the entire curriculum. Every student, after completion of course, while practicing will be able to follow ethics in all spheres as under 1. Pharmacist in relation to his job 2. Pharmacist in relation to his trade 3. Pharmacist in relation to medical profession 4. Pharmacist in relation to his profession.

Students are made to, follow code of conduct, maintain confidentiality, follow fair trade practice, follow ethics in handling of prescriptions and maintain professional vigilance

- Importance of Pharmacy ethics is part of the prescribed curriculum and covered under subjects like Pharmaceutical Jurisprudence and Hospital and Clinical Pharmacy.
- Human Research Ethics Committee for humans and Institutional Animal Ethics Committee are constituted which will help to improve the moral behavior and ethics in life.

File Description	Document
Any Additional Information	View Document
Link for Additional Information	View Document

1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years

Response: 6

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during last five years

Response: 6

File Description	Document
Brochure or any other document relating to value added courses.	View Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 74.16

1.3.3.1 Number of students undertaking field projects or internships

Response: 264

File Description	Document
Institutional data in prescribed format	View Document
List of students enrolled	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: A. Any 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

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

File Description	Document
Any additional information	View Document
URL for feedback report	View Document

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrolment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 56.13

2.1.1.1 Number of students from other states and countries year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
176	200	202	177	182

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average Enrolment percentage (Average of last five years)

Response: 60.33

2.1.2.1 Number of students admitted year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
100	86	114	97	86

2.1.2.2 Number of sanctioned seats year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
162	162	162	162	152

File Description

Document

Any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**Response:** 59.16**2.1.3.1 Number of actual students admitted from the reserved categories year wise during last five years**

2016-17	2015-16	2014-15	2013-14	2012-13
19	19	19	19	19

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

2.2 Catering to Student Diversity**2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The institute has the mechanism in place to review, assess and analyze student's requirements for the courses offered, and provide guidance, suggestion and conditioning sessions to address learning deficiencies. The process usually involves assessment of the student after admission to their respective class by subjecting them to the following:

Identification of slow and advanced learners:

- *Assessment of performance at previous qualifying exam.*

The student will be assessed in the category of slow learners by the valuation of marks secured in the previous qualifying exam and would be deemed to be stated as slow learners if they secure less the 50% of marks in PCB combination (in case of the 12th exam as the qualifying exam).

Further, for the students promoted to the next higher class will be again evaluated based on their marks secured in the previous qualifying exam (Less than 55%) to be identified as slow learners. Assessment will be a continuous process for each course.

For the advanced learners, the set criteria will be more than 75 % in the previous qualifying exam for both fresher and incumbent students. This assessment will be a continuous process for each course.

- There will be regular interaction with the student.

At the start of the course, the students are interacted by the respective subject teacher during regular classes to identify slow and advanced learner by grading the student performance by Muddiest Point technique. The grading will be done on the five-point scale.

Supporting programs for slow learners

- Continuous monitoring throughout the academic year.
- Bilingual teaching
- Remedial classes
- Mini assignments and notes

Supporting programs for advanced learners

- Sharing of responsibility at curricular and co-curricular level.
- Participation in extension activities.
- Nomination for Student Union Members
- Nomination for constituent committees of the college
- Seminar assignments
- Participation in seminars, conferences scientific presentations and publications
- Role play in newsletter, consultation for lab technician maintenance of lab equipment and provision for conducting minor experiments and theory classes (especially PG Students)

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

2.2.2 Student - Full time teacher ratio

Response: 10.47

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

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0

2.2.3.1 Number of differently abled students on rolls

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this information	View Document
List of students(differently abled)	View Document
Any additional information	View Document

2.3 Teaching- learning Process

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

Response:

The institute ensures that teaching pedagogy is student-centric. College follows various measures for teaching and learning process to make it student-centric.

Participative learning

Participative learning encourages students to restructure their knowledge and understanding of concepts, helps students recognize gaps in their knowledge, promote effective problem-solving strategies, and teaches students to synthesize, communicate, and discuss ideas in ways that advance conceptual understanding. The institute makes use of participative learning methods like

- Group discussion
- Participative games
- Skits and plays
- Describing visual images
- Field visit
- Excursions
- Classroom debates

Experimental Learning

The 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. The institute utilizes approaches like

- Conduct interviews or experiments
- Role play or simulations
- Keep a reflective journal
- Internship/Apprenticeship
- Student teaching

- Design and development of course relevant information

Problem Solving methodologies

The problem-solving methodologies are 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, teachers serve as “tutors” or “facilitators” who guide learning by maximizing students’ responsibility for learning. The institute utilizes approaches with case studies for each relevant course curriculum for problem identification and facilitates learning through the generation of ideas in solving issues. The case study prepared covers the objective of detecting, identifying, assessing the problems and ways to explore the possible solution by the analytical, intellectual and investigative approach to the student which will be thoroughly facilitated by the tutor.

Process of Problem based learning

Stages	Stepwise 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	
Stage 6	Synthesis and application	Working on action plans
Stage 7	Reflection and feedback	Result analysis

File Description

Document

Link for Additional Information

[View Document](#)

2.3.2 Average percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 85.29

2.3.2.1 Number of teachers using ICT

Response: 29

File Description

Document

List of teachers (using ICT for teaching)

[View Document](#)

Any additional information

[View Document](#)

Provide link for webpage describing the " LMS/ Academic management system"

[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 12.28

2.3.3.1 Number of mentors

Response: 29

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document
Any additional information	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

Coupled with technology, the institute follows newer teaching-learning approaches such as Outcome-Based Learning (OBE), Student-Centered Learning (SCL), Problem-based learning (PBL) and Case Studies (CS). These approaches proven to have a positive impact on learning. The Institute strongly believes in the supremacy of these approaches to teaching-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 the 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 into their teaching-learning in the present and future.

The institute utilizes platforms to assist creativity and innovation in teaching-learning through adopted strategies like;

ICT Method of teaching:

The classrooms are provided with LCD projectors, visualizers and audio-visual aids with internet facility for enabling the students to improve retentive memory and help them to understand the complex concepts clearly. Database and Experiment demonstration software [Micromedex, ChemSketch, ChemDraw, X Pharma etc] and use of virtual labs to facilitate easy understanding of the concepts.

Stimulating Environment: The institute provides its student an environment of self-stimulatory, well decorated, fun and engaging which stimulate student mind and helps them to think and learn better.

Learning Beyond the Classroom

The institute ensures imparting its student out of box thinking and creativity by enabling them to learn concepts and ideas beyond classroom teaching, through organizing technical symposiums, excursion, field visits, internship, and apprenticeship and value-added programs monitored by the faculty.

Guest lecture

Lectures from eminent personalities of national and international repute are organized to help a student to

interact and update with recent advancements.

TED TALK [Technology, Entertainment, and Design]

Regular ted talk session is organized by the institute helps in sharing of innovative ideas concisely and effectively to the diverse student audience.

Roleplay

Teaching through role play helps students to ascertain how the academic material is relevant to their routine work

Journal Clubs: Departmental activity for all PG students, to keep them abreast.

File Description	Document
Any additional information	View Document

2.4 Teacher Profile and Quality

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

Response: 80.49

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 30.16

2.4.2.1 Number of full time teachers with Ph.D. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
11	8	7	7	7

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in number of years

Response: 11.73

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

2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 15.7

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	3	3	3	5

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 7.94

2.4.5.1 Number of full time teachers from other states year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	2	2	3

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

The institute brought in reforms to improvise its continuous internal evaluation system whenever necessitates, the reforms brought by the Institute for the year 2016-17 are as follows;

- Scheduled plan for the evaluation of the CIE mechanism in the calendar of events
- Introduction of the numerical marks instead of grades to ensure evaluation uniformity.
- Adoption of online assessment mechanism
- Dissemination of student performance information to parents through parent meet
- Monitoring of CIE through IQAC.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

The evaluation processes are clearly described in the syllabus. The copies of the same are easily accessed by the students and other stakeholders from the college library, university website, and college website. Any changes in the evaluation processes are notified by the universities to all its constituent colleges by post as well as displayed on its website and the same is communicated to all the staff and students via circulars and display on the notice boards.

The internal exams (sessional) are held periodically. The internal in-charge prepares the timetable according to a prescribed calendar of events and makes necessary arrangements for its transparency and smooth conductance. This information is also communicated to all the staff and students via circulars and display on the notice boards.

The prescribed syllabus is divided into 3 portions for 3 internals. The sessional paper pattern is clearly explained to the students by the teachers and is divided into long essay questions, short essay questions, and short answer questions.

After the sessionals, the corrected sessional booklets are circulated by the subject teacher amongst the students. If there is any grievance, they are addressed incorporated and the marks are shown to the students. The periodic sessional assessment of the students is also communicated to their parents/guardians via post. The average sessional marks are shown to the students; their signatures are taken before sending them to the university via the internet.

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

2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

The institute follows mechanism to address grievances with respect to the examination.

- The students can meet the concerned subject teacher for redressal of grievances regarding internal exams.
- Grievances related internal assessment: The institute has an effective mechanism for redressal of grievances pertaining to examinations. All the grievances related to evaluation are promptly addressed by the Academic committee as per the stipulated norms. A student has the right to appeal in case he/she is not satisfied with the marks secured in the internal assessment test. The student can seek assistance from the teacher concerned. If not satisfied, the student may appeal to the Principal for reexamination. The Principal examines the grievance in consultation with Grievance Redressal Committee and ensures justice to the student.
- Grievances related university examination: In cases of grievances pertaining to university examination end academic examination there is a provision for re-totaling and student can avail photocopy of their answer sheet. They can submit applications to the University Registrar through the Principal.
- The above mechanisms placed by the Institute at the university level are of online nature which ensures transparency, time-saving and efficient in delivery.

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

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institute publishes academic calendar every year before the commencement of new academic session. The college academic committee coordinator in consultation with principal and IQAC formulates college calendar comprising of but not restricted to orientation day, CIE schedule, internal exam schedule, sports day, cultural day, pharmacy week, annual day and then disseminate the calendar of events to all the stakeholders. The Academic coordinator ensures that the calendars of event are strictly followed.

File Description	Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

PSO B.Pharm Programme.

- 1.To train graduates, with a high level of professionalism, commitment, trustworthy, self-confident, with sound knowledge in the discipline of pharmacy, and to reinforce strong academic foundation to further expertise them in the diverse field of pharmacy.
- 2.To produce pharmacy professionals equipped with knowledge and skill to cater to the healthcare needs of the society, technical need of the pharmaceutical industry and to contribute in the research and development areas of pharmaceuticals
- 3.To exhibit strong communication and interpersonal skills, with the provision of the lifelong learning environment to develop and maintain high professional values and ethical standards to comprehend pharmacy profession and to deal with current issues related to it.

PO of B.Pharm Programme

- 1.An ability to apply knowledge of pharmaceutical chemistry, pharmaceuticals, pharmacology, and pharmacognosy to analyze, evaluate and to apply information systematically.
- 2.An ability to design and conduct experiments, as well as to analyze and interpret data.
- 3.An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability,
- 4.d) An ability to function on multidisciplinary teams, at different organizational levels of academic, industry, research and healthcare society.
- 5.An ability to identify, formulate, and solve pharmaceutical problems,
- 6.An understanding of pharmacy professional values and ethical responsibility in discharging professional obligations in society at large.
- 7.An ability to communicate effectively both verbal and written.
- 8.The broad education necessary to understand the impact of pharmaceutical care solutions in a global, economic, environmental, and societal context.
- 9.A recognition of the need for, and an ability to engage in life-long learning in consonance with

- latest advances in pharmacy field to serve the community better
10. A knowledge of contemporary issues, and practice skills on the research, development, and production of pharmaceutical preparation and medicinal products
 11. An ability to use the techniques, skills, and modern pharmaceutical technology tools necessary for practicing pharmacy profession.

File Description	Document
COs for all courses (exemplars from Glossary)	View Document
Link for Additional Information	View Document

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the degree program. The course outcomes are written by the respective faculty member using action verbs of learning levels as suggested by Bloom Taxonomy. Then, a correlation is established between COs and POs and COs and PSOs on the scale of 0 to 3, 0 being no correlation, 1 being the low correlation, 2 being medium correlation and 3 being a high correlation.

The matrix of COsà POs and COsàPSOs for each course run by the institution are mapped and finally merged to form a program level CO -- PO Matrix and CO – PSO Matrix.

Institute which is a university-affiliated college, the CO assessment tools used to measure the attainment levels through Class Test, Internal Assessment [IA], Quiz, Assignments, University exams, performance during experiments etc. These are direct assessment tools. Course Exit survey is also conducted at the end of every academic year.

Institute conducts three IA for each course. All COs are evaluated using these three IA each of 30 marks. Similarly, each student is evaluated for given assignments in the form of class test, written assignment, demonstrations and presentations based on COs during the academic study and finally course exit survey is conducted at the end of every academic year to assess the attainment of COs.

The desirable data collected and filled in CO assessment matrix sheet at the end of the academic year, whereas the data from the annual exam is fed as soon as university results are declared and attainment is then calculated. The attainment of the data is categorically presented as per the guidelines framed by the Institute as follows;

Target Level of Attainment:

For CIE and IA for both theory and practical the attainment of COs is computed for the set target of 60% of the total score. The percentage of students attaining this target level of each CO is computed and the average of these percentages is considered for deciding the attainment level.

Similarly, the annual exam conducted by the university is not based on COs, after the declaration of the university results, the attainment of COs is computed. The target attainment level for each CO for each student is set at 28% of the university exam score. The percentage of students attaining this target level of each CO is computed and the average of these percentages is considered for deciding the attainment level of course outcome.

The average grading for the Class Test, Internal Assessment [IA], Quiz, Assignments, University exams, performance during experiments is computed to assess attainment.

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

2.6.3 Average pass percentage of Students

Response: 73.37

2.6.3.1 Total number of final year students who passed the university examination

Response: 248

2.6.3.2 Total number of final year students who appeared for the examination

Response: 338

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years

Response: 0

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2 Percentage of teachers recognised as research guides at present

Response: 50

3.1.2.1 Number of teachers recognised as research guides

Response: 17

File Description

Document

Any additional information

[View Document](#)

Institutional data in prescribed format

[View Document](#)

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.61

3.1.3.1 Number of research projects funded by government and non-government agencies during last five years

Response: 11

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

- The Institution has created an excellent ecosystem for innovations for creation and transfer of knowledge. The institution runs 7 Post Graduate courses and is a recognized Research Centre in Pharmaceutical Chemistry and Pharmaceutics. The institution has been recommended for a recognized research center in Pharmacognosy.
- The Institution has received 11 research grants from ICMR, VGST (Govt. of Karnataka), and RGUHS and the total funding from these are 1 Cr 26 lakhs 60 thousand rupees.
- The Institutional Research Committee (RRC) monitors and addresses issues related to research. Because of such encouragement for quality research and publication, A patent on Pharmaceutical composition comprising tamarind seed polyose for modified release of drug (Patent Number: 282337) has been awarded. We have more than 147 research publications, 93 presentations, 13 research awards, and 5 chapters/books in the last 5 years. The Institution has organized 04 state/national level seminars sponsored by RGUHS/ ICMR and conducted many guest lectures by eminent scientists/authorities.
- The Institution provides state-of-the-art laboratories equipped with sophisticated instruments like HPLC, FTIR, Spray dryer, Brookfield viscometer, Ultrasonicator, Lyophilizer, Ultra turret high-speed homogenizer, Stability chamber, 8-Station diffusion cell apparatus, a Rotary flash evaporator with chiller, Deep freezer (-800 C), etc for the conduct of research.
- The animal house facility, medicinal garden, and uninterrupted power supply are provided in the campus.
- The library is provided with separate reference/periodical section with back volumes and current journals/dissertations/thesis/Helinet/Delnet for accessing e-journals for ready reference.
- The Institution facilitates effective implementation of research projects. Full autonomy is given to the Principal Investigator for the procurement of instruments/consumables and utilization of overhead charges.
- Moreover, audition and submission of utilization certificates to the funding authorities is done on time. The Institution bears funds/fees for submission and processing of research projects and other grants to funding agencies like AICTE, ICMR, VGST, DST RGUHS etc. Also, the Institution provides reprographic and printing facilities for the same.
- The Institution has made planned linkages/collaborations with reputed Institutions and Universities for the promotion of research activities. The outcomes are in the form of collaborative research works and research publications.

Institute can also avail the facilities from Central Research Laboratory (CRL) established under BLDE

University on the same campus with an aim of providing state-of-the-art research facilities. It is equipped with High-Performance Liquid Chromatography, UV-Vis Spectrophotometer, Elisa reader, High-speed homogenizers, Cooling centrifuge, Bacteriological incubators, and Pre-clinical screening instruments. Real-time PCR, Atomic absorption spectrophotometer, Flow cytometer, Laminar Airflow and Biosafety Cabinet Level II-B2 are going to be added.

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

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 8

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	3	0	1	1

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	View Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years**Response:** 0.47

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 8

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

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**Response:** 1.12

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
10	30	15	21	69

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

3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**Response:** 0.03

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	2	0	1	0

File Description	Document
Any additional information	View Document
List books and chapters in edited volumes / books published	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

- The Institution always takes new and innovative ways to reach out to the people. The institution is keen to inculcate the spirit of social responsibility by promoting various activities such as organizing the blood donation camps, health check-up camps, AIDS awareness rallies, etc. The institution implements these social responsibilities through i) NSS Unit ii) Association of Pharmaceutical Teachers of India (APTI)-Karnataka State Branch, the Headquarter of which is in our Institution and iii) CPETS
- **NSS Unit:** The NSS helps the students to develop good attributes and value-based qualities. The Institution identifies student volunteers and conducts regular programs and special camps. The institution has a MoU with Rotary Club (North) of Bijapur for organizing events under NSS unit
- **Association of Pharmaceutical Teachers of India (APTI)-Karnataka Branch** Head Quarter, Vijayapur: The President, Secretary, and Treasurer are from this institution and the institution has been the headquarter of Karnataka state APTI branch for a period of three years from 2013-2015 and for a second term from 2015-2017. The APTI state branch encourages students and faculty to become members and participate in national programs of association like seminars, conferences etc.
- **CPETS:** The institution organizes various programs like National Pharmacy week, Community services etc. in which students from different institutions also participate. Also, our students are also encouraged to participate in various activities organized by the university and other affiliated institutions.
- The faculty members assigned as class teachers/mentor take care of the students. They identify the student's interest in various extension activities and encourage them to further in social service. Faculty participation in such programs is promoted with several measures. For example, every year such activity faculty-in-charges is appointed as per their interest.
- The Institute has taken up various health-related survey in order to identify the problems among the vulnerable or underprivileged sections of the society. The institution has adopted Siddapur village such surveys will help the concerned authorities to understand the prevailing problems and frame suitable measures to counteract the problems.
- Those students who are coming from the rural area are given special care and attention during regular counseling. The institution conducts Personality development seminars/workshops, verbal

communication skill development programmes etc.

- These extension activities lead to overall development of the personality. The extension activities complement the academic learning experience of students in terms of:
 - Developing leadership qualities, health and hygiene, and social service
 - To work as a team member
 - To develop soft skills such as cordiality
 - Creating social awareness and empathy towards the society and the Nation
 - Students are trained and assisted to make decisions and implement them during various activities. This has resulted in- Enhanced self-esteem, Communication skill, Planning ability, Positive thinking, and Decision making.

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

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

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 14

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry,community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc.,year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	3	4	3	3

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

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 0.96

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	5	2	3	3

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

3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

Response: 10

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	2	1	1	3

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document
Copies of collaboration	View Document

3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 24

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	5	4	4	5

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

- As per the norms of AICTE, PCI, and RGUHS, the Institute has established its own separate and self-contained building. Adequate infrastructure is available to conduct teaching-learning, research and extension activities are available. These facilities include laboratories (16), ICT enabled classroom (10), seminar hall (1), administrative office (1), student amenities, library and faculty rooms (4).
- The academic, administrative, research, examination and other curricular and extracurricular activities are housed and carried out in an aesthetically designed building with a built-up area of 4719 sq. mt.
- To build an excellent ambiance and atmosphere for work, the Institute has modern laboratories with student needs, such as water, electricity, gas, etc. along with the safety measures imbibed in the infrastructure.
- The institute has made MOU with BLDE University Vijaypur for sharing of facilities, such as,
 1. Auditorium of capacity of 1000 seats to host functions like seminars and symposiums, annual day, etc
 2. A Central Library with e-journals/reading room facility
 3. Playground
 4. Uninterrupted power supply.
 5. Guest House.
 6. Hostel for Boys and Girls.
 7. Canteen.
 8. Gymnasium.

Facilities available and dimension in the institution for teaching and learning are described in table given below

Sl No	Particulars	No.	Carpet area (in sq feet)
1.	Class room	10	25X35
2.	Laboratories	16	35x25
3.	Seminar hall	01	56.6x30.9
4.	Examination hall	01	56.6x30.9
5.	Machine room	01	25X35
6.	Library	01	100x80
7.	Digital library	01	35x25
8.	Central store room	01	25X35
9.	Central instrumentation room	01	25x20
10.	Principal chamber	01	35x25

11.	Vice-principal chamber	01	10x10.6
12.	Board room	01	35x25
13.	Office	01	35x20
14.	Girl's common room	01	15x30
15.	PG lecture hall	02	15x30
16.	Instrumentation lab	01	30x20
17.	HOD room	04	10x10.6
18.	Staff room	04	25x20
19.	Animal house	01	30x20
20.	Departmental museum	05	4x6

File Description	Document
additional information	View Document
Link for Additional Information	View Document

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

Response:

Institute has signed an MOU with BLDE University Vijaypur for sharing its playground (505-F X 580-F = 292900 Sq. Ft). Cricket, football, athletic and other activities are conducted on a regular basis. In addition to this, there is a separate playground for practicing Kho-kho, Kabaddi and Tennicoit sports.

Facilities provided by Institute for hosting following indoor and outdoor games are described below;

Outdoor playing facilities

1. 400 mts track with eight lines
2. Cricket ground (70 yards)
3. Football ground (100X60 meters)
4. Volleyball court (9 X 18 meters)
5. Kho-kho court (29 X 48 meters)
6. Kabaddi (29 X 16 meters)
7. Tennicoit court= Total area 180X140 Mtrs

Indoor playing facilities

We have a spacious and well-equipped Sports room, where pupils can play Indoor games like table tennis, chess, caroms, etc.,

1. Table tennis
2. Carom board
3. Chess=Indoor hall
4. Swimming pool (International standard) -50X21 Mtrs

5. Multigym facility-80X40 sqft

Facilities for cultural activities

Students are encouraged to participate in the cultural events held in the college like the Cultural week, Freshers, Annual Sports Day, Annual Day, Farewell, etc., to exhibit artistic talents.

1. Central Auditorium-1000 seat capacity - shared with BLDE University (MoU)
2. Auditorium-300 seat capacity.

Cultural Committee and Sports Committee who play an excellent role in overall development of the student's community.

File Description	Document
additional information	View Document
Link for Additional Information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 90.91

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 10

File Description	Document
any additional information	View Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document
Link for additional information which is optional	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 82.85

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

2016-17	2015-16	2014-15	2013-14	2012-13
99.05	92.82	65.25	69.25	68.41

File Description	Document
Any additional information	View Document
Details of budget allocation, excluding salary during the last five years	View Document
Audited utilization statements	View Document

4.2 Library as a Learning Resource

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

Response:

Name of the ILMS software: The library is using NewGenLib, an Integrate Library management system (ILMS) procured from Verus Solutions Pvt Ltd. Hyderabad.

Nature of automation (fully or partially): The Library automation is partial with NewGenLib (version 3.1.2) which uses web paradigms and contemporary metadata standards. Library catalog cards menu of the software provides the information about a book or other bibliographic entity. By content menu, one can access textual materials information like books, periodical articles, sound files, web pages, full text, CD-ROMs, training materials, PowerPoint presentations, video clips, images, etc.

With NewGenLib, functionalities such as housekeeping, operations viz., acquisition of books and other materials, creation and maintenance of its catalog database, circulation of its holdings, etc. are performed. NewGenLib allows a library to access its network of libraries through its public-domain server. One can locate NewGenLib through the web, but the databases reside on local area network (LAN).

Version: 3.1.2 an updated version

Year of automation; 2008 and updated on Jan 2017

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

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

Rare books are the unusual kind of books, hard to find in general. Institution Library has a rare books collection that includes volumes on a range of subjects and from an equally extensive time frame. These rare books are housed separately with more security. The books are being utilized for reference purpose only, not issued to the individual students.

The Library committee has identified the list of rare books as follows.

SI.No.	Name Of the Book/ Manuscript	Name of Author	No. of Copies	Name of Publisher
1	ANATOMY AND PHYSIOLOGY FOR NURSES	EXELYN, PEARS	03	OXFORD UNIV D
2.	ATLAS OF HUMAN HISTOLOGY	FLORE M S H	01	K M VAGHERE
3	ANATOMY	MITRA SUMAR	03	ACADEMIC P
4	HUMAN PHYSIOLOGY VOL - I	CHATTERJEE C C	02	ALLIED MEDIC CA
5	BENTELYS TEXTBOOK OF PHARMACEUTICAL CHEMISTRY	BENTLY ATHERDEN	03	OXFORD PUB
6	VIVA IN HUMAN PHYSIOLOGY	VIDYA RATAN D	01	J A BROTHERS M D
7	ANATOMY AND PHYSIOLOGY FOR NURSES	EXELYN, PEARS	02	OXFORD UNIV D
8	PREVENTIVE SOCIAL MEDICINE	PARK J E	02	BANARAS
9	BASICS OF PHARMACEUTICAL PRACTICAL CHEMISTRY	SINGH HARIKISHAN	05	VALLABH PRA
10	PHARMACOPOEA OF INDIA 1955		01	PUBLICATION I INDIA I
11	FUNDAMENTAL ORGANIC CHEMISTRY VOL -1	NESMEYANOR AN	01	MIR PUBLI
12	THE AYURVEDIC FORMULARY OF INDIA PART I		01	GOVT OF INDIA M AND FAMILY
13	INDIAN PHARMACOPOEIA 1996 VOL - 1		01	CONTROLLER OF D
14	INDIAN PHARMACOPOEIA 1996 VOL - 2		01	CONTROLLER OF D
15	PHARMACOLOGY REVIEW FOR NEW BOARDS	BILLINGSLEY M L	03	AITBS PUBLI
16	A COURSE IN POWER PLANT ENGINEERING	DAMKUNDEWAR ARORA S	01	DHANPAT RAI A
17	PHARMACEUTICAL MANUFACTURING ENCYCLOPEDIA VOL - 1	SITTING M	01	N P NOYES PUB
18	PHARMACEUTICAL MANUFACTURING ENCYCLOPEDIA VOL - 2	SITTING M	01	N P NOYES PUB
19	INDIAN HERBAL PHARMACOPOEIA VOL- 1		01	I D M A
20	INDIAN HERBAL PHARMACOPOEIA		01	I D M A

VOL- 2				
21	BRITISH PHARMACOPOEIA 1993 ADDENDUM 1997		01	THE STATIONARY HEALTH
22	FUNDAMENTALS OF PHARMACOLOGY VOL 2	PARANJAPE M H	10	NIRALI PRA
23	BENTELYS TEXTBOOK OF PHARMACEUTICS	BENTLY RAWLIN	03	E L B S
24	COOPER AND GUNN'S DISPENSING FOR PHARMACEUTICAL STUDENTS	CARTER S J	06	C B S P D
25	DRUG AND COSMETICS ACT & LAW 1940 ACT-23	LAW PUBLISHER	01	LAW P
26	THE DRUGS AND COSMETICS (23 OF 1940) ACT-1940	GOVERNMENT OF INDIA	01	GOVERNMENT
27	THE PREVENTION OF FOOD ADULTERATION ACT 1954 ACT NO,37 OF 1954	GOVERNMENT OF INDIA	01	GOVERNMENT

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

4.2.3 Does the institution have the following:

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc.	View Document
Any additional information	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in lakhs)

Response: 2.88

4.2.4.1 Annual expenditure for purchase of books and journals year wise during last five years (INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
2.91	3.40	2.45	1.79	3.87

File Description	Document
Any additional information	View Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: Yes

File Description	Document
Details of remote access to e-resources of the library	View Document
Any additional information	View Document

4.2.6 Percentage per day usage of library by teachers and students

Response: 15.38

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 60

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Institute has computer lab facilities separately. The Computer lab consists of 20 computers with the latest software and high-speed internet conditions. This lab is in use for teaching Computer Applications in Pharmacy subject of I st B. Pharm, simulation experiments of Pharmacology, drug designing & mathematical calculation in Medicinal chemistry & Pharmaceutical analysis. Students also utilize this lab for their project work and for browsing reference work. This lab is in use for University online valuation work by our faculty and faculties from other institutes.

Since 1997, the IT set-up of our Institute is on the continuous update. The recent version of desktop is as follows

Dell Optiplex 3020, 24" display 1920x1200, 4 GB RAM, 250 GB HDD, Processor: Intel ® Core™ : 3-4160 CPU@3.60GHz, DVD RW drive Computer labs have both Cubbli (Ubuntu 12.4 LTS) and the Windows 7 Enterprise 64-bit installed.

Recent computer Purchased: 29 (03.04.2016)

There is a provision of the Internet to the whole institute through LAN and Wi-Fi. There are four NMEICT collections of BSNL and a separate high speed of 40 Mbps through SwiftMail Communications Limited.

Recent Modem Purchased: 02 (29.01.2016).

Other accessories of IT includes scanner and printers

Recent Printer Purchased on 06.06.2017 (01)

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

4.3.2 Student - Computer ratio

Response: 5.24

File Description	Document
Student - Computer ratio	View Document
Any additional information	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line) <5 MBPS 5-20 MBPS 20-35 MBPS 35-50 MBPS Response: 35-50 MBPS	
File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document
Additional information	View Document

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS) Response: No	
File Description	Document
Any additional information	View Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document
Link to photographs	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years Response: 82.98	
4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during last five years (INR in lakhs)	

2016-17	2015-16	2014-15	2013-14	2012-13
97.45	94.70	65.16	73.39	65.50

File Description	Document
Any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts.	View Document

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

Response:

Policies and procedures are an essential component of any organization/institution. Policies address important issues, such as what constitutes acceptable behavior by individuals. Whereas procedures define clearly, a sequence of steps to be followed in a consistent manner, such as how the organization will respond to any policy violations. The institute has established policies and standard procedures through which, college can achieve its goals.

Policies and procedures provided clarity to the viewers when dealing with accountability of issues or activities that are of important while utilizing and maintenance of infrastructure viz., admission policy, sports, computer and data usage and classroom policy for smooth and effective conduction of academic activities of an institution.

Separate documents are available in the laboratories for maintenance and utilization of Laboratory instruments.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 9.18

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
43	36	30	30	17

File Description	Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document
upload self attested letter with the list of students sanctioned scholarships	View Document

5.1.2 Average percentage of students benefitted by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 1.33

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
7	7	5	3	1

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Any additional information	View Document

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Link to Institutional website	View Document

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

Response: 12.23

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

2016-17	2015-16	2014-15	2013-14	2012-13
60	49	35	35	28

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

5.1.5 Average percentage of students benefitted by Vocational Education and Training (VET) during the last five years

Response: 36.15

5.1.5.1 Number of students attending VET year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
124	149	132	100	103

File Description	Document
Any additional information	View Document
Details of the students benefitted by VET	View Document

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

Response: Yes

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

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 7.59

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

2016-17	2015-16	2014-15	2013-14	2012-13
20	8	0	0	0

File Description	Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 12.68

5.2.2.1 Number of outgoing students progressing to higher education

Response: 9

File Description	Document
Details of student progression to higher education	View Document
Upload supporting data for student/alumni	View Document

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

Response: 5.62

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	1	2	0	0

5.2.3.2 Number of students who have appeared for the exams year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
30	21	15	15	13

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

5.3 Student Participation and Activities

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

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

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

Student Council is constituted every year amongst student through majority nomination. The objective of the Student Council is to make the student participate in the development of the institute and enhance soft skills of students through interactive programs with the faculty, administration, and society. The goal of the Student Council is to provide a common platform to students for co-curricular and extra-curricular activities with the support of a team of faculty members.

Activities related to students and Student Council:

- 1.The Students council for A.Y 2016-17 was constituted during last week of August 2016 with the nomination of Cultural secretary- Mr. Harish (V Pharm D), Sports secretary- Mr. Anil Metri (IV B Pharm), and Ladies Representative- Miss Jinisha Jain (IV B, Pharm). Similarly, Class representatives were named for each class. Finally, General Secretary was selected amongst student council.
- 2.Students Council celebrated Teachers Day, Gandhiji Jayanthi, Ambedkar Jayanthi.
- 3.Students Council organized Cultural and Sports week and Annual day

Role of students in academics and administration.

Students and the institution have responsibilities towards each other. Quality teaching and administration is possible when these responsibilities are honored. Students' role is twofold. Students are aware that they have the right to quality education and institution has provided quality educational experience to learners. Following are different way by which Student council participate in academic and administration

- 1.Giving feedback is the most common way students participate in academic and administration of the Institution. Feedback was collected on curriculum, teacher's quality, library facilities, and hostel.
- 2.They help in organizing staff and student development workshops, where innovative and problem-solving oriented discussions are encouraged in a comfortable atmosphere.
- 3.Students union members are included in various committee constituted by the Institute as they play an important role in effective implementation of the academic and administrative decision.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 13

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
15	15	15	10	10

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document
Report of the event	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

Alumni are the brand-ambassadors of the institution. Alumni association constituted in 2011 and registered. Since then every year annual alumni meet was organized by the Institute. The institution has realized how a strong and a positive relationship with their alumni can benefit them socially, academically and professionally. Alumnae share their expertise and skills by giving guest lectures and conducting workshops during the annual meet.

The institution utilizes the following benefits from alumni association

- (1) **Fund-raising** - an active alumni association is one of the biggest benefactors of an institution which contribution towards various developmental activities of the institution.
- (2) **Placements** - the alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni have helped present students get placed in their respective organizations.
- (3) **Mentorship and Scholarships** - Alumni have played an active role in voluntary programmers like mentoring students in their areas of expertise. They also planned to contribute scholarships to deserving students.
- (4) **Career Guidance** - alumni, has a vast talent pool whose guidance benefited many students and other fellow-alumni in their respective areas of study.
- (5) **Networking Platform** - alumni network by itself is one of the best professional networking platforms available today.

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

5.4.2 Alumni contribution during the last five years <1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: ? 5 Lakhs

File Description	Document
Alumni association audited statements	View Document
Any additional information	View Document

5.4.3 Number of Alumni Association / Chapters meetings held during last five years

Response: 3

5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	0	1	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document
Report of the event	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

A. Institutional governance:

Vision: To provide quality pharmaceutical education, practice and research with global standards and to meet health care needs of the backward region of North Karnataka. **Mission:** Empowering graduates in application based knowledge with high degree professional integrity and ethics.

Institute follows a governance of autonomy which means unconstrained freedom of action and capacity of action within the established norms, goals, mission, structure, systems, and processes of the institution.

Institutional autonomy goes beyond academic freedom and includes operational freedom and the freedom of deciding the framework and structure of the decision-making process. In this regard, Institutional Governing council has been formed that guarantees that the institution determines its structure, systems, mission, goals, and priorities consistent with the societal needs and make decisions independently. Governing council comprises of eminent people from different sectors — education, business, government, social organizations, etc. The role of the governing council is to provide broad policy guidelines, strategic directions, and help the Principal of the institution to raise funds. The board will also ensure academic autonomy and freedom of decision-making to the faculty and protect it.

Governing council provides freedom of the Principal to:

- select students
- develop processes to recruitment
- set standards of teaching, research, and faculty and student performance
- offer new courses as demanded by changing needs of the economy and the society
- innovate in teaching methodology
- allocate funds received from any source.

Financial autonomy: As Institute is a self-financing organization, it follows financial autonomy means the freedom to raise and use funds. Institution raises its funds and decides to use it according to its internal rules, systems, processes, etc.; it is not constrained by the external influences and control to use funds. However, prior permission of governing council and management is a must before utilizing the funds.

B. Participation of teachers:

Teachers are not only the backbone of teaching and learning system, but they also play an important role in decision making of the Institute by participating in management such as disciplinary decisions, curriculum implementation, financial decisions, co-curriculum, enrolment, etc. Teacher participation in decision making not only facilitates decision implementation but leads teachers to feel respected and empowered. Further, such participation results in building trust, helps teachers acquire new skills, increases college effectiveness, and strengthen staff morale, commitment, and teamwork. Consequently shared decision making, i.e., the involvement of faculty in deciding issues related to institute governance, has brought significant change in educational practice

File Description	Document
Link for Additional Information	View Document

6.1.2 The institution practices decentralization and participative management**Response:**

Institution's prime focus is '**success through overall development**' through decentralization and participative leadership at various levels.

Decentralization Process:

The decentralization is practiced by the distribution of routine academic work in the order of Principal, Academic in charge, HODs, teaching faculty, student representatives and nonteaching faculty i.e. decentralization at the Principal level, teaching faculty level, students level, and nonteaching level.

A case study on working of an Academic in-charge:

The principal of the institution appoints an Academic in-charge to look after the smooth conduct of the teaching-learning process. Academic in-charge is responsible for the preparation of calendar of events for every academic year, based on University guidelines for both UG and PG program. At the starting of the academic year, he/she calls meetings of HoDs and senior staff of each specialization to distribute subjects, where faculties are given a chance to choose the subjects to be taught in each year. Along with in-charge of timetable committee, he plans and prepares the timetables for each class in consultation with individual faculty. The class teachers are appointed for each class, who are responsible for the academic as well as forum activities for students. Individual class teacher selects a student representative among the students, and he is responsible for the communication between all the teaching faculty of the class and students. Planning of guest lectures, industrial visits, forum activities and project proposals are done by Academic in charge in consultation with HoDs. Regular monthly meetings are conducted by the Principal with teaching faculty where each faculty can discuss their problems and outcomes regarding CIA, internal assessments and student performance. Each teaching faculty is a mentor of a group of mentees, who is the authority to look after the student activities and for solving the problems of students. Industrial visits, social service activities and community-based activities are planned together with student council. At the end of academic year, Academic in charge prepares academic report along with result analysis and outcomes and

submits it to the principal. Principal forwards the report to the governing council and takes action for further improvements in future.

Participative Management:

Case study: KAATICON 2015:

1st annual convention of Association of Pharmaceutical Teachers of India (Karnataka State Branch) Kaapticon-2015, was held in BLDEA's College of Pharmacy, Vijayapur (Head Quarter of APTI Karnataka State Branch) on 28th and 29th March 2015 successfully with the participation of more than 250 delegates from various Pharmacy colleges all over Karnataka state which is a best example of participative management at college level. The theme of the two-day convention was "Challenges for Pharmacy Profession in India: Need for Urgent Actions from Academia, Government and Pharmaceutical Industries". President, of sponsoring association, was the Chief Patron of the Organizing Committee. Various teaching faculty of Institute were the members of different committees constituted in this regard like Registration, Reception, Scientific, Program, Souvenir, Hospitality, Accommodation, Cultural and Transportation and ladies hospitality committees etc.

File Description	Document
Link for Additional Information	View Document

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

Example: Upgradation Library Automation (LA)

Planning:

Step 1: Preparation of Automation. Library holds more than 6000 books and 25 different journals with more than 100 average daily users gave a real picture of the current status of the library and identified the problems faced by the users. The librarians were not getting enough time to do added services. So, for acquiring required time for a functional library, automation was necessary. Control over the stock, generation of monthly library statistics, classifications or cataloging schemes and stock verification was not adequate. Finding a book from the stack room was time taken. Books were arranged unscientifically. Cost Evaluation: Approximately five lakhs. Budget Allocation: Administrators were informed about the urgency and usefulness of the process. The fund for the operation was earmarked in the annual budget and extracted from the library allotment. Since it was a onetime investment, it will not hamper the routine book and periodical accession in coming years. Administrative Support: A committee was constituted comprising of Principal, Librarian, Faculty in-charge and IT head of Association. Committee reviewed that the standards of a library are inferior and suggested the need for LA is to increase operational efficiencies and to relieve library staff from administrative chores. It is also needed to improve access to remote users and stakeholders along with improving remote access to resources. By comparing the actual status with the

objectives of the project, the gaps are determined, and feasibility is checked.

Step 2: System Selection (Software and Hardware). The strength of the automation is mainly depended on the quality of the system software. Although a different software were available in the market, but NEWGEN LA software was adopted as it is user-friendly, portable, reasonable and promptness in service. One computer system is used as the server and one as OPAC for the users opted with laser printer have been using for printing of labels. A barcode reader (PSC Quick scan 6500) was selected as the input device for reading books and identity cards.

Step 3: Preparing the Collection for the Automating System. To begin the technical processing or retrospective conversion, the materials (books, multimedia, and periodicals) for the process had to be selected and prepared.

Step 4: Implementing the Automated System. The implementation phase consists of retrospective conversion, the database of members, operations, statistics generation and training for staff and users.

Step 5: Networking. The central system where the software has loaded, and the data entry has been taking place was kept as the server. It is being protected with passwords. The remaining systems in the library including OPACs and the computer system were networked locally.

Step 6: OPAC setup.

Step 7: Staff Training and User Education. The librarian is trained in the overall management and maintenance of the automated system. He got initial training from the software vendor and has continuously updated it according to the changing user needs and technology.

Step 8: Evaluation. The system is evaluated for its currency and effectiveness periodically. User studies were conducted to assess the effectiveness of services.

File Description	Document
Strategic Plan and deployment documents on the website	View Document
Link for Additional Information	View Document

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

The top management (President, General Secretary, Governing Council, Administrative officer) frames the policies and procedures which are implemented by the Principal of the Institute, IQAC, HoD and other office staff. The planning and implementation college-related are discussed in the meetings of IQAC. The resolutions are forwarded to the Governing Council for their approval. After getting their consent, the

decisions are implemented.

The Organogram of Organization Hierarchy is provided as additional information. Proper links are provided for service rules and other information.

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

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

File Description	Document
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	View Document
ERP Document	View Document
Screen shots of user interfaces	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Various committees are formed in the Institute for the smooth and efficient management of activities. The committees are constituted by the Principal in consultation with HODs for one academic year or until new committees are constituted. The outgoing In-charges of the committees shall hand over all the relevant documents/files to the new In- charges in the presence of the Principal or a representative appointed by him.

The procedure followed for constituting a committee is as follows:

a) Notice is circulated among the faculty inviting their choice of preference of committee. If the preference made by the faculty is found suitable by the team (Principal and HOD) they approve the same in consultation with the administrative officer.

b) However, for sufficient reasons, the Principal along with the HOD may appoint faculty to various committees with the approval of the administrative officer.

Effectiveness of Purchase committee

OBJECTIVES: Provide infrastructure facilities to all the departments after getting the requirement list from the HODs. Fulfill the needs of the students through the Students' Council.

ACTIVITIES:

- Determine the adequacy, condition, and use of existing facilities and technology infrastructure.
- In conjunction with other committees, develop and maintain a long-range physical planning and technology infrastructure policy or master plan for the Institute;
- Work with staff designee to ascertain that internal reporting practices meet the committee's needs and expectations.

Procedure: The committee meets once in every six months and deliberates on prepared agenda. The agenda of the meeting are prepared on the basis of strategic/perspective planning of the institute.

The committee meeting held on 14.6.2014 discussed extensively to implement infrastructural facilities and prioritize the needs of the institute at large and students in particular.

Agenda of the meeting held on 14.06.2014

1. To install modern laboratory facilities to at least ten labs.
2. To procure and good number of books to the library
3. To encourage and provide platform to outgoing students to donate books to Book Bank
4. To Purchase analytical instruments for laboratories
5. To upgrade the facilities of administrative office

Minutes of the meeting

After thorough discussion on above-mentioned agenda, it was resolved that,

Point 1) ten laboratories will be upgraded with modern furniture and facilities

Point 2) an indent will be sent to management to granting permission to purchase minimum requirement of books for the current academic year.

Point 3) a book bank facility will be provided to establish Book Bank.

Point 4) analytical instruments will be purchased to improve infrastructure and quality of learning.

Point 5) facilities at the administrative office of our college will be improvised.

Performance 2014-15

- Laboratories up gradation: Ten laboratories have been equipped with modern infrastructure to meet students need and safety.
- Purchased books for Library
- A book rack and maintenance facility was established for book bank, books have been collected from outgoing students and donations from staff members.
- Purchased and installed sophisticated instruments in the Pharmaceutical technology laboratory under VGST grant

File Description	Document
Link for Additional Information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Financial welfare scheme staff:

- Provident fund scheme for all employees, the employees are covered by the Employment Provident Fund and Miscellaneous provision Act 1952. The employee shall contribute towards PF, and management provides an equal share.
- Non-compounded additional increment to employee/spouse underwent family planning sterilization.
- Gratuity and Group insurance.
- Medical care to employees under the Employees' State Insurance Act, 1948.
- Festival advance
- Salary advance
- Marriage advance
- Transfer allowance
- Other Financial Support includes

i. Support for attending/ presenting a paper at national/international seminars and conferences

ii. Support for publication of journals.

iii. Support for hosting seminar/ workshop within the campus.

Non-financial welfare scheme:

- Staff quarters for Principal

- Uniform/Apron for all employees
- Merit incentives for teaching staff.
- Special leave for faculty to pursue higher studies like Ph.D. and research activities
- Encouragement and assistance in submitting research proposals to different granting agencies.

File Description	Document
Link for Additional Information	View Document

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

Response: 24.63

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

2016-17	2015-16	2014-15	2013-14	2012-13
12	7	6	5	3

File Description	Document
Any additional information	View Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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

Response: 0.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	1	1	0	0

File Description	Document
Any additional information	View Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document
Reports of Academic Staff College or similar centers	View Document

6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

Response: 36.94

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
3	25	19	1	0

File Description	Document
Any additional information	View Document
Details of of teachers attending professional development programs during the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Formal written performance appraisal system of the institute is established to provide annually, a planned, scheduled, opportunity for the employee and supervisor to meet and mutually identify, discuss, and document the demonstrated job performance and accomplishments of the employee during a specified rating period.

For the employee evaluation: It Indicates where he/she stands about the expectations of the Institution, the department and the immediate supervisor. Assures mutual understanding of responsibilities and work assignments. Serves as a source of assistance and guidance in improving and preparing for advancement.

For the supervisor the evaluation: It helps in identification of an employee's performance level, growth potential and developmental needs as measured by the standards of performance for the job. Assures that

the employee is fully aware of assigned duties and responsibilities. Provides an opportunity to recognize efficient performance and to let employees know that their contributions have a direct impact on the overall goals of the Institute.

All permanent staff employees have evaluated annually at the time of increment of salary. Temporary employees are advised, especially in instances of unsatisfactory work performance.

Evaluation forms: Standard evaluation forms and additional instructions related to conducting a performance evaluation are obtained from the office. The institution has separate performance appraisal system both for teaching and non-teaching staff. There is a different format for teaching staff with less than eight-year experience and independent form for more than eight-year experience.

Performance Appraisal Review Process: Performance Appraisals are done for all staff members of the Institution and copies are placed in the personnel file in the office. The appraisal is evaluated by the concerned HoD & Principal of the Institution and reviewed at the next level of supervision (Management).

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The finance and accounts of the institute are regularly audited, for every financial year. The institute has a mechanism for internal and external audit. The internal audit is up to date. Statutory auditors do an external audit. The last statutory audit for the financial year 2016-17 is was completed. The auditor report does not have any major objections requiring compliance. The institutional mechanism for internal and external audit is described below;

1. The interim action of dates for conducting a statutory audit by the auditor is communicated.
2. Books of account for auditing are prepared
3. Audit report is generated
4. Audit objections are duly compiled by accounts department
5. Financials are concluded, and same is submitted to management for approval

File Description	Document
Link for Additional Information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

As the institution is self-financed organization and has to mobilize financial resources for its survival and simultaneously for growth. Mobilization of funds is done through legitimate sources and utilized optimally for maintaining financial burden. Funds are generated to the extent that the institution becomes financially independent. Institution raises funds through following processes:

- Fees
- Development fees.
- Block grant from management
- Getting sponsorship for Seminars and Workshops from Universities, Apex bodies, and Community Pharmacies.
- Advertisements for college magazines, bulletins and souvenirs.
- Fees collected through internal improvement examinations.
- Obtaining Sponsorships for cultural and sports events.
- Hiring the physical resources like Seminar hall, classrooms after working hours or in holidays to community or government programs such as public exams, dance class, rotary club activities, etc.
- Block funds from Alumni association and Teachers association of BLDEA's College of Pharmacy (TABCOP).
- Research grants by various funding agencies.
- Consultancy works.

File Description	Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

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

Response:

Example 1. Students Feedback

IQAC has planned to sustain Institutional programmes. Accordingly to enhance quality and to know about the requirements of the students for their overall development, the IQAC has developed its own online system of inviting feedback from the students on various aspects of the college. Feedback suggestion box is arranged for the students who are reluctant to give open feedback.

The Institution has devised & implemented online 'Feedback regarding the climate of the college' on such aspects as:

- 1.College b) Curriculum c) Class Room Interaction d) Laboratory e) Examination f) Library g) Hostel.

This feedback provides an opportunity to the students for giving their observations and suggestions for further developments & better results. The students can mention the strengths & weaknesses of the Institution as provided in the Feedback format. Teacher wise specific impression is given by the students on an objective basis.

Accordingly, the institution has taken measures and strategies for quality assurance & enhancements. Library hours have been extended beyond the normal hours for PG students. More teachers have been appointed as per the suggestion of students. Different outreach activities have been undertaken. Thus the system of feedback has proved to be largely successful.

The feedback has given more strength to the institution to overcome the impact of threats. The students, feedback have helped this institution is evolving the appropriate strategy for quality education.

Example 2. Parent meet

The goal is to establish a linkage between the parents and the institution. The college has wanted to get feedback from the parents of the students about the functioning of the institution and how to improve the academic process. The feedback received from the parents has been invaluable in framing departmental as well as college plans.

Parents are apprised of the performance of their wards namely, their attendance in the classes, the percentage of marks obtained in the class test and internal assessment, their conduct, etc. Parents are also informed about the existing facility (Academic, Administration & extracurricular activities) available in the college and to what extent these facilities are availed of by the students. Parents also pointed out the problem of their wards. The parents have suggested some measures for the improvements of their wards and for the betterment of the institution:

- To introduce value-added education in the college like Communicative English.
- To introduce career grooming and stress management programs.

- To take measures for more facility in the Library.

The classes of Spoken English have been arranged on an optional basis by the college at a nominal fee with the assistance of Veta communication classes. As demanded by the students and their parents, the college has ordered more books for pharmacy subjects

As per the suggestions of the parents, the college has taken some measures as far as practicable and successes in some areas are noteworthy.

File Description	Document
Link for Additional Information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

Example 1: The IQAC reviews its teaching-learning process through structured feedback system:

IQAC is playing a major role in designing and maintaining quality assurance within academic systems.

- IQAC monitors the proper implementation and analysis of overall academic and administrative performances of the college activities.
- The cell supports the teaching and learning goals articulated in the institution's strategic plan.
- As the institution has grown in size and stature, it has evolved certain quality assurance measures keeping in mind the academic and administrative requirements.
- In this regard, a manual on teaching and working has been prepared by Professor-in-charge, IQAC. Some of the measures are –
- IQAC ensures maximum utilization of infrastructural facilities and the available ICT resources.
- On the basis of the academic audit, a comprehensive review of student's performance is made by IQAC.

Feedback from students in the form of the questionnaire is used as an effective mechanism for enhancement in quality of our teacher's performance. The questionnaire's including:

1. Whether the teacher covered entire syllabus as prescribed by the university?
2. Whether the teacher covered relevant topics beyond syllabus?
3. Effectiveness of teacher regarding

- Technical content
- Communication skills
- Use of non-print teaching skills
- Availability beyond classes and co-operation to solve individual problems
- Pace of which contents are covered
- Overall effectiveness

Example 2: The IQAC reviews its teaching-learning process through planned academic review meetings with faculty members:

IQAC conduct staff meetings to review academic progress in every half yearly. Discusses thoroughly the issues related to poor performances of the teacher in achieving set target. Effective measures will be taken to improve the quality of teaching.

The regular meeting of IQAC and QAC are conducted to discuss various measures related to quality enhancement in which the recommendations made by Board of Studies, Academic Committee, Governing Body are considered and analyzed for further improvement.

- As per the suggestion of IQAC, a feedback analysis committee is formed to review the online and offline feedback received from the students.
- Appraisal report on teaching / and non-teaching staff is received in the form, and after evaluation by the Head of the Institution, it is forwarded to the higher authorities.
- Attendance registers and daily teaching diaries are duly maintained and checked.
- IQAC reviews the feedback received from the parent-teacher meetings
- Introduction of new Courses including Postgraduate and Add-on Courses.
- Automation of Library and its facilities.
- Strengthening of Library.
- Improvement in students supports systems.

File Description	Document
Link for Additional Information	View Document

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.2

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	2	2	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Any additional information	View Document
Details of Quality assurance initiatives of the institution	View Document
Annual reports of institution	View Document

6.5.5 Incremental improvements made for the preceding five years with regard to quality (*in case of first cycle*) and post accreditation quality initiatives (*second and subsequent cycles*)

Response:

Sl.	Year	Activity
1	2012-13	<ul style="list-style-type: none"> • Increase in the staff member representation in university BOS and co • Improvement in teachers profiles regarding up gradation of qualificat • A significant increase in participation of staff members towards publi presentation, and research grants. • Research awards at national and international levels. • Three departments have been upgraded as research centres for Ph.D. (2012-13 and 2016-17) • Increased number of extension programs to meet social responsibility • The medicinal garden was renovated by fencing with mesh, new med planted, etc. • Participation of students in various Games and Athletic activities con Colleges and University at Zonal and Inter-Zonal level. • Introduction of Biometric attendance system • Created facilities for differently able students.
2	2013-14	<ul style="list-style-type: none"> • Enhancement in e-resource availability. • Increased transparency and effective implementation of continuous in • Procured Instruments like Diffusion cells, Concentric ring bath, DT a Refrigerator, Friability testing machine, LCD Projectors, Elevated plu and mice), Open field apparatus, Light dark apparatus, Digital rotaroc evaporator. • Replacement of Incandescent bulbs with LED Bulbs.
3	2014-15	<ul style="list-style-type: none"> • Modification of curriculum delivery plan, due to the revision of unive • Increased number of ICT enabled classrooms and seminar halls (2014 • Upgradation of research facilities due to research funding. • The college has purchased Library books and racks and Instruments l High-speed homogenizer, Freeze dryer, Interactive panel, and Visual • Academic and administrative audit. • Initiation of Best practices.
4	2015-16	<ul style="list-style-type: none"> • Up-gradation of the Office room, Boardroom and purchased new con and instruments like Brookfield viscometer, Watercooler, etc. • Participation of College Students in the inter-college cultural competi and dance competitions. • Participation of Cricket team in University Inter-zone Tournament. • Increased activities in student counseling cell. • Increased activities of career counseling and deputing an independent officer. • Actions are taken on feedback (2015-16 to 2016-17) • Mobilization of resources for seminars and conferences.
5	2016-17	<ul style="list-style-type: none"> • College has developed facilities like Pilot plant, Animal house (renov parking and purchased Instruments like a Parallel synthesizer, HPLC Visualiser, Microwave synthesizing system, Microimaging, etc. • Participation of and Volleyball team in University Inter Zone Tournam • Students participated and won prizes in state level as well as in nation international level Ring ball competition. • Establishment of IQAC. • Academic and administrative audit. • Introduction of waste management system.

- Increased security measures including CCTV.

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 2

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
02	0	0	0	0

File Description	Document
Any additional information	View Document
Report of the event	View Document
List of gender equity promotion programs organized by the institution	View Document

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

a) Safety and Security

Physical:

Identification of college identity card of students and staff at college entrance gate.

24x7 operational CCTV (Closed Circuit Television) cameras at classrooms, entry/ exit area, common passages, etc

Displayed emergency contact numbers and a designated officer(s) available round the clock in case of emergency.

At the main campus entrance details of all the visitor's details are noted such as name, organization,

address, the purpose of visit, person visited, time in and time out to be recorded in a register.

Environmental

Separate and secure toilets for girls and boys.

Committees.

During the time of orientation program, Prevention of sexual harassment cell highlights the importance of women rights, facilities, and actions that a girl student can initiate regarding sexual harassment.

Prevention of sexual harassment cell also monitors any harassment by supervisory staff over subordinate women employees/casual women employees.

Educational Aspect

Continuous educational programmes on security and safety aspect of girl student are arranged by Prevention of sexual harassment cell, Students Grievance committee, and Anti-ragging committee.

b) Counselling

The counseling of all students is given by the mentors of each class.

c) Common Room

Yes, The separate common rooms for boys and girls are available in the college.

For overall safety and security, centralized security guard system is in force for the entire campus.

File Description	Document
Any additional information	View Document

7.1.3 Alternate Energy initiatives such as:

1. Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 1.67

7.1.3.1 Annual power requirement met by the renewable energy sources (In Kilowatt)

Response: 540

7.1.3.2 Total annual power requirement (In Kilowatt)

Response: 32400

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document
Any additional information	View Document
Link for Additional Information	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 12.84

7.1.4.1 Annual lighting power requirement met through LED bulbs (In Kilowatt)

Response: 145

7.1.4.2 Annual lighting power requirement (In Kilowatt)

Response: 1129

File Description	Document
Details of of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

Response:

Solid waste management

- The solid waste in the laboratory has been segregated into containers or bags at the point of the generation before its storage, transportation, treatment, and disposal.
- The containers or bags are labeled
- Then bags containing solid waste are transported from the college to site of the bio-medical waste treatment facility through vehicles.
- Untreated experimental animal, anatomical waste, soiled waste and autoclaved microbiological waste sent to the conventional bio-medical waste treatment facility for processing and final disposal.

Liquid waste management

Chemical wastes from the laboratories are first treated with sodium hypochlorite solution and then flushed down in the drains. The whole pretreated chemical waste is collected in the storage tank situated adjacent

to college building then it is shifted to liquid waste management plant located on the campus.

E-waste management

The old versions of computers are upgraded and reused. Some of the computers in working condition are distributed to various schools of the sponsoring society.

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

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Rainwater harvesting structure is available on the campus. Rainwater from the terrace of a building is allowed to percolate into the soil through borewell available in the college premises by through sockpitt technique. Some amount of rainwater is utilized for irrigation to a medicinal garden. In future we are planning to divert the excess water in the tank establish aquatic ecosystem consist of aquatic plants and animals such as ornamental fishes and submerge, floating plants.

Self-explanatory banners for water conservation are displayed at different locations on the campus. The master plan of the campus rainwater harvesting system is shown in the sketch as additional documents.

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

7.1.7 Green Practices

- **Students, staff using**
 - a) **Bicycles**
 - b) **Public Transport**
 - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

- Students, staff using

a) Bicycles

Towards the green practices, the students and staff are encouraged to use bicycle one week of every month.

b) Public Transport

Some of the students and staff members are utilizing the services of public transport such as Govt. buses and autos.

c) Pedestrian Friendly Roads

Provision of Pedestrian Friendly Roads is available on the campus from the main entrance to college building.

· Plastic-free campus

The plastic-free campus is encouraged by means using paper bags and paper cups among the students and faculty. Signboards are displayed on the campus as a plastic-free zone.

· Paperless office

The college is taken an initiative step to make paperless by communicating the circular, notice, meeting circular through email, text message, digital notice board, and many social networking sites.

· Green landscaping with trees and plants

There are 1040 trees on the campus. Out of which 160 neem trees(Azadirachta indica), 241 Asoka trees (Polyalthia longifolia), 65 banyan trees (Ficus benghalensis), and 22 Sandalwood (Santalum album) and other trees of botanical importance are present.

Many trees like Neem, Gulmohar, Banyan, Asoka, decorative plants and other trees are planted in the campus. Every building in the campus is surrounded by plants and trees. The open space around the buildings is covered by lawns, wherever possible.

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

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0.07

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during last five years(INR in lakhs)

2016-17	2015-16	2014-15	2013-14	2012-13
0.079	0.065	0.069	0.061	0.05

File Description	Document
Any additional information	View Document
Green audit report	View Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

7.1.9 Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Any additional information	View Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for divyangjan	View Document

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the

last five years**Response: 7**

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document
Any additional information	View Document

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)**Response: 7**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community during year wise during last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	3	1	1	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document
Report of the event	View Document

7.1.12**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff****Response: Yes**

File Description	Document
URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 13

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

We organize

1. National festivals like Independence day on August 15, Republic day on January 26.
2. Birth anniversary of Mahatma Gandhi on October 2nd, Sardar Patel, Sarvapalli Radhakrishna (Teachers day Sep. 05)
3. A religious festival like Ganesh Chaturthi, Saraswathi pooja.

Independence Day:

Independence Day is a day when people in India pay homage to their leaders and those who fought for India's freedom in the past. On this day, all the faculty members and students gather in front of the college building at 7.30 a.m. for flag hoisting. After the national Flag hoisting and national Anthem recitation, the Principal gives his annual speech. Tributes and honor are paid to the national heroes. Interested faculty and students are given an opportunity to address the gathering. Movies about India's freedom fighters are also shown on the digital display system.

Republic day:

On 26th of January in 1950 our country, India was declared as a Sovereign, Secular, Socialistic and the Democratic Republic means people of India has the power to govern the country themselves. It is celebrated by in the colleges by organizing great events like Flag unfolding, singing National Anthem, read the speech, play roles of freedom fighters, helping in the social campaign, quiz competitions, etc..

Birth anniversary of Mahatma Gandhi

One of the great importance of celebrating this day is; 2nd of October was declared as the International Day of Non Violence by the United Nations General Assembly on 15th of June in 2007. Gandhi Jayanti is celebrated to pay honor and memorize the national legend, Mahatma Gandhi, who struggled a lot against British rule for the independence of India throughout his life. On this day faculties and students gather on

the college campus at 8.30 am. On this auspicious day, Gandhiji's photo is worshipped by garlanding. The principal addresses the gathering, followed by Swachhta Abhiyan on the college campus.

Birth anniversary of Dr. B.R.Ambedkar

Ambedkar Jayanti was celebrated every year by the staff and student with great enthusiasm more than like a festival on 14th of April to commemorate the birthday of Dr. Bhimrao Ramji Ambedkar and his contributions for the people of India. It was 126th birthday anniversary celebration in the year 2017 to remember his memories.

File Description	Document
Any additional information	View Document

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

YES

Financial:

- The Institute is committed to high standard of Governance in all its activities and processes. Through its Governance measures, the institute aims to maintain transparency in its financial reporting and keep all its stakeholders informed about its policies performance and developments through audit reports hosted on institute website.
- Whenever any fees are collected from parents or student, the receipt is given to the parents.
- The Institution is about to start online payment gateway system to bring transparency in its financial transactions. Online file tracking system to speed up functioning has also been planned.

Academic:

- Display of annual calendar events, CIA and IA marks on the institution website/notice board.
- After the Internal assessment exams, the corrected booklets are circulated by the subject teacher amongst the students. If there is any grievance, they are addressed incorporated and the marks are shown to the students. The periodic sessional assessment of the students is also communicated to their parents/guardians via post.

Administrative:

Various committees formed in the institute comprises of faculty and stakeholders. Stakeholders are invited to attend and contribute to these committee meetings and the minutes of these meetings are displayed on the institutional websites. The institution strives for collaboration, consultation, and transparency in its administrative structures and practices.

7.2 Best Practices

7.2.1 State at least two institutional best practices (as per NAAC template)

Response:

Best Practice – 1

Title: Inculcating the value of research among Undergraduate students

Objectives:

Provision for research project at UG level will enable the students to

- Learn how to prepare a scientific report and
- Develop an aptitude for research

The Context:

The adoption of the participatory approach in learning, whereby the students involve themselves in identifying a problem, analyzing the causes and finding the solution will make the learning process more meaningful and interesting. Hence, initiatives were taken to include research project as an add-on component in the curriculum for all students at the Under Graduate (UG) level.

The Practice:

Students are divided into groups under the different department, and a supervisor is assigned to them. Normally a teacher will be given maximum five students for project guidance.

Once the project proposal is decided, the students work on their project by collecting required information from sources. The data collected by the student will be tabulated, analyzed and interpreted logically using various research tools/techniques and supporting evidence from the literature.

Submission of Project Report and conduct of Viva-voce: At last report of the project work will be submitted by the students as a partial fulfillment of the requirement for the undergraduate degree.

Evidence of Success:

The Project work carried out by the students develops self-confidence for independent research project work and motivates them to take up further research projects at PG level. The feedback collected from the students about project work shows that project work at UG level has helped them to develop a scientific approach and has enhanced their understanding of the subject. It is seen that even an average or poor caliber student is able to do well and get a sense of achievement through the project work.

Problems Encountered and Resources Required:

Language difficulty, lack of analytical thinking and financial problems were identified as problems for some students and they were addressed properly.

Best Practice – 2

Title: Adaption of Village for the community and extended activities.

Objectives:

Provision for health education and health promotion.

- To promote health, personal hygiene and rational use of medication.

The Context:

The objective of village adoption was to ensure and promote health and hygiene among the rural population and to fill the gap in the provision of primary health education.

The Practice:

- Applicable to the adopted village (Siddapur)

Responsibilities:

- NSS unit and CPETS Unit.

Procedure:

Every department of the institute visited the adopted village according to the planned schedule in rotational basis to meet the objective of best practice.

Evidence of Success:

The activities performed were documented to evaluate the impact and outcome of the objectives framed.

Problems Encountered and Resources Required:

Initially, selection of the village was a challenge owing to the low level of health awareness among many surrounding villages; the institute identified Siddapur village was having the lowest health awareness and selected for adoption.

Recourses required for the provision of health education and promotion among the rural population of Siddapur village was gathered and contributed by the institute.

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

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

BLDEA's SSM College of Pharmacy and Research Centre, Vijayapur is located in the northern part of Karnataka State and is economically underdeveloped and considered as one of the educationally backward districts. The institution commits to meet vision and mission by providing quality pharmaceutical education, practice, and research with global standards and to meet health care needs of back word region in empowering graduates in application based knowledge with the high degree of professional integrity and ethics.

As a social responsibility, the institution has introduced a unique practice of offering free seats for students of this region. This has been a motivational factor for the students and is appreciated by society. The institution is providing free pharmacy seats for meritorious students, domicile of Vijayapur district. The support includes exemption from payment of tuition fee.

The institution is the Headquarter of Karnataka APTI (Association of Pharmaceutical Teachers of India) State branch and has got presently five office bearers of State Branch as well as Central Branch. The APTI Karnataka State Branch in association with Institute has organized the first state-level convention of KAAPTICON 2014-15. The Institution is supporting the APTI and vice versa. The office bearers are working in the direction of increasing APTI members by encouraging all pharmacy colleges to support their teachers to become APTI members. It has also appealed the university to encourage pharmacy colleges to recognize teachers and sponsor them for research and workshops. The Institution is also actively involved in conducting various workshops for teachers so that they can improve their academics and research. Our institute is distinctive in encouraging staff members to imbibe qualities in disseminating objectives of pharmacy education and attracting central APTI to house its state branch at our institution.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

The Institute is situated in the verdant and picturesque green campus. The Institute is committed to maintaining the ecological balance of the whole campus and measures such as utilization of clean energy go a long way in achieving the goals. The Institute shall steer for the regulation, involvement, and inculcation of a policy of sustenance of environment and stem the usage of artificial energy resources.

BLDE Association scholarship scheme is provided for the benefits of students. Students can also get the benefit of Scholarship provided by State Government Welfare Department as per the norms of their State concerned department. Students are given full assistance in applying for such scholarship schemes.

Other additional information is available on institute website www.bldeaspharmacy.ac.in

Concluding Remarks :

The uploading of information criterion-wise was successfully done. The meticulous and herculean task was completed by putting an honest effort in acquiring data available and compiling as per NAAC requirement. The NAAC new format is user-friendly and suggestive in all point of filing data online. The information provided is true and best of our knowledge