SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF PHARMACY, AMRAVATI

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gcopamravati.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Government of Maharashtra has established Government College of Pharmacy at Amravati, as one of the four state Government Pharmacy colleges, in the year 1996 to remove the technical educational backlog of Vidarbha region. Initially it was housed in the premises of Government College of Engineering, Amravati, and subsequently in the year 1999, it acquired the status of full-fledged College of Pharmacy. The institute in this short span has acquired the credibility in imparting quality education. Presently it offers full time undergraduate (B. Pharm.), postgraduate (M. Pharm. and Pharm.D) and Ph.D. (Pharmaceutical Science) courses. It is permanently affiliated to Sant Gadge Baba Amravati University, Amravati and approved by All India Council for Technical Education, New Delhi and Pharmacy Council of India, New Delhi. The institute has 12 highly qualified faculty members actively involved in teaching and learning, engaged in research, consultancy works with fetching the grants from AICTE, DST, SERB, Rajiv Gandhi Science and Technology Commission (RGSTC), Maharashtra Government and other funding agencies. The institute has developed excellent facilities that include library, class rooms and laboratories, pilot plant, central instrumentation laboratory, computer laboratory, animal house etc. The institute has an excellent academic reputation. The institute was accredited by the National Board of Accreditation (NBA), New Delhi for 3 years from 10.09.2013. The institute has well defined vision and mission statements addressing the needs of all its stakeholders. The institute has constituted college development committee (CDC) and internal quality assurance cell (IQAC), and other academic and administrative committees for its effective governance. Various committees execute works of all the activities and processes with the equal participation and decentralization of the responsibility in order to ensure the responsibility and everyone's participation in the development and progress of institute.

Vision

The institute envisions the journey towards the development of technical excellence among the students to make them globally competent pharmacists

Mission

Mission is of the institute is to develop globally competent pharmacists with technical skills and positive attitude. The institute strives to generate attitude & skills, conducive to the creation of academic, industrial, clinical and social environment for life-long learning in pharmacy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institute run by the State Government
2. Staff welfare measures
3. Almost 100 % faculty retention who are well qualified, experienced and dedicated
4. UGC recognized 2(f) & 12(B) institute

5. Ph.D. approved research centre in Pharmaceutical Science affiliated to SGB Amravati University, Maharashtra
6. Students admitted with high scores in entrance examination (MHT-CET)
7. Benefit of scholarship to students from state Government, Social Welfare Department, AICTE etc.
8. Excellent record of success in university examinations, competitive examinations
9. Grants accrued from Department of Science & Technology (SERB-DST), AICTE (RPS) and Rajiv Gandhi Science & Technology Commission (RGSTC)
10. 20 years standing Alumni in Senior / influential positions spread across India
11. Well established credit based curriculum and a very credible examination system
12. Excellent central facilities like laboratories, computers / Library, etc.
13. Internet/ Wi-Fi facilities available
14. NSS unit approved by Sant Gadge Baba Amravati University, Amravati

Institutional Weakness

1. Poor communication skill of students due to rural background
2. Limited regular faculty recruitment
3. Insufficient supporting staff
4. Difficulty in prioritizing (teaching/ research/ short term courses/ projects/ institute responsibilities/consultancy) works
5. Procedural delay in administrative and academic activities
6. Increasing proportion of new faculty (clock hour basis teachers) with limited teaching experience
7. Complicated and restrictive purchasing procedures
8. Lack of meaningful and functional collaboration with Industry or academic institutes

Institutional Opportunity

1. Increase in intake of UG and PG students
2. Recruitment of full time teachers as per regulatory norms
3. Interaction and collaboration with industries and premier academic institutes
4. Availing funds from UGC, DST, DBT, AICTE, CSIR, RGSTC and other sources for improving infrastructure for
5. learning and research activities
6. Tapping rich experience of Alumni
7. E-Governance system implementation to reduce workload of faculty
8. Increase in research publications

Institutional Challenge

1. Controlled utilization of funds allocated by the state Government
2. Competition with growing self financing institutions rich in infrastructure, academics and research
3. Deterioration of quality in teaching as priorities get changed toward administrative works
4. Quality of admitted students (communication skills, attitude, analytical thinking, motivation)
5. Faculty have to emphasize more on administrative works
6. Decrease in faculty and staff morale due to institutes threatened reputation for quality

7. Research oriented attitude in students and faculties

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As an affiliated institute to Sant Gadge Baba Amravati (SGBA) University, Government College of Pharmacy, Amravati (GCOPA) follows the syllabi prescribed by the University. The university reviews and reforms the syllabus as per the regulations of PCI and AICTE to maintain the requirements and standards. The members of board of studies design and/or detail the curriculum of each course based on university's approach that includes inputs, suggestions and needs of stakeholders, society's demand in addition to the guidelines of regulatory bodies. Senior faculties of the institute are members of BoS, SGBA University and are actively involved in designing the curriculum. The teachers of the institute regularly participate in university activities of evaluation process as question paper setting, subject examination, and assessment process and research committee too.

Abiding to the curriculum of SGBA University, the institute strives for effective implementation of the curriculum. For this the academic calendar and college time-table fulfilling the number of classes per teacher per subject and number of working days is developed. Individual faculty extends this planning for their own subjects and maintains the details of planning along with all academic details of the subject strengthening the effective teaching-learning process.

The fruitful implementation of the planning is possible with its effective dissemination to the stakeholders which the institute does by display on notice boards and/or website. The evaluation of the students is done through continuous mode with suggested academic activities, regular assessment of practical performance and records, tutorials and assignments, and sessional (internal) examination. The meticulous assessment of the hospital rounds, case studies, projects, clerkship and intership reporting is followed.

The systems of interaction with students via 'mentor mentee' concept, meetings of various committees, suggestion box provides the feedback of the students about the teaching learning process, their requirements and expectations from the course. The needs of the students are addressed by arranging extra or remedial classes, lectures by experts and workshops. For the overall development of the students, the programmes are taken on the issues relevant to technological advances, professional development and ethics, societal issues as human values, gender equality, environment and sustainability.

Teaching-learning and Evaluation

Students are admitted in GCOPA based on the merit and reservation policy stated by competent authority of state common entrance test cell, Government of Maharashtra. The college assesses the learning levels of the students based on their academic performance in internal examination to identify the slow and advanced learners. College takes efforts to cater to their needs. To ensure effectiveness of teaching-learning process, various student-centric methods are adopted like experiential learning-clerkships, internships activities, Industrial trainings and visit etc; participatory learning like participation in conferences with presentations, projects, case studies reports etc.; innovative teaching practices like problem based learning, etc. The use of ICT enabled tools also enhance the effectivity of the teaching-learning process. The college has incorporated the concept of mentor-mentee so that the academic as well as personal needs of the students can be fulfilled with individual attention.

The faculty recruitment of the college is done by MPSC. College has 12 regular faculties where ten are doctorate and two are in the process of acquiring the qualification. The appropriate conduction of internal/external examination as well as attending to related grievances is done in transparent and time-bound manner through college exam committee, internal squad, grievance-redressal committee. The activities of the committees are as per the University Gazette-2007 (ordinance number-16). The course outcomes (COs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) are well defined and communicated to stakeholders effectively. The attainments of COs are measured through internal and university examination results. The POs are measured by direct method as student performance in university & internal exam, and indirect assessment methods including parent survey, exit survey, GPAT results etc. The average percentage of students passed in university final examination is 95 % which proves academic excellence of college.

Research, Innovations and Extension

GCOPA runs different programs in pharmacy which are an integral part of healthcare system, research and innovative practices. It has 85% doctorate faculties and 90 % of them are approved supervisors of the SGBA University for the Ph.D. programme with good research facilities including well equipped central instrument laboratory with availability of sophisticated instruments like HPLC, HPTLC, GC, AAS, etc. This institute has handled research projects funded by the AICTE and SERB-DST costing Rs.125.24 lacs in the last five years.

There is a good participation of college faculty and students in various pharmaceutical and allied conferences for presentations based on the research works or survey based reports. Workshops, seminars and guest lectures on technical subjects and soft skill development are conducted for the students which helps them in enhancing their professional and personal attributes. The students have published their research works in reputed journals. Some of the faculties and students have also filed patents. The faculties of the institute have published different books related to the pharmaceutical science and competitive examination.

Institute's NSS unit conducts many community based activities like blood donation camp, health checkup camp, sickle cell anemia detection camp, AIDS awareness program or rally in association with District General hospital, Amravati as well as Dr. PD Medical College, Amravati. NSS camps in nearby villages are frequently conducted by the NSS unit of the institute where basic facilities are lacking and for that the volunteer students work hard in building water channels or dig pits for preservation of water, conducts cleanliness drive and health checkup camps. Students through such NSS camp activities realized their responsibilities as a pharmacist and they have registered their own NGO named Oasis group which is now active in serving the community. For collaborative activities, functional MoUs with industries, institutes and government hospital are signed under which the students and faculties carry out their academic and research activities. Students undergo different training, internship programs as per the requirement of their curriculum. Moreover, industrial visits are organized to help the students in understanding the concepts of pharmaceutical manufacturing and quality assurance in a better way**.**

Infrastructure and Learning Resources

The infrastructure is as per the norms and standard of regulatory authorities like AICTE and PCI. The class rooms and seminar hall are equipped with LCD/Wi-Fi/LAN facility. The laboratories are well furnished, equipped with equipments/instruments, and supported with all infrastructure for effective ventilation, water, gas and electricity supply, fire extinguishers and safety features which provide conducive atmosphere for academic and research work. The central instrument laboratory is equipped with sophisticated instruments like HPLC,

HPTLC, GC, FTIR, UV-Visible spectrophotometers and AAS etc. and are maintained with regular frequency. The use of instruments as per the SOP is properly documented with individual job cards and log books. The machine room accommodates the instruments needed for manufacturing dosage forms on pilot scale. Library is enriched with more than 8641 books, national/international journals and e-journal subscription from N-List, J-Gate, NDL. The college provides facilities for indoor/outdoor sports, yoga and gymnasium. The facility of ramp is available for differently able students. The IT related infrastructure has been developed and maintained by the institute. Internet with LAN access speed 40 mbps and Wi-Fi is provided on the campus. The college has medicinal plant garden nurturing more than 250 varieties. The college is surrounded by lush greenery and under human and electronic vigilance. The campus have facilities for easy commuting systems and procedures for maintaining and utilizing physical, academic and support facilities are established and executed through PWD departments.

Student Support and Progression

Success of GCOPA can be visualized by student's enrolment ratio with the excellent academic results. The state government as well as central government approve different scholarship schemes to the students enrolled in the institute. This approval of scholarship to the students is based on their family income, cast and category, academic merit etc. Approximately Rs. 40 lakhs are sanctioned by the governments through various scholarship schemes to over 200 eligible students every year. Goal of the institute is to inspire and guide students to achieve balanced success in both their academic career and social life. Annual magazine of college "GCOPA E-Magazine'' is a perfect platform to achieve this goal of "learn beyond the classroom".

The college has placement cells, for guiding students towards a better career and providing job opportunities through campus interviews or self placement. The college also conducts competitive examinations and career counselling classes for aspiring students. The college library also provides a good collection of competitive exams books, entrepreneurship and current affairs magazines. The college library subscribed employment news paper to keep students abreast with various job opportunities.

Adapting the Indian tradition of Yoga to enhance the cognitive skill as well as build overall health of college students, the institute initiated yoga classes through well renowned Art of Living branch of the district. To take on a fast-changing world of work by college students, various soft skill programs are organized by the college to train them with social and emotional skills.

Students of the institute are future leaders and decision makers in various educational policy applications. The students equally contribute in various administrative bodies of the college along with student council [as per public University act 2016 u/s 99(3)] such as student and women grievance committee, SC/ST and OBC committee, anti-ragging committee, library committee etc. In addition to planning events that contribute to institute spirit and community welfare, the student council is the voice of the student body. The college alumni network from different parts of world is a key player in placement, entrepreneurship aspirations, higher studies and competitive exam guidance and research activities of our institute.

Governance, Leadership and Management

It is one of the four Government Pharmacy Colleges of Maharashtra State. The vision of the institute is journey towards the development of technical excellence in the students to make them globally competent pharmacists. The mission is to develop globally competent pharmacists with technical skills and positive attitude. The

institute strives to generate attitude & skills, conducive to academic, industrial, clinical and social environment for life-long learning in pharmacy. The institution has hierarchical Governance starting from the Directorate of Technical Education, Mumbai and its regional office of Amravati supported by various institutional committees comprise of teaching and non-teaching staff alongwith other stakeholders. The institution has deployed five years strategic plan, aligned with the vision and mission, and signed MOUs with other institutes, industries and District General hospital, Amravati for its overall development and academic progression. It runs on the wheels of funds from the Government of Maharashtra (GoM), fees received from students, and funds received from the research and non-research projects. As per the rules and regulations of GoM, the Institution has been implementing different welfare schemes for students, teaching and non-teaching staff. The employees avail the promotion system defined by service rules and enforce government resolutions. The institute also provide financial support to teaching and non-teaching staff for attending conferences/workshops. The professional development and other training programs are organized regularly by the institute for its stakeholders. These activities and annual performance appraisal system help in evaluation and improvement in quality of its employees. The quality improvement in academic, administrative and social activities is looked after by the committees like CDC, IQAC and other allied committees.

Institutional Values and Best Practices

The institute envisions the journey of the institute towards the development of technical excellence among the students to make them globally competent pharmacists. It provides conducive environment to facilitate the educational and technical excellence among students and provide environment inculcate the human and professional values.

Gender balance has been maintained in institutional activities and decision making as well as institutes takes every effort in ensuring gender equality in overall aspects of campus life and social life. The institution has established and active Internal Complaint Committee to demonstrate to cognizance of issues and matters related to sexual harassment of women as well as to motivate and encourage the students to resist the misdeeds or offense arising from gender bias. Common room facility and mentoring/counseling cell are available in the institute.

Institute has efficient solid, liquid, biomedical, e-waste management system and proper disposal air from fuming chambers minimized the risk of deleterious effects of hazardous fumes in the laboratories. The use of plastic and tobacco products are prohibited in the campus. GCOPA demonstrated higher sensitivity and responsibility in implementing green concepts in the campus and efficiently manages water resources, waste management, solar and electric energy, conserve natural resources, and provide eco-friendly and solar passive building, minimal paper use.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF PHARMACY, AMRAVATI
Address	Kathora Naka, VMV Road, Amravati-444 604
City	Amravati
State	Maharashtra
Pin	444604
Website	gcopamravati.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Somashekhar Khadabadi	0721-2531690	9370159421	0721-2531827	principal.gcopamravati@dtemaharashtra.gov.in
IQAC / CIQA coordinator	Dr. N.n. Inamdar	0721-7212531690	9423964969	0721-7212531827	nazmainamdar@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	25-07-1996

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Sant Gadge Baba Amravati University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	30-10-2017	View Document
12B of UGC	30-10-2017	View Document

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**
AICTE	View Document	29-04-2019	12	
PCI	View Document	10-06-2019	12	

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Kathora Naka, VMV Road, Amravati-444 604	Urban	6.07	5590

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	HSC	English	48	47
PG	MPharm,Pharmacy	24	B. Pharm.	English	12	12
PG	Pharm D,Pharmacy	72	HSC	English	30	30
PG	MPharm,Pharmacy	24	B. Pharm.	English	12	12
Doctoral (Ph.D)	PhD or DPhil,Pharmacy	36	M. Pharm.	English	10	2

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				8				10				15
Recruited	0	1	0	1	2	1	0	3	5	2	0	7
Yet to Recruit				7				7				8
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				21
Recruited	13	6	0	19
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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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				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	2	1	0	4	1	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	1	0	2

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	1	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	16	0	16

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
PG	Male	94	0	0	0	94
	Female	98	0	0	0	98
	Others	0	0	0	0	0
UG	Male	128	0	0	0	128
	Female	100	0	0	0	100
	Others	0	0	0	0	0

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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	7	9	9	6
	Female	12	6	10	11
	Others	0	0	0	0
ST	Male	5	3	1	3
	Female	2	4	3	1
	Others	0	0	0	0
OBC	Male	33	24	22	22
	Female	30	29	20	32
	Others	0	0	0	0
General	Male	11	17	18	26
	Female	14	14	14	16
	Others	0	0	0	0
Others	Male	7	10	9	6
	Female	6	9	5	9
	Others	0	0	0	0
Total		127	125	111	132

Extended Profile

1 Program

1.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
237	235	158	158	158

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
449	454	424	416	374

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	64	68	71	71

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

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
98	124	116	108	86

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

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	12	13	9	9

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

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	14	14	14

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

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 6

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
80.98	61.49	36.83	38.99	30.55

4.3

Number of Computers

Response: 43

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:

As an affiliated institute to Sant Gadge Baba Amravati University, Government College of Pharmacy, Amravati follows the syllabi prescribed by the University. Semester pattern with credit based semester is implemented for B.Pharm and M.Pharm whereas conventional marking system and annual pattern exist for Pharm. D.

At the beginning of academic year, academic calendar for all programs is planned so that prescribed teaching hours are attained. The academic-in-charge prepares semester-wise timetables for theory, practical, and tutorials. Based on these, the individual teacher comes up with its own planning for that semester/year. The course file is maintained by the individual teachers for their subjects. The academic transactions mostly take place as per the planning. The replacement classes are arranged if the concerned teacher is on leave. The seminars/workshops/guest lectures are arranged by the institute on recent topics in the field. The regular meetings with the students provide the avenue for recognizing needs of students and taking the action to fulfill those needs at the earliest.

Taking into consideration, diversity of students, their differential learning needs, a student-centric teaching-learning process is adopted by the faculty. The teachers are encouraged to use technology-based teaching learning methods. The institution is equipped with excellent infrastructure, and is being upgraded periodically. Spacious well-equipped labs, industrial laboratory, tissue culture lab, central analytical laboratory, computer facilities, library, all housed in environmental-friendly building create a very conducive atmosphere catalyzing teaching-learning process.

The evaluation system followed includes continuous assessment as well as the formal examinations as sessional examinations and end term examinations laid down by the University. In addition surprise tests, class tests, quizzes are also conducted as per the need of the subject. The assignment work is also allotted to students which are to be submitted in time bound manner. To improve effective delivery of curriculum, the performance of the students in examinations and feedback are used as assessment tools. The courses as seminars and project built in the programmes ensure the opportunity to evaluate the students for overall technical knowledge and learning ability.

The Pharm.D. programme is of six-year duration that includes five years of academic study and one year of internship. For second, third and fourth year of programme, every student is posted for ward round in constituent hospital for at least fifty hours. In the fifth year, every student spend half a day in the morning hours attending ward rounds on daily basis as a part of clerkship. The conduction of ward round is meticulously supervised by the preceptor and the concerned staff in the college. The attendance of the students for these activities is closely monitored. The activities, built around ward rounds, case study presentations concurrent to knowledge domain enrichment with teaching-learning, focus on development of overall technical and communication skills required to provide better clinical pharmacy services. The

students take active participation in community pharmacy activities as awareness creation and detection of communicable diseases, lifestyle diseases, malnutrition programmes and get hands on experience of like community pharmacy.

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

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

Response:

The quality teaching learning process satisfying the needs of students and other stakeholders is mainstay of the institute. This accomplished by scheduling and chalking out academic calendar for curricular, co-curricular and extracurricular activities within stipulated time. The affiliating university disseminates its own academic calendar. Also the holidays, adhering to government circular, are made known to staff and the students. With the commencement of each academic year the academic calendar is prepared abiding to these two guidelines. It is done in the consultation of all the concerned staff of sections of academics, student, administrative, co-curricular and extracurricular activities etc. After the due approval from the Principal, the academic calendar is displayed on the notice boards, website for information to the students as well as faculty members. The feedback of the students obtained during the meetings with them is also taken into consideration.

The academic calendar displays the start and end of each semester stating various activities to be conducted, the internal evaluation schedule and the tentative schedule of external examinations. At the beginning of the semesters the allotment of the students for project/ seminar work is conveyed to the concerned students and teachers with defined time-frame for completion of the activities. The academic calendar becomes a source of information and planner for students, faculty, staff, and other stakeholders of the institute. With the broad timeframe, individual teacher delineates his/her activity schedules for their own subjects such as teaching, continuous evaluation, facilitation of project and seminar topics. For continuous evaluation, the academic activities suggested are quiz, assignment, open book test, field work, group discussion and seminar. The planning and execution of these activities is possible with proper scheduling. The institute has incorporated mechanisms to ensure syllabus completion with timetables prepared obliging to prescribed teaching and tutorial hours per week. Remedial sessions are conducted for the students who have to appear for the subjects mandated as per syllabi due to direct admission in the second year. Various measures are taken to cater to academic needs of these students to become at par for accumulation of total grades. If needed, the remedial sessions are conducted on weekdays and on Sundays too. The challenge faced by the institute is completing process of teaching-learning for the prescribed syllabi in the first semester of B.Pharm because the admission process governed by DTE continues till the end of July and the teaching session usually starts by the first week of August. The inadequacy of available time as per the regular schedule is compensated by conducting out- of -turn classes on first and third Saturdays and Sundays of the month. The results of continuous as well as internal evaluation is conveyed to the students regularly so that the stakeholders can identify the strength/weaknesses of the teaching-learning process for individual student and adopt the appropriate change in the delivery method. The co-

curricular activities are scheduled as per the availability of resource persons and the examination schedule. This is informed to the students well in advance.

File Description	Document
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Link for Additional information	[View Document]

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 20

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

Response: 1

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	[View Document]
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

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

Response: 18

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	4	3	2	0

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document

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

Response: 37.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
362	222	158	93	0

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

1.3 Curriculum Enrichment

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

Response:

We have positively integrated issue of environment and sustainability in curriculum with subject of Environmental Sciences. The medicinal plant exhibition and tree plantation programmes are organized. With a subject of Pharmacognosy, where plant originated and derived drugs are studied as part of curriculum, students understand the importance of nature's bounty as well as diversity. The students are made aware of preservation of plants and maintaining the balance in the ecosystem. The eco-friendly building itself is a great example of effects of attention paid to environment and sustainability.

The field of pharmaceutical discovery, development, and manufacturing is intensely based on synthetic chemistry, biotechnology and techniques. The delivery of curriculum is incorporated with green chemistry, microwave assisted synthesis, environmental biotechnology and allied concepts that are beyond syllabus but have scope in technological advances. The formal instructions on pharmacy profession ethics and practices are included in curriculum as a subject of **Pharmaceutical Jurisprudence**. However, in curriculum, it is not possible to deal with all the aspects of continuously changing practices and regulations. Hence the activities, workshops pertaining to identified needs, gap are conducted. Adhering to scientific ethics, thesis are checked for plagiarism before submission, authenticity of work and honesty in reporting, and conflict of interest. The ethics imply not only to human relations but to animals too. The use of animal is allowed only after approval of animal ethical committee. With community postings and clinical internships, the students learn professional, technological and ethical practices. The study reveals that prevalence rate of infective diseases especially mycobacterial diseases is more in Vidarbha compared to rest of the districts of Maharashtra. The students of institute regularly participate in leprosy detection camps. This is in addition to contribution to the special events by the health department of district from time to time such as sickle cell anemia and others. The needs of students in curricular expectations with respect to advances in field are also addressed.

Even though the issues, like gender, human values do not make a part of curriculum as separate headings, these issues are addressed by conducting different relevant activities. As part of human values, the gender equality, physical and emotional dignity of a person is also of utmost importance. The sensitization towards gender issues is a continuous process. Hence activities are planned and executed as women's day celebration, workshops related to gender sensitization, women's safety, as well as awareness about the changes in laws about women safety etc. This is in addition to regular activities of constituted committees.

The admissions to the institute done on merit by centralized admission process comply with the reservation policy of state for SC/ST/NT/SBC/OBC/Defense/Physically handicapped/girls. Support systems are available for these students. The presence of heterogeneous group of students makes a milieu of its own and raises the understanding of equality, fraternity and human values amongst the students. Through NSS activities and different drives the students are sensitized to human values and importance of human life with dignity.

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

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

Response: 5.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	10	9	7

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

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

Response: 35.92

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

Response: 162

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

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

Response: A. All of the above

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

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 93.11

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

2018-19	2017-18	2016-17	2015-16	2014-15
136	132	127	138	127

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
136	136	142	148	148

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

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

Response: 78.64

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

2018-19	2017-18	2016-17	2015-16	2014-15
57	58	59	48	42

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

2.2 Catering to Student Diversity

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

Response:

The prime objective of any educational institute striving to achieve excellence is to identify respective learning levels of the students. Students from the diverse socio-cultural, economic and educational background are admitted to the college. Therefore taking into account the varied needs of the students it becomes necessary to identify slow learners and advanced learners from each class. At the commencement of every academic year, the college conducts counseling sessions/induction programmes for newly admitted students. In these sessions, college Principal and the senior faculty members make students aware with their goals and objectives, code of conduct, classroom attendance, examination and evaluation system and the amenities available in the college.

Identification of types of learners:

- Advanced learners and slow learners are identified on the basis performance in internal examination, attendance , assignment & class test, practical performance & viva –voce
- Students who scored marks below 40% are categorized as slow learners and who scored above 70 % is categorized as advanced learners.
- During the course of study, group of students are assigned to a mentor for counseling.
- The mentor monitor academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impeding their academic success
- Faculty members appointed as class incahrge for all courses to maintain discipline & monitor their academic performance

Special program for Advanced learners:

- The college promotes advanced learners by organizing and encouraging them to participate in various competitions like research project competition, poster presentation competition, model making competition at University/State/National and International level.
- The advanced learners are encouraged to attend seminar/guest lecturers/workshops/NSS activities.
- For advanced learners, the college organizes training sessions on sophisticated instruments like HPLC, Gas Chromatography, Fluidized bed processor, FTIR etc.
- Coaching is given for competitive exams like GPAT entrance to students for higher studies.
- The advanced learners are encouraged to learn from resources like SWAYAM, e-PG Pathshala, MOODLE etc.
- The academic achievers (college & university) from each class are awarded during Annual Social Gathering.
- E-library facilities with annual subscription of learning resources like J-gate, e-shodhsindhu, DELNET free to access for enrichment of knowledge

Special program for Slow learners:

- Tutorial/Remedial Classes/Extra classes are organized for selected subjects.

- Assignments are given to the students to enhance self-learning
- Question bank provided to the students containing important questions on the topic and frequently asked questions in the University examination.
- Students are encouraged to watch videos/recorded lectures uploaded on MOODLE for better understanding of the subject.
- Notes are provided in class room. The power point presentations are also uploaded on MOODLE.
- Students having poor performance in semester assessment tests/sessional examination are given an opportunity to appear for re-assessment/improvement sessional examination
- Individual attention is given to the students, where sessions are conducted to solve students' difficulties/doubts
- Personal counseling of slow learners by mentor to motivate them for improvement of their performance

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)

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

Response: 37.42

File Description	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:

Experiential learning: The College focuses on imparting that kind of knowledge which enhances critical thinking and gives scope for creative imagination among students so that when they grow up they become responsible citizen of the country. The institute has state of the art laboratories for students to get their theoretical concepts clear through practical/ experimental knowledge. Scientific thinking is nurtured among the students by creating an atmosphere where they are made to see and analyze everything in an objective and scientific way. Enrichment of learning experience has been demonstrated by faculties in practical session like formulation & characterization of various dosage forms by exposure of tablet compression machine, extruder & spheronizer, FBP, Coater etc. , quantitative & qualitative estimation of drug in formulation by handling sophisticated instruments like HPLC, UV, IR, Gas chromatography etc., laboratory synthesis of drugs & excipients, Extraction , isolation & purification of drug from parent sources by chromatography, health screening experiment such as blood group detection , monitoring of blood pressure, blood glucose analysis etc. Students are encouraged for Industrial Training, Every year

college use to organize industrial tour for students to nature the actual practical perspective which helps to attain professional attitude. Students undergoes the mini research projects, Clerkship & Internships activities of Pharm.D students with association of district general hospital gives practical exposure with patient by assessment of health issues, patient counseling, determination of adverse drug reaction, therapeutic drug monitoring, pharmacovigilance, prescription error & intervention helps to improve skill & knowledge. Health check-up camps/Healthcare awareness activities (Blood donation/Aids day/Health survey etc.), NSS activities etc.

Participative learning: Students participate in Model making competition, Poster/Paper presentation competition. Group Assignments are given to the students like preparing chart/poster. Students participated in activities like debate competition/awareness campaign on disease etc. conducted during NSS Camp. Student clubs organize extra-curricular activities like annual social gathering and sports every year.

Problem solving methodologies: UG and PG students carry out Research Projects enhancing problem identification and solving skills of the students. Case Studies on prescription analysis, study of adverse drug reactions, hospital ward round and clerkships activities involves in order to identify the common factor associated for community illness and approaches to overcome these issues. Tutorial classes in curriculum help to improve problem solving approaches. Online google form test series for various subject conducted in tutorial session in order to impart creative skill in student test paper format contain MCQs and problem assignment , specific time is allotted to solve & submit this test , student performance is shown after evaluation and order of merits displayed or shown to them.

File Description	Document
Link for additional information	[View Document](#)

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

Response:

The new developments in information technologies have opened-up fresh prospective in teaching and learning. There is now widespread recognition that the way forward is to make greater use of ICT. These ICT enabled methods helps the teachers to offer quality e-content; both - education in classroom situation and to a large number of population in a structured, flexible, interactive, blended and open way. E-learning and open educational resources used by the faculty for effective teaching in institute as follows-

- The class rooms are equipped with OHP with internet connection are used by faculty members providing an interactive platform whereby different forms of media-including ppt, photographs, videos, graphs, charts etc. are used for better understanding of the content.
- LCD projectors in the laboratory to conduct the case studies, clerkship presentation in practical session as well as Patient medication counseling, ward round participation and clinical discussion on selection of drug therapy for PG students.
- OHP & LCD enabled rooms used for project presentation for both PG & UG students
- The free E-books/E-Journal/Digital Libraryfacilities available for students & faculty with computer system and internet connection in college library
- The college has local NPTEL chapter for students and most of students registered for online

program such as SWYAM

- Faculty member undergoes NPTEL online certification course program by the use of ICT for enrichment of knowledge
- Educational software's (QbD for Pharmaceutics and Clinical Pharmacology, Drug design(QSAR)for Medicinal Chemistry) free to access to PG students forresearch projects in formulation development/analytical method development
- The subject related Assignment, Test series, GPAT/GATE mock test facilities developed by faculty members using Google DOCS and FORMS system for student to impart the quality and skill based attitude.
- KIOS facilities provided in library for students helps to ease of access of books, Journals, other study materials.
- Fully equipped computer room with free internet access
- Internet facility is provided to all the departments and faculty is encouraged to use and download latest information so as to use ICT enabled teaching practices by all the faculty members.
- Video conference room empowers to chat with expert face to face by audio visual instructions. Teachers and students can chat and interact with the experts
- All the staff members use these open educational resources for active teaching. Students are encouraged to use the internet facility for their presentation of seminar topics.

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems
- Greater problem solving and critical thinking skills

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

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

Response: 38:1

2.3.3.1 Number of mentors

Response: 12

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

2.4 Teacher Profile and Quality

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

Response: 78.57

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

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

Response: 73.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	10	6	6

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 8.42

2.4.3.1 **Total experience of full-time teachers**

Response: 101

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

The college is affiliated to SGBAU, Amravati university notifies the academic calendar covering the schedules of session commencement, examination, and vacation. The institute establish academic calendar by referring university calendar. Institute adheres to the academic calendar for the conduct of continuous internal evaluation. Mechanism involved for internal assessment as follows-

- University publish the academic calendar before commencement of academic sessionand published on university web portal www.sgbau.ac.in
- Academic and Examination in charge of college prepares the academic calendar and which get finalized by IQAC committee well in advance before commencement of classes with reference of university academic calendar
- Academic calendar of college then uploaded in college web portal and simultaneously circulated on student notice board, faculty member and other department.
- The calendar focused on class work schedule, internal examination schedule, and external examination schedules along with extracurricular, co-curricular activities.
- The well planned, structured approach towards individual theory and practical classes ensures that there is no problem in completing the curriculum on time.
- The entire curriculum is planned and taught as per the number of hours allocated
- As per reference of college academic calendar examination committee prepares time table for conducting the in-semester assessment and sessional examinations. The time table is then displayed on college website and notice board.
- Examination department notify the faculty members for preparation of question paper, examination time table , assessment schedules , submission of internal marks
- Internal examination squad is appointed to maintain the transparency in examination process
- In-semester/sessional exam answer papers, after evaluation by faculty, are shown to all students along with corrections. If the students have any query, faculty members address the queries of students with regard to answers written by them.
- Examination grievance committee established for dealing of any issues related to examination like reassessment.

- As per university guidelines any student unable to attend in-semester assessment/sessional examination on medical ground or students securing less than 40 % marks are given an opportunity to appear for improvement sessional examination.
- Student marks record (Theory, practical, seminar, project, internships, clerkships) maintained by examination committee of collegein internal examination Mother Register
- At the end of session all the student avail the facility to access the mother register of examinationfor their perusal
- Internal marks records signed by all students communicated to university as per instruction (either online portal, hard copy, fox pro software system)

File Description	Document
Link for additional information	[View Document](#)

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

Response:

Examination process at Institute: The academic calendar is displayed on the college notice board and web site at the commencement of academic session in which all the sessional examination dates are given. Also the examination time table is displayed on the notice board at least two weeks before the internal examination. Also respective subject teachers notify their sessional syllabus. Coordinator- examination and assessment committee requires the subject teachers to submit question papers well in advance. The principal and examination committee are also vigilant so as to avoid any malpractice by the students. The marks awarded for the mid exams which constitute the internal assessment components are displayed on the examination notice board at the end of the year, the averages internal marks are shown to the students.

The grievances of students are divided into two sections-

1. Grievances related to Internal Assessment:

- The students raise their grievance in the examination grievance redressal form to the examination grievance redressal committee.
- The examination grievance redressal committee informs the grievance to the concerned subject teacher
- Concern subject teacher looks into the matter, analyze and verify the same and forward the corrections if any
- Examination grievance redressal committee takes the corrective action satisfying the student.
- All such representations are taken positively and reassessment may be made if necessary
- Student grievances related to internal examination are resolved in a time bound of week
- Whole process is done well before the internal marks are uploaded to university

2. Grievances related to External assessment:

- Sant gadge baba amravati university Gazette-2007, Ordinance no.- 16 provide the guideline to deal

with grievances related to external assessment

- Students apply online for getting enrolled for examinations. Any problems regarding filling the online examination forms and Hall tickets are resolved by the College Examination Officer in coordination with the University Examination section.
- Any grievance regarding to external assessment entertained by online application to university link as http://www.redressal.sgbau.ac.in/
- Students can apply directly online by filling application forms with non refundable fees through challan, DD, receipt for photocopy of answer sheet, reassessment , redressal & any other examination issues
- Time bound transport process have been adopted by university for examination concern grievances
- If student admire to obtain the photocopy of answer sheet, he/she may apply online within 15 days from declaration of results (Ordinance no 16 of 2007)
- The photocopy of evaluated answer books are reviewed by subject teachers appointed by university
- The photo copies of answer-book/s of internal assessment, practical examination, sessional marks, viva-voce, dissertation, thesis, field work, aptitude test and entrance test etc. shall not be supplied to an examinee.
- The University shall endeavor to provide photo copies of Answer-book/s within thirty days from the due date of the submission of the application form
- On receipt of photo copies of desired answer book/s, if the examinee is not satisfied with marks awarded to him/her, he/she may apply for redressal to University in the prescribed form.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Outcome Based Education (OBE) which impart education through student centric approach and follow outcome oriented teaching- learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programs.

- POs deal with the knowledge, skills and attitudes in graduate
- POs represent the graduate attributes formulated as per Washington Accord
- COs are major domain specific outcomes written using action verbs which are specific, measurable and can be demonstrated by students on completion of the course
- The COs drafted by addressing most of the applicable levels of Blooms Taxonomy incorporating knowledge, skill and attitude by faculty members for their respective courses are reviewed and finalized in meeting
- Finalized COs are approved in meeting conducted by IQAC

- PSOs are the statements that describe what the graduates of a pharmacy program should be able to do at the conclusion of course
- The POs, COs and PSO are displayed on website, students practical journal, course files, attendance register and guardian faculty records.
- The same is displayed on various floors of the building, library, administrative section, laboratories etc.
- Apart from this, POs, Cos, and PSO are made reachable to all the stakeholders of the program through faculty workshops, seminars, student induction programs and parent meetings , alumni meet & interaction
- Correlation matrices are generated to link Courses with their outcomes, POs and PSOs.
- These matrices specify the correlation in terms of high, medium and low (3, 2 and 1 respectively) indicating the levels.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Past link for Additional information	[View Document](#)

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

Response:

Method of assessment of POs/PSO:

Program outcomes are assessed by

Sr.no.	Assessment Methods	Attainment Level		
1	Direct Assessment	1 Low	2 (Medium)	3 (High)
2	Indirect Assessment	1 (Low)	2 (Medium)	3 9High)

Direct assessment method:Student performance in Sessional & end semester examination of both theory & practical considered for attainment of POs.

Indirect assessment method: Tool used for this assessment Students exit survey, Parent survey, GPAT/ placement for higher studies etc. The correlation levels as defined above are assigned for each POs with respect to these indirect assessment tools.

Assessment methods (Direct and Indirect) is implemented for attainment of POs with correlation levels as 1 (Low), 2 (Medium), 3 (High).

Questionnaires are constructed for indirect methods (parent, exit survey) and attainment of POs done by

surveys analysis in statistical form by setting of criteria & level of attainment.

The final attainment levels for each PO are calculated by different weightage level of direct assessment correlation levels and indirect assessment correlation levels with respect to each course which is then averaged to obtain the attainment levels for the programme.

The weightage ratio for both direct & indirect assessment methods as follows-

POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Direct method & waightage	70	40	70	70	30	30	40	30	30	30	30
Indirect method & waightage	30	60	30	30	70	70	60	70	70	70	70

Method of assessment of COs:

Course Outcome is evaluated by direct assessment method

Performance of students in internal assessments and in university examination of a course.

Internal assessment contributes 20% and university assessment contributes 80% to the total attainment of a COs.

Assessment Mode	AssessmentTool	Description	Weightage
Direct assessment	External Assessment	end semester/ annual theory & practical examination	80 %
Direct assessment	Internal Assessment	Internal sessional theory & practical examination	20 %

Attainment level: Course outcomes of all courses are assessed with the help of above mentioned assessment tools and attainment level is evaluated based on set attainment rubrics as follows-

Assessment Tool	Attainment level	Description
External Assessment (University Examination)	1 (Low)	50% of students scoring more than 60% marks in university examination
	2 (Medium)	60% of students scoring more than 60% marks in university examination
	3 (High)	70% of students scoring more than 60% marks in university examination

Internal Assessment (Internal Examination)	1 (Low)	50% of students scoring more than 60% marks in internal examination
	2 (Medium)	60% of students scoring more than 60% marks in internal examination
	3 (Hgh)	70% of students scoring more than 60% marks in internal examination

Total Attainment =20% internal attainment + 80% university attainment

If targets are achieved then all the course outcomes are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.

If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

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

2.6.3 Average pass percentage of Students during last five years

Response: 94.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
88	120	116	99	81

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

2018-19	2017-18	2016-17	2015-16	2014-15
98	124	116	108	86

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.93

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 125.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	96.75	8.49	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

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

Response: 75

3.1.2.1 **Number of teachers recognized as research guides**

Response: 9

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 60

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	0	0

3.1.3.2 Number of departments offering academic programes

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Any additional information	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Institution has developed an integrated system for research and developmental activities. Institute have full-fledged PG and Ph.D. courses apart from UG and Pharm.D (six years integrated) courses. College have many research projects in its credit from various government and non-government funding bodies like AICTE, DST, SERB, DSIR, etc. College Instrument room is equipped with sophisticated instrumental facilities like HPLC, HPTLC, GC, AAS, etc., for regular experimental and research work of students and faculty.

Library facilities includes accessibility to various reference books, e-books and journals. Students are trained properly for literature survey through journals, internet and books, etc. in order to help them in their project research work. To make students, technically as well as socially sound, they are registered for AICTE MOOC training courses.

As per the curriculum, students are allotted topics for the seminars as well as projects which after completion are subjected to examination. Classrooms are equipped with modern e-learning tools and other amenities like green board, white boards so that they are exposed to recent teaching methodologies too.

Due to all the available academic and research facilities, there is an active participation of the students as well as faculties in research papers presentation in various conferences, seminars, workshops and technical

competitions. Faculties of the institute are of good academic profile. They have research publications in reputed journals of high impact and patents filed to their credit. Apart from the faculties, students also have patents and research publications in their credit. Workshops are regularly conducted for the awareness of IPR, Innovations and Entrepreneurship.

File Description	Document
Upload any additional information	View Document

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

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	2	0	0

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

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0.42

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 5

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 12

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	
Any additional information	
URL to the research page on HEI website	

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 3.27

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2018-19	2017-18	2016-17	2015-16	2014-15
5	6	4	8	13

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

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 3.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	12	10

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

3.4 Extension Activities

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

Response:

Institute regularly organizes different extracurricular and co-curricular activities every year in campus and off campus. NSS unit, gymkhana and Pharm.D activities in this direction is associated with organizing programs like blood donation camp, tree plantation, awareness programs(HIV/AIDS), save girl child,etc.Community activities like health checkup camps, various social and health awareness demonstrations are carried out in different schools and college neighborhood localities and activity like shramdaan in villages, etc. has motivated the students to get connected with the people and understand their own social responsibilities as a pharmacist. Day by day the participation of the students in such activities has increased. They are directly or indirectly linked with projects based on social issues like environmental problems, hygiene and sanitation, safety etc. They perform survey or collect information, analyze the collected data and make the information available to public either by publishing it or by spreading the message by conducting rallies or camps.Inspired by these extension activities, our Pharm.D students have made a registered NGO named as Oasis where they help Orphan children by donating all the essentials including books and notebooks for theireducation. Currently, they have adopted some children for their complete education and further independent settlements.

File Description	Document
Paste link for additional information	View Document

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

Response: 16

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	4	2	1

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 65

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

2018-19	2017-18	2016-17	2015-16	2014-15
23	14	10	9	9

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 48.3

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
427	79	82	352	100

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

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 104

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
41	20	15	17	11

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

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	2	0	2	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Government College of Pharmacy, Amravati is situated at survey number 37/1 and 37/1A with 6.07 Acres land including built up floor space of 5590 sq. m to provide state of art infrastructure and resources for teaching and learning. The institute has maintained high infrastructure standards since its inception including well-built classrooms, well-furnished laboratories, spacious library and faculty cabin to meet 'regulatory authorities' norms such as AICTE/PCI. The institute has 6 class rooms and 14 well developed and fully equipped laboratories.

Each classroom is equipped with appropriate, comfortable furniture; good ventilation, adequate light and has comfortable seating arrangements for the students. The class rooms are provided with the facilities for conventional black/white board as well as LCD projectors and LAN/Wi-Fi connection.

All the laboratories and equipments are well maintained periodically; proper job cards and log books. All the laboratories are fully equipped with water, gas, electricity supply and safety features, which provides good atmosphere for academic and research works. Machine room is a well-built area and equipped with pilot scale machineries for granulation, tablet compression, tablet coating and ampoule filling and sealing. The central instrument room is equipped with sophisticated instruments like UV-Visible spectrophotometer, FT-IR, HPLC, HPTLC, GC, AAS, etc.

The computer resource centre is equipped with adequate numbers of computers with internet facility. Air conditioned 50 seated conference/seminar hall is available for faculty meetings and conference. The central examination hall with 200 seating capacity is available for academic assessment and some cultural activities.

Library is enriched with excellent quality furniture which provides comfortable atmosphere for students and faculty to use electronic and print references. It has a large reading room, Internet work stations with 8 computers, one extenda base system and server, fibre optic connectivity.

A total of 12 faculty rooms are available for the individual faculty having sufficient space for effective student teacher interaction on personalized basis. All the faculty rooms are internet enabled and provided with appropriate furniture and storage facilities.

On 01 June 2010, the college has establishment MOU in between institution and general hospital district, Irvin square, Amravati. The Pharm.D students have hospital training and patient counselling activities as per their curriculum. The college has well maintained animal house as per CPCSEA guidelines. The college has a well-established and maintained museum at different learning locations. Museums are composed of human skeleton, drugs, different varieties of plants, crude drugs and specimens and marketed formulations. There are large numbers of trees and two lawns which add to improved quality of air and minimize air pollution on the campus. College has key medicinal plants that significantly help in improving quality of air, enriched teaching learning and study perspective from different families like

Menthapiperta, Daturametel, Aloe barbidenses, Osmium sanctum, menthe spectata, Hibiscus rosasinensis, Ashoka, Jasmine, and Eucalyptus, *Money plant*, *Aloe Vera*, *Dracaena*, *Rubber plant,* etc.

File Description	Document
Paste link for additional information	[View Document](#)

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

Response:

Sports

The college has initiated by providing special facilities such as sports, outdoor and indoor games, gymnasium, NSS, cultural activities, communication skills development and yoga to promote students interest in sports and cultural activities. The college has play-ground for outdoor games, adequate facilities for yoga, gym and indoor games for students to conduct extracurricular activities. The sports infrastructure of the institution provide a conductive atmosphere to the students who have the skills in their favorite games by providing volleyball courts, cricket fields and facilities for indoor games like carom, chess and table tennis etc. The area and size for fitness and sport facilities like Gym, Kabadi Courts and Volley ball net practice are demarcated 81.0 (9.00×9.00), 2028.10 (34.00×59.65) and 2221.49 (49.72× 44.68) M2 respectively. The students participate in various inter-college and inter-university competitions for tennis, volleyball and basketball etc. Institute bears the expenses for students participating in inter-college sports events like youth festival and college sports in every year.

Gymnasium and Yoga facilities

The campus holds a Gym/fitness center which is fully equipped with all devices useful to exercise for physical and mental growth. The fitness center is open both in the Morning and Evening hours with the equipments like twister; tread mill, front pulley, abdominal board and bench press, selectorized weight machines, free weights, barbells, and dumbbells, Pull-Up Bar, Body Weight Leverage Training, Flooring, Kettle bells and Jump Rope etc. Yoga and meditation sessions are conducted on Sunday for students to help them maintain both healthy mind and body. The professional staffs assist the students to practice yoga in the campus. Institute is celebrates the world yoga day to generate awareness among the students.

Auditorium and Cultural activities

The cultural committee under student council of the institute works with the goal of developing students cultural talents. The college is also encourages the students to participate in various cultural activities to make the students excel in their areas of interest. There are two lawns in the college campus. The center lawn is one of the largest lawns and is used as an auditorium to host events such as annual day celebration, student's festival etc. It can accommodate about 500-1000 seating capacity. For overall coordination of student's association activities, a faculty member is assigned the role of the staff advisor. Further, each committee has a faculty member as staff advisor and student representatives who plan and execute the events. The College has an NSS unit of 50 volunteers through which the students will actively participate

in various socially relevant services like swacha bharat abhiyan, free medical camp, blood donation camp and health awareness camps related to personal hygiene, communicable diseases and community development programmes etc. periodically.

File Description	Document
Paste link for additional information	View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

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

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 51.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
44.46	25.09	23.41	20.59	14.42

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

Integrated library management system encompasses various functions usually including circulation, acquisitions and cataloguing. ILMS automation software was the purchased with desktop server and LIBSYS software: version 3.2 in 2001 and the database of its holdings were started. But unavailable the gradual upgradation of software and automating other subsystems, barcoding of documents, and ILMS software for library automation is not working from in 2005. The library is partially atomized due to not working ILMS software properly and fresh new proposal has been sent to state government for creation facility of ILMS. These activities are performed manually by expert person in library.

The college library is well furnished with adequate infrastructural facilities including stacking cupboards, chairs and tables and reading room facilities. The infrastructure is self-sufficient since the foundation. The digital library has eight computers with high-speed internet facility and a bandwidth of 40 mbps. A book bank section contains standard textbooks in all subjects, which are loaned to deserving students for a period of one year.

File Description	Document
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

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

Response: 3.54

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals**

year wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
9.85	4.15	1.6	1.34	0.78

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 2.38

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

Response: 11

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:

The college has computer laboratory with suitable numbers of computers with LAN and internet facility. Antivirus software is installed on all the computers to prevent, detect and remove malware. IT infrastructure is upgraded with government norms and funds. In the recent years, computers with latest configuration (Intel core i3 processor) and inverters are procured and installed in the office. LCD projectors are procured and installed in the class rooms and printers are also procured to fulfil the needs of the students. The institution emphasize on computer-aided methods for quality teaching, learning and research. For this purpose, institute has provided adequate number of computers with internet connectivity to all the staff members and students for updating their knowledge and skills. The institute has developed a Wi-Fi enabled campus, class rooms are provided with LCD facility. The digital library is equipped with computers connected to internet for use of e-journals subscribed by the college, access to e-library subscriptions like National Digital Library and e-content resources such as SWAYAM, NPTEL etc. The internet speeds have been improved from 10 Mbps to 40 Mbps which is paying rich dividend for research

and training. A 40 Mbps internet connectivity has been provided to all the divisional rooms to facilitate accessing any study material in real time frame from the internet.

The fibre connecting line is installed under the BSNL with the speed of upto 40 Mbps, which is extended to Wi-Fi network. The college has designed more user-friendly and more informative website and utilising internal resources at no cost. The website coordinator who ensures that college website is updated time to time. Moreover all important notices concerning academics, examinations, assignments are uploaded on the website duly approved by the coordinator and principal.

File Description	Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 10.44

File Description	Document
Upload any additional information	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

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

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 51.85

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2018-19	2017-18	2016-17	2015-16	2014-15
44.46	25.09	23.41	20.58	14.42

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	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:

Physical facility

The institute has a centralized maintenance store designed to keep the entire campus neat and clean. The services are managed by duly appointed personnel with appropriate budget allocations. Both complaints and feedbacks are reviewed and processed to ensure proper functioning and improvement of the equipments and other facilities. Staff committees are formed such as purchase committee, garden committee, library advisory committee for maintenance of infrastructure facilities and equipments to make appropriate arrangements for addition of new academic infrastructure in the college according to the departmental needs. The maintenance funds are provided by the Directorate of Technical Education, Mumbai and maintenance works is performed through the outsourcing of department controlled by Public Works Department (PWD) at Amravati, Maharashtra.

Laboratories and Classrooms

The equipment, instruments and items for use in the laboratories are purchased after prior approval and scrutiny to ensure optimal utilization of funds allocated to the respective departments each academic year. Purchase committee approves its expenditure based on the quotes and technical quotations. The online GEM portal is used for purchasing the lab instruments on priority. Exhaust fans and electrical fixtures in the laboratories are regularly checked by the electrician for the proper functioning. The leaked pipes and taps are changed whenever required. The laboratories are cleaned every day by the sweeper employees. SOPs, log books of all instruments are well maintained. While installing the instruments, installation guidelines provided by the manufacturer are strictly followed. The fans, electrical fixtures, LCD projectors and overhead projectors are maintained and repaired by the electrician available in campus, whenever necessary. The gardening is used from outsource agency, who has appointed a full time gardener to look after gardening and landscaping in entire GCOPA campus.

Library

Most concerning purchase, issue and up-gradation of library facilities are decided by library advisory committee. Daily in-out register is maintained in library. All the books are given accession number.

Computers

All the computers and printers in the institute are checked by the computer technician for maintenance of systems and software. The coordinator for the computer resource center who monitors, use and

maintenance of computer lab in the college. Antiviruse softwares are installed in every computer to protect from virus, firewall system is provided by campus to monitor the appropriate use of internet. There is a website coordinator to manage and look into information sharing and uploading on college website. A full time electrician and plumber, and part time carpenters are appointed by the GCOPA and they are available on call as and when necessary.

Sports Facility

In campus for sport, gymkhana department is available to look after day to day utilization and maintenance of sport facilities for the students.

File Description	Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 58.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
252	208	261	260	253

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

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

Response: 0

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

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

following

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

Response: B. 3 of the above

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

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

Response: 8.81

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**

2018-19	2017-18	2016-17	2015-16	2014-15
63	71	61	0	0

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 52.21

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

2018-19	2017-18	2016-17	2015-16	2014-15
55	71	55	48	48

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

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

Response: 138.78

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

Response: 136

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

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

Response: 58.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	24	17	13	14

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

2018-19	2017-18	2016-17	2015-16	2014-15
45	40	25	22	25

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

5.3 Student Participation and Activities

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)

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

Response:

Govt. College of Pharmacy has well defined structure of Student council as per public University act 2016 under section 99(3). The General secretary, cultural secretary, sports secretary, ladies representative, university representative, class representatives from each class forms the student council of Govt. College of Pharmacy in second or third week of August of every year. The student council actively participates in extracurricular and co curricular activities and is involved in various college working committees. As per activities the student council is financially supported by the institute. Extracurricular activities like sports, cultural and national service scheme and co-curricular activities like workshops, conferences and professional activities like National Pharmacy Week, Pharmacist Day celebration is conducted by Student council. Various national and international days like women's day, Teachers Day, reading motivation day, AIDS Day, Diabetes day are also celebrated by Student council.

The student council members have been very busy throughout year organising various events and representing student views to college Staff, faculty and university on various issues. All communication regarding academics including schedule of classes, assignments and submissions is done by the class representatives to their respective classes. They also hold the responsibility of monitoring the conduct of the students and ensuring that decorum of the class is maintained during lectures.

In college library books/journals/magazines are recommended and purchase quotations are finalized by library committee having student representatives in committee from every program (B.Pharm, M.Pharm and Pharm.D). Anti-ragging committee takes the overall responsibility of ensuring strict compliance of rules and regulations as per apex body norms to ensure that there are no incidents of ragging. Anti -ragging squad visits the hostels to inspect and to ensure the strict compliance of norms and to build camaraderie between fresher's and seniors. Alumni association keeps in touch with passed out students and is responsible for organizing alumni meet in a year. Various other college committees like student grievance, committee, women grievance committee, SC/ST committee; OBC committee, ant-ragging committee, innovation cell committee etc. are also having concerned student members.

Thus in addition to planning events that contribute to institute spirit and community welfare, the student council is the voice of the student body.

File Description	Document
Upload any additional information	[View Document]

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

Response: 14

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	13	15	15

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

5.4 Alumni Engagement

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

Response:

The institute has registered Alumni Association (Reg. No: MAH-F15002/2006/Amravati Date: 22/02/2006). The data for all the alumni is continuously upgraded and maintained. Class-wise What's-App groups of Alumni are formed to communicate and assist in various college activities. Facebook group of Govt. college of Pharmacy, Amravati is excellent social media tool in helping in all aspects of GCOPA Alumni.

Special lectures are arranged by inviting alumni to give emphasis on curriculum content, research and competitive entrance examinations etc.

Alumni working in different sectors like production, quality assurance, quality control, research, regulatory affairs, community pharmacy, clinical data management, marketing and academics, focus on current corporate demands/opportunities available for the students by sharing their experiences and provide

platform for placement. Alumni do render meaningful feedbacks for improvement in academic performance.

GPAT and other competitive examination qualified alumni share their knowledge for the betterment of students. The alumni are invited on campus to have interaction with the students. The alumni association acts as a facilitator between the alumni and current students. Alumni are also invited to judge the in-house events. Alumni also provide gift sample of Active pharmaceutical ingredients, polymers and testing facility to research scholar.

Thus, Alumni are instrumental in facilitating placements, GPAT/NIPER like higher studies exams. The institute allows the alumni to use the library resources. The faculty in the institute gives recommendation letters/transcripts to the students interested in studying abroad or other institutions in India as well as for placement opportunity. GCOPA Alumni network from different parts of world is key player in placement, entrepreneurship aspirations, higher studies and competitive exam guidance and research activities of our institute.

File Description	Document
Upload any additional information	[View Document](#)

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	[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 and in tune with the vision and mission of the institution

Response:

Government of Maharashtra has started Government College of Pharmacy, Amravati in the year 1996 to remove the technical educational backlog of Vidarbha region of Maharashtra State. Initially it was started as one of the Departments ofGovernment College of Engineering, Amravati, subsequently in the year 1999; it acquired the status of full-fledged College of Pharmacy.

This institute has well defined vision and mission statements addressing needs of all its stakeholders. It has buildan internal organizational structureand an effective decision making process. Since it is a state Government institute it is run as per the directions of the Minister and the Secretary, Department of Higher and Technical Education, Mantralaya, Mumbai. Moreover, the institute is governed and admistered by the Director, Directorate of Technical Education, Mumbai with the Joint Director of Regional Office of Directorate of Technical Education, Amravati. Internally, the institute has constituted the college development committee (CDC) and the internal quality assurance cell (IQAC) with other academic and administrative committees for its effective governance. Variouscommittees execute works of all the activities and processeswith theequal participation and decentralization of the responsibility. The principalensuresparticipation of all the teaching and non-teaching staff through decentralized administration. Steps have been taken by the institute to develop Governance strategies, ensuring the organizations system development, implementation and continuous improvement, identifying organizational needs and striving to fulfill them.Institute also promotes a culture of participative management and develops leadership.

A systematic and robust mechanism is in place to document, compile, analyze and redress the feedback mechanism while maintaining the necessary confidentiality. Significant efforts have been made by the institute to enhance the professional development of teaching and non-teaching staff. The Training and Placement Cell (TPO) helps students to get training and placements in the industries. Faculty members are regularly motivated to attend conferences, workshops and faculty development programs (FDPs) by the TPO. Welfare schemes are made available for teaching and non-teaching staff i.e. provident fund and new pension scheme, medical reimbursement bill, maternity and other leaves, financial loan system etc. The institution ensures that grievances/complaints are promptly attended to maintain better stakeholder relationship.

Due to successful administrative governance, the institute's B. Pharm. and M. Pharm. programs are permanently affiliated to Sant Gadge Baba Amravati University, Amravati. The institute is recognized as 2(f) and 12(B) institute by the University Grant Commission, New Delhi. The institute was accredited by National Board of Accreditation (NBA) from Sept., 2013 to Sept., 2016. In the year 2018, the Department of Science and Technology (DST) provided grant-in-aid of INR 80 Lakhs to the Institute under FIST program. Moreover, the Maharashtra Energy Development Agency (MEDA) provided a state level award to the institute for excellence in energy conservation and management due to its Solar Passive building. The forest department of Maharashtra Government has also certified this institute with Green Army Certificate.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

This institute believes in participative management where every stake-holders involvement is considered important for the institutional growth and development. Feedbacks from all the stakeholders of the institute are collected and are considered while articulating plans. The college has designed a strategic plan with a road map and policies are deployed to attain the stated objectives. It makes all possible efforts to motivate and empower faculty members. Financial resources are well managed and audited by the auditors.

Institute assign different works and creates responsive personnel for the smooth and timely conduct of the works. The principal of the institute has been practicing decentralized works and activities and use to motivate positive participation from the institute stakeholders like faculties, administrative and supporting staff, students etc. for e.g. the academic co-ordinator with other faculties are involved in the preparation of academic calendar. Inputs of all the faculties are considered very important. After due consideration of the expertise and specialization of the faculties and interest, the subjects are allocated for teaching and learning.

Moreover various committees are formed to perform works of the all the activities with the equal participation and decentralization of the responsibility in order to ensure the accountability and everyone's contribution in the development and progress of institute. The Principal ensures participation of all the teaching and non-teaching staff through decentralized administration by various committees viz. College Development Committee, Admission (Facilitation Centre/Application Receipt Centre (FC/ARC)) Committee, Staff (Clock hour basis) Selection Committee, Internal Quality Assurance Cell (IQAC), Steering Committee for the NAAC A&A, Library Committee, Research Advisory Committee, Training and Placement Committee, Alumni Association, Anti-Ragging Committee, Grievance Redressal Committee, Internal Complaint Committee (ICC), Sexual Harassment Committee, SC/ST Committee, Academic (Glassware/ Chemical and Library verification Committees), etc. and the students council for representation in Sports and Cultural Committee.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The vision and mission of the institute is in tune with the goals and objectives and provides comprehensive roadmap for the developmental plan with emphasis on the integrated teaching, learning and evaluation. Institute has formed CDC as per the requirement and as per the rules and regulations of Sant Gadge Baba Amravati University (SGBAU), Amravati and University Grants Commission (UGC), New Delhi. The principal is the chairperson of the CDC alongwith other members. CDC is formed in view to suggest, guide and evaluate various academic functions, processes, administrative processes, financial matters and to make recommendations in relation to the same. It mainly aims at the growth of the institute and does a thorough planning with the help of teaching staff. The planning involves following area-

Teaching and learning-Teaching and learning are integral to the academics of the institution. Therefore, the training and placement cell (TPO) of the institute encourages all the faculties and students to attend training programs/ workshops, seminars and conferences to incorporate the latest developments in teaching and learning.

Research and development- institute recognizes research as an important component to have growth and sustainability. The Directorate of Technical Education, Mumbai, with other regulatory bodies like All India Council for Technical Education (AICTE), New Delhi; the Department of Science and Technology (DST), Government of India as well as the Rajiv Gandhi Science and Technology Commission (RGSTC), Mantralaya, Mumbai encourages and provides funding to the institute for promotion of teaching, learning, research and development catering to the local needs.

Community engagement-

In healthcare practice, the students of Pharm.D. course of the institute are undergoing their internship and training works, as a part of curriculum, at the District General Hospital, Amravati and take care of the patient safety through counseling and community practice. Institute has been conducting blood donation camps as well as NSS camps in the nearby villages every year to have outreach programs.

Human resource planning and development-

As per the guidelines of Maharashtra Public Service Commission (MPSC), teaching and some of the non-teaching staff are appointed/ recruited. Developmental activities for the faculties are initiated through orientation programs. Annually the faculty members are assessed by their performance appraisal. The Directorate of Technical Education (DTE), Mumbai and the Joint Directorate, of DTE, Regional Office, Amravati collects and assesses the appraisal forms from the faculties as well as non-teaching staff with a confidential report from the Principal of institute.

Industry interaction-

Training and Placement cell of the institute is involved in inviting experts from the industry/ academics to interact with staff and students and update them with the latest developments and requirements of the Pharmaceutical Industry. The Placement Cell helps students to get in-plant training and placements within the industry.

Some of the aspects considered for the perspective/strategic plan development are:

- Academic
- Faculty development and empowerment
- Research and Development
- Infrastructure development
- Laboratory and Library modernization and strengthening
- Modernization of class rooms
- Sports and Cultural programs
- Industrial visits of students to pharmaceutical industries
- Regular publication of e-Magazine
- Research paper publications

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

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

Response:

Since it is one of the four Government Pharmacy Colleges of Maharashtra State, it is being administered mainly through the Director, Directorate of Technical Education (DTE), Mumbai. The DTE in Maharashtra, has been established to ensure that technical institutions catering to Engineering, Architecture, Pharmacy and Hotel Management & Catering Technology courses across the State of Maharashtra confirm with the policies, rules, guidelines and strategies formulated by the Central and State governments.The Director, DTE, Mumbai administer the institute through the Joint Director and Asstt. Director of the Regional Office of DTE, Amravati, Maharashtra. Moreover, the institute is administered by the Higher & Technical Education Department of Government of Maharashtra i.e. Mantralaya, Mumbai through its Minister, Secretary and Deputy Secretary with other officers.

Government of Maharashtra (GoM) has published the Maharashtra Civil Services (General Conditions of Services) Rules, 1981 with reference to the Bombay Civil Services Rules, 1959. The Principal as well as teaching staff and some of the non-teaching staff of this institute are appointed by the Government of Maharashtra through the Director, DTE, Mumbai. Group A, B (Gazetted officers) and some of the Group C Officers are recruited through advertisements published by the Maharashtra Public Service Commission (MPSC) (a Constitutional Body established Under Article 315 of Constitution of India) which provides a smooth and efficient functioning of the GoM by providing suitable candidates for various Government posts and advise them on various service matters like formulation of Recruitment Rules (RR), advise on promotions, transfers and disciplinary actions etc. Before publication of the advertisements by MPSC, the GoM finalizes the advertisement on the basis of roster and also as per other rules and regulations. MPSC,

after completing the process of written examination, short-listing of the candidates, verification of the original documents followed by the personal interviews, recommends the selected candidates to the GoM wherein further verification of original documents is carried out. The GoM, after ensuring Medical fitness and Police verification records, further recommends the list of selected candidates to the Director, DTE, Maharashtra. The DTE, on the basis of the vacancies and requirement of the staff for their appointment, suggests the GoM to publish the appointment order. The GoM finally publishes appointment of the principal, teaching and the non-teaching staff on its webportal (http://www.maharashtra.gov.in/gr). The selected candidates, in this way, are appointed by the Principal of the institute. Moreover, some of the non-teaching staff are recruited by the Joint Director of the Regional Office of DTE, Amravati.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The following welfare schemes are made available by the Government of Maharashtra for both teaching and non-teaching staff of the institute-

1. Government Provident Fund (GPF)
2. National Pension Scheme (NPS) for the employees who joined after January 1, 2004 and regulated regulated by the Pension Fund Regulatory and Development Authority (PFRDA)
3. Gratuity to all the eligible staff
4. Health insurance and accidental policy as well as Group Insurance Service (GIS)
5. Medical bill reimbursement

6. Transport allowance
7. Paid medical/ Earned leaves
8. Maternity and paternity leaves
9. Mid-term and annual vacations
10. Leave encashment etc.
11. Home loan, Vehicle loan and Computer purchase loan from Government of Maharashtra through the Directorate of Technical Education, Mumbai

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	[View Document](#)

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	0	0

File Description	Document
Upload any additional information	[View Document](#)
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	[View Document](#)

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

Response: 80.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	11	7	6

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

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

Response:

The main objective of the performance appraisal systemis to ensureprogress and development of teachers, administrative, technical and other staff and gratifying them as per their achievements and performance. The performance appraisal report is therefore considered an essential basefor major decisions to be taken by the principal as well as the higher authorities for the employee stakeholders.

Teaching staff:

- Students, at the end of each academic year, appraise by submitting feedback forms on each faculty on various teaching methods used by the faculty.Complete confidentiality is maintained on the feedback given by the students.
- These are analyzed and communicated to the concerned faculty to improve/ modify as per the feedback given by the students.

- The principal of the college followed by the Joint Director and Director of the DTE appraises the staff based on their academic, administrative and extra-curricular working performances, publications and presentations in Conferences etc.
- Importantly, on the basis of appraisal of the teaching staff and the overall achievements and excellence of the institute, the appraisal of the Principal is done by the Secretary, Department of higher and technical education, Mantralaya, Mumbai

Non-teaching

- Performance appraisal of the non-teaching and administrative as well as other staff (Group B (non-gazetted)and Group C) is based on the feedback given by the concern teaching staff laboratory incharge or office superitendent and the principal of the college followed by the appraisal assessment by the Joint Director, Regional Office of DTE, Amravati.
- Based on the skills and performance of non-teaching staff, the inter-departmental transfers or promotions are made.

On the basis of performance appraisal, the major and productive decisions are taken by the higher authorities in relation to the faculty promotion to encourage faculty members, annual increments, and appointment on the administrative post. Hence the performance appraisal is considered a key for assignment of new responsibilities and duties for both the teaching or non-teaching staff.

As per the Maharashtra Government Resolution (CFR-1210/47/2010/13 dated 01.11.2011 and CFR-1211/257/13 dated 07.02.2018), the principal of the institute assesses performance appraisal report of all the employees in April month every year. It is then submitted to the Joint Directorate (reporting officer), Regional Office, DTE, Amravati or the Director, DTE, Mumbai who are acting as reviewing officers. Assessment of the performance appraisal report is mainly based on the following attributes-

1. Work completion (weightage: 40 %) with accomplishment of planned work, quality of output, accomplishment of exceptional work /unforeseen tasks performed and average gradation on work completion.

2. Personal attributes (weightage: 30 %) on attitude to work, sense of responsibility, overall bearing and personality, emotional stability, communication skills, moral courage and willingness to take professional stand, leadership qualities, capacity to work in time limit, average gradation on personal attributes.

3. Efficiency (weightage: 30 %) with knowledge of relevant acts/ rules/IT skill and awareness of local norms in the relevant area), strategic planning ability, decision making ability, initiative, ability to co-ordinate with other government agencies in relation to work, ability to motivate and develop subordinates/work in a team, average gradation on work efficiency.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The internal audit of accounts of the institute is done by the office, where-in regular checks are madewith regard to all payments including disbursement of scholarship, salaries paid andreceived as well as monitoring the expenses with regard to consumables and purchase ofequipments etc.During the last five years, Accountant General (A&E-II), Nagpur, Maharashtra has not conducted external audit of the accounts of institute. However, the internal audit is done by the Chartered Accountant (CA) every year and then the auditedstatement of accounts is submitted to the Directorate of Technical Education, Mumbai, Maharashtra through the the Joint-Directorate of Technical Education, Regional office, Amravati.

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Response:

The availability of fund is essential for any organization and society but the mobilization of fund is even more important. If the mobility is in the right direction, well-planned and co-ordinated, then the level of progress is elevated otherwise it becomes ineffective even though the funds are available. Therefore the mobility of funds is important for the organizations development.

The principal and the college committees monitor the use of funds received from the state Government (after approval from the Director, DTE, Mumbai), AICTE, DST, university and non-Government funds. The allocated funds are utilized to purchase equipments, chemicals, organize workshops, seminars etc. The administration and finance committee review the use of resources and funds. The chartered accountant then audits the budgets and accounts. No institution is recognized by its infrastructure but by the success of students studying in it. Therefore sufficient fund is allocated on salary and to purchase books and apparatus, sports equipments, cleanliness of campus, garden maintenance, electricity, water, broadband and wi-fi internet, website and telephone bills, miscellaneous expenses etc. In this way through effective financial management the college is achieving its goal.

The major heads of funds mobilization includes tuition fees, research grants, grants to conduct developmental activities and interest earned from endowment deposits. The principal of the institution encourages the faculties to apply for research projects grant from AICTE, DST, DBT, UGC etc. During the academic year 2017-18, over 100 lakhs funds have been mobilized through projects. It helped to train the research scholars, effective teaching and good research publications. Being a state-Government Institute, its main source of funding is the Government of Maharashtra. However the budgetary provisions, funding proposals etc. are invited for their scrutiny prior to approval by the Directorate of Technical Education (DTE), Mumbai through the JointDirector of Technical Education, Regional office of DTE, Amravati. The source of revenue is also the fees collected from the students, funds generated through research projects and consultancy services. The Principal of the institute is required to submit purchasing requirement proposals for prior sanctioning from the Director, Directorate of Technical Education (DTE), Mumbai through the joint Directorate, regional office of DTE, Amravati. All the payments are made through institutional/ District Treasury office, Amravati after due processing and approval by the concern authority or the accounts department. The accounts are audited regularly by the statutory auditors (chartered accountant). The audited statements of accounts with details of expenses for academic, research and administrative activities of the institute are on record and available.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

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

Response:

As per the Maharashtra Universities Act 2016, the College Development Committee (CDC) was established in September 2017. The objective of the CDC is to prepare an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth, and enable the college to foster excellence in curricular, co-curricular and extra-curricular activities and decide about the overall teaching programmes. Earlier to it, since the college was accredited by NBA for a period of three years from 2013-2016, its relevant parameters of curricular and co-curricular activities were

practised. This was conscious effort to maintain the quality. The font of these activities now is IQAC with its establishment in April 2018.

The requirements of curricular and administrative processes are informed to IQAC and the relevant actions for assuring the quality are dispensed through IQAC. The feedback on teaching learning process and factors affecting students' well being and development is gathered *via* channels as meeting with students on academic matters, mentor-mentee concept, suggestion box, parents' meet, and specific committees.

Based on such feedback, the Institute has developed several activities and mechanisms to assure quality as:

- The activities related to Graduate Pharmacy Aptitude Test (GPAT) are exercised since last three years in order to improve the performance of the students in this national test and consequently to secure the admission for post-graduation of pharmacy with stipend.
- The activities related to women's safety awareness, gender sensitization and gender equality development.
- The implementation of mentor-mentee concept for all the programmes.
- Attending to the academic needs of the students, addressing the gap analysed by suitable actions.
- Collection and analysis of the feedback system on syllabus, that was earlier taken as exit survey, alumni survey, now it is modified to feedback on syllabus by different stakeholders.
- Analysis of the feedback received from all stakeholders and informing the concerned about its outcome for correction.
- Collection of feedback on the teaching learning process and its analysis.
- Encouraging and providing support for quality improvement in teaching, research & administration.
- Green initiatives as tree plantation, medicinal plant exhibition, plastic free campus, utilization of solar power etc.

File Description	Document
Upload any additional information	View Document

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

Response:

The effective teaching learning process to imbue the attributes of education in the students along with stakeholders' satisfaction is core to the activities of quality assuring committees. The preparation of academic calendar, planning of the teaching activities in framework of academic calendar, evaluation of the learners as per the guidelines of the regulatory bodies and conveying results to the stakeholders is crux to assure the quality of teaching learning process. The students are notified about the academic calendars, timetables, tentative lesson planning so that the process of teaching learning is facilitated.

Students are apprised of the programme structure, syllabi of the courses, ways of evaluation of learning process by continuous and conventional modes of sessional and university examination. The possibilities of different academic activities that can be taken up such as quiz, group discussion, assignment, multiple choice question test, open book tests is informed to the students by the individual teacher. Feedback from students is taken individually by the teachers for their respective courses, by academic-in-charge, mentors, and various committee members where students interact closely.Students arealso free to approach the Principal of the Institute for feedback and suggestions.

Such feedback helps to identify the needs of students for the ongoing courses and informed to CDC/IQAC for proper action. Considering the needs of the student's programmes for GPAT preparation, entrepreneurship, skill development- soft/technical were carried out or put into practice. The evaluation of continuous assessment and sessional examination is informed to the students along with the explanations for right approach and ways of improvement.

The feedback on the teaching learning process is collected from the students at the end of the semester and the inputs are analysed. The analysis is conveyed to the teacher and, if the need be, the corrective measures can be taken up by the individual. The feedback from other stakeholders as parents and alumni has helped to assess the holistic perception and performance of the institute. Such feedback is collected on syllabi also.

In Pharm.D programme, academic/clinical activities as ward rounds, clerkship and internship impart the distinctive professional aspect. With fastidious monitoring of students attending the clinical duties and evaluation of related learning parameters quality of the technical competency in the budding professionals is assured.

The percolation of the knowledge during teaching learning process is augmented with technical enrichment of the teachers. For this quality assurance committee, promotes the organization of faculty development programmes in the institute, as well as the participation of elsewhere. The involvement in the research, fetching the funds from the state/central agencies, collaborating with other institutes/organizations for research promoted the growth of the institute along with its human resources. The committee channelize such efforts. The attainment of quality is continuous process and more such activities can be identified with changing needs. IQAC is the conduit to plan and execute quality assurance activities that ensure maximum adherence to the academic calendar, addressing needs to improve technical and professional competencies among the students and faculties to attain programme educational objectives and mission of the institute.

File Description	Document
Upload any additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

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

Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college has better gender equality in overall aspects of campus life and social life. Gender balance has been maintained in institutional activities and decision making through representation in almost all the curricular and co-curricular committees. Government College of Pharmacy, Amravati has 34% and 48% of female employees and students respectively. For this special efforts are made to ensure and inculcate gender equity.

Safety and Security: The campus is situated in populated area. The security of campus is ensured with compound walls and sturdy entry gates guarded 24x7 by ex-serviceman security personnel. The entry and exit in the premises is continuously supervised. On-campus safety during night is ensured with efficient lightings. Close monitoring through installed CCTV cameras also helps to ensure the safety and security of students and staff. Contact numbers of Gadgenagar police station, Police sub-inspectors, are shared with students and displayed on the board for emergency and complains. The boards displayed on each floor highlight the punishment on ragging with helpline numbers. The informal discussions during mentoring bring out the ideas for upgrading policies related to gender equality and over all campus culture. With this mechanism the faculty is approachable to the students all the time. With all these efforts, there is no report of such unfortunate incidence.

The institution has established and active Internal Complaint Committee constituted as per the norms of UGC and State Women's Commission with both boys and girls as members, under the chairmanship of Principal to ensure the safety and security of students/staff in the institute and to deal with issues and matters related to sexual harassment of women. Internal Complaint Committee regularly conducts meetings to take cognizance of such incidence, if any, and motivate and encourage the students to resist the misdeeds or offense arising from gender bias. Workshops, guest lectures, seminars are regularly organized. The Gender Equity Initiatives are also well thought-out and executed in annual social gathering, sports, National service scheme activities etc. The attention is paid to observe fair representation of females in academic and administrative committees. Anti-ragging committee was established for the prevention of ragging inside and outside of the college premises.

Counselling: Mentoring system is implemented in the institute to counsel the students. The students are assigned a mentor who guides and helps them to solve their personal and professional difficulties. Mentors and class teachers are assigned to a group of students who take care of all aspects of growth and safety of their students.

Common Room: Girl common room well equipped with all the facilities including first aid box. Washroom facilities are available for girls on all the floors of the college building. Rest room facility is also provided for ill students. Special sick room for girl students with required facilities is available. First Aid facility is available for the students. In case of any emergency, the students are taken special care and taken to hospital by the teacher. Separate and spacious common rooms are available for both boys and girls.

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

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response:

Solid waste management

Glass Waste from the laboratory is collected in separate wooden boxes which is then is collected by maintenance employees for disposal. Students are made aware about the waste management and chemical safety with reference to the disposal of chemical waste. Chemical Safety data sheet id prepared and displayed in the laboratory mentioning the hazards, safety and disposal methods. Students are made aware during laboratory practical about the guidelines of proper handling and storage of chemicals to limit the accumulation of chemical waste. Although the bins are used for collecting the waste, students are motivated to promote recycling psychology. Colour coded dustbins are placed in the premises e.g. **Green** -

vegetative wet waste (leaves, vegetable waste, fruit waste etc.), **Blue** - paper waste (newspapers, magazine, paper etc.), **Red** - Plastic waste (plastic bags, bottles, buckets etc.)

Liquid waste management

Sewage system is used to handle the liquid waste generated from laboratories/ cleaning/ washing/ housekeeping activities. The effluent collected from different laboratories through pipes is directed to the sewage tank in campus. Acids and alkalis are flushed and drained with excess water to septic tank. Volatile solvents are distilled off for reuse. Chemistry laboratories are equipped with fume hoods for disposal of harmful fumes of organic solvents.

Biomedical waste management

Most of the experiments are studied using simulations and hence biomedical waste management is operated on need basis.

E-waste management

The E-wastes such as computers, scanner, printer etc. are collected at the institute store and then managed through proper vendor identified by biddng system as per the guidelines to clear E-waste.

Waste recycling system

The solid and liquid waste generated at the institutes is processed by composting or septic tank. Rainwater from roofs are channelized and collected through pipes in a tank and use to meet the water requirements for the purpose other than drinking like laboratory use, gardening, and washing etc.

Hazardous chemicals and radioactive waste management

Most of the chemical wastes are potentially dangerous to human and animal health as well as environment due to ignitability, corrosivity, reactivity and toxicity. Radioactive chamicals are not used during the experimental work in laboratories. The reduction in use of raw materials during chemical synthesis and executing the procedures with microvolume vessels, is the usual practice responsible for managing the hazardous chemicals waste. Fuming chambers are to avoid the deleterious effects of hazardous fumes in the laboratories through proper disposal air from fuming chambers. Importantly, the use of plastic is prohibited in the campus.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

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

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	[View Document](#)
Certification by the auditing agency	[View Document](#)
Certificates of the awards received	[View Document](#)
Any other relevant information	[View Document](#)

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	[View Document](#)
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

Government College of Pharmacy, Amravati is highly dedicated to promote a cultural, regional, linguistic, communal socio-economic harmony amongst students, faculty, staff as well public. The institutional efforts in providing an inclusive environment can be summarized as,

SC/ST/OBC/Minority Cell and Scholarships

SC/ST/OBC/Minority cell are working and active to ensure to look after the overall developments of the students which includes the scholarships, assistance, resource availability, hostel accommodations etc. The assistance and guidance on the Government financial assistance through different schemes as well as NGO assistance is given to the students through these cells.

Tree Plantation

Institute promotes and contributes in the trees plantation wherein student actively participated in tree plantation program. In the campus, various medicinal and non medicinal saplings are planted by the students through which students are made about current issues of global warming and importance of trees for ecosystem. Responsibility for maintenance is ensured by the students.

Swachchha Bharat Abhiyan

Students and faculty members actively participate in Swachchha Bahrat Abhiyan campaign in order to fulfill the dream of father of nation. Cleaning activities of campus premises, class rooms, laboratory, and administrative office were undertaken with a pledge to make and keep campus clean

AIDS Day

With a purpose to raise awareness on HIV AIDS among the people, the students of the institute in association of District General Hospital, SGB Amravati University participate in the rally with banners, pamphlets, slogan, street play activity etc.

Women Empowerment Workshop/NSS national Camp

The issues like gender equality, sexual harassment, social violence, self defense are discussed during the workshop on Women empowerment. Women social, political and cultural achievements from past and present were highlighted to motivate the students. NSS unit of the Institute actively participate in gram swachhta abhiyan, tree plantation, construction of toilet, rallies for voter awareness, beti bachaav, smoking and its adverse effect to spread the health awareness.

Road Safety Rally

To bring about awareness changes in traffic rules and to make the roads safer, students of the institute participate in road safety rallies.

Organ Donation Rally

Organ donation rally was organized in association with District general hospital, Amravati with the participants marching through main thorough fares carrying placards and banners with slogans underlining the importance of donating organs.

Health Checkup Camp

Health Check Up, Blood Donation, blood group detection, Blood pressure, Sickle cell anemia detection camp/community activities were organized by the students of Government College of Pharmacy, Amravati. NSS unit, student council regularly organizes blood donation camp at institute to sensitize the students on their contribution in the life of other.

World Pharmacist Day (Health Awareness Workshop)

Health Awareness workshop on the occasion of World Pharmacist Day are organized in association with

Amravati District Women Pharmacist to emphasize treatment adherence for Tuberculosis.

Medicinal Plant Exhibition

Medicinal plant exhibition in collaboration of District retired forest officer organization; Amravati is a routine practice to inculcate the knowledge and spread awareness about medicinal and health importance of the surrounding vegetative habitat amongst local population.

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

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

Response:

Constitution day

Constitution Day is celebrated on 26th November every year. The programme initiates with Preamble reading of the constitution followed by lectures on the sensitization of students on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. Students are encouraged to participate in activities like essay competition on the related themes. viz. 'Economic Thoughts of Dr. B. R. Ambedkar'.

Legal and Ethical Aspects of Pharmacy Profession

The curriculum of B. Pharmacy, Pharm D, includes a course entitled Pharmaceutical jurisprudence or forensic Pharmacy to teach or sensitize the students on the professional code of ethics, their duties and responsibilities as a professional while delivering their duties to the society. Students are inculcated with the professional and human values, pharmaceutical code of ethic, legal aspects of pharmacy practice as well as act and rules related to the drugs, medicine and healthcare practice.

Responsibilities and Ethics in Research

Postgraduate students have the Research methodology subject as a part of curriculum with the objective to acquaint with the ethics in research in connection with their contribution society. Environmental science constitutes the part of curricular teaching and evaluation to sensitize the students on the preservation the ecosystem and environment. Students are also sensitized to adapt green practices, conservation of natural resources, alternative source of energy and renewable energy.

Celebration of National Days

Every year Institute celebrates Republic Day, Maharashtra Day and Independence day on January 26, May 01 and August 15 respectively. The celebration is attended by Students, Teaching and Non-teaching Staff, Invitees, guests and any attendees. Flag hosting with National anthem and oath of national integrity followed by distribution of sweets is the regular decorum of the programme.

Blood Donation

Every year institute organizes blood donation camp in association with District Civil District General Hospital and/or Rotary Club. The students are sensitized on the importance of the activity and are encouraged to participate in saving the life of citizens of India.

Road Safety Rally/Pharmacist day rally

The students are encouraged to participate in the activities of spreading the awareness among citizens on social issues like road safety. To create the awareness about ole of pharmacist in the healthcare the students also participates in the themed Pharmacist day (September 25) rally every year.

Cleanliness/Plantation drive

Students consistently and regularly participate in the cleaning activities on the several occasions including Mahatma Gandhi Jayanti on October 02, every year. Moreover, students are encouraged for active participation in the plantation.

Induction of the students on values, rights, duties and responsibilities

Students are made aware about the code of ethics, human values, rights, duties and responsibilities as a citizen of India during induction as well as other programmes throughout year.

Leprosy awareness/Leprosy detection and health check up cap for Societal involvement

Students voluntarily participate in national health programme implementation in association with Government and Non-government organization. Earlier students have extended their services in Leprosy detection and awareness campaign and by participating in health check up camp and handle the dispensing and counseling counter.

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

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

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

Response: B. 3 of the above

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

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

Response:

Republic day; Maharashtra Din/Labour Day; Independence Day

These constitutional days are celebrated in the institute in the presence of students, faculties, staff and other representative members in the institute on 26 January, May 01 and August 15 with flag hosting and distribution of sweets.

Yoga Day

For signifying yoga for stress management, improvement of concentration, enhancement of power and memory, balance of physical and mental harmony, working efficiency etc., different yoga exercise like Pranayam, Surya Namaskar, Sukhasana, Padmasan are demonstrated on this occasion.

AIDS Day

With a purpose to raise awareness on HIV AIDS among the people, the students of the institute in association of District General Hospital, SGB Amravati University participate in the rally with banners, pamphlets, slogan, street play activity etc.

Sant Gadgebaba Birth Anniversary

Students have participated in a week lecture series under the flagship of SGB Amravati University and Sant Gadgebaba Smarak Samiti, Amravati.

Shiv Shahi Mahosthav

Students from the institute participate and interact with different speakers from various sector in workshop like 'Role of today's youth for developing India" organized by SGB Amravati university.

Marathi Bhasha Gaurav Din

Marathi Bhasha Gaurav Din is celebrated on the eve of birth anniversary of Marathi poet and writer icon late Kusumagraj. Assay writing competitions, use of Unicode on their social media to facilitate discussion in Marathi, mass rally are organized on this occasion.

World Pharmacist Day (Health Awareness Workshop)

Government College of Pharmacy and Amravati District Women Pharmacist jointly conducted one day workshop on Health Awareness on the occasion of World Pharmacist Day in institute. The speakers at the event emphasized note on improving treatment adherence for Tuberculosis.

Women's Day

Women social, political and cultural achievements from past and present were highlighted to motivate the students. Issues like gender equality, sexual assaults were covered during interaction.

Dr. Babasaheb Ambedkar Birth Anniversary

On the occasion of 125th Birth Anniversary of Dr. B. R. Ambedkar, the programme was conducted by paying homage to Dr. B. R. Ambedkar and a talk on "Constitution of India: Preamble and its Philosophy" was delivered.

Constitution Day

Constitution day is celebrated on 26th November 2016 by preamble reading and assay competition on the theme "Economic Thoughts of Dr. B. R. Ambedkar".

Harmony Day Celebration

Tribute was given to freedom fighters and national heroes on their birthday and death anniversaries. Beginning with Savitribai Phule's birth anniversary, the list includes, among others, B R Ambedkar, Jyotiba Phule, Subhas Chandra Bose, Mahatma Gandhi, Dindayal Upadhyay, Bal Gangadhar Tilak, Vallabhbhai Patel and Jawaharlal Nehru and ends with Constitution Day. Sadbhavna Day was celebrated.

Teachers Day

Teachers' day was celebrated on 5th September by the students. Fresher's Day is also organized for new comers by students of B.Pharm, M.Pharm and Pharm.D. In Fresher's Party, students are made aware about ragging, code of ethics, activities, exams, course, credit system etc. and its issues. Students are insisted to strictly follow anti-ragging law and orders in college premises as well as in hostels or rooms.

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

7.2 Best Practices

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

Response:

1. **Title of the Practice -** Germinating competence.

2. **Objectives of the Practice-**

- To motivate students to undertake higher studies by ensuring success in competitive exams
- To adopt the process for in-house preparation for competitive examination
- To involve the individual learning methods of preparation and practice student centric methods learning
- To conduct preparative drills for better management of examination related stress
- To inculcate the culture of competitiveness and enhance the enrollment of the students for competitive exams
- To help the students to achieve future goals and plans related to higher studies

3. **The Context**

Although the good teaching learning methods to enhance the technical knowledge are adopted, the enrollment of the students for higher studies in reputed institute is based on the GPAT or GATE or other entrance examinations. Students appearing for university examination mainly prepare themselves for subjective content and therefore the rate of success in the competitive examination based on objective learning is relatively low without any coaching or extra classes. Most of the students are from the families with low annual income and therefore present their inability to accommodate the expenditure. Success in the competitive exam earns the berth for higher studies in institute of repute alongwith fellowship to meet the expenses. Coaching available outside the campus may not be sufficient or monetarily out of the reach of most of the students.

Hence, Institute has designed and adopted the practice of in-house extra classes for objective based learning for development of the students with the objective to provide guidance to undergraduate students to increase the enrollment of students for competitive examination for the students aiming for higher education or job. Faculty available at the institute is highly qualified and able to contribute to the effective objective learning and training of interested students. Additionally, mock test conducted during practice session help to reduce the examination phobia and manage examination stress.

4. **The Practice**

- Most of the students admitted to undergraduate courses are from rural area with inadequate access to the information. Importantly, the career options considering the individual capability and interest are not well workout or counseled. The mentoring system available at the institute along with the interactive sessions conducted helps the students for SWOT analysis and to know the career or placement options.
- Students who have made the mind and intended to go for higher studies are enrolled for the extra coaching classes conducted at institute free of any charge.
- Classroom teaching or tutorial sessions are conducted for the students. Depending on the student demands on an average 23-29 sessions or lectures are conducted.
- Some lectures are conducted by the outsider faculty from ANA willing to work or collaborate voluntarily. Allumni who wants to engage sessions on the guidance on competitive exams are also the part of this initiative.
- Students are guided for the applications process to competitive exams like GPAT/GATE.
- Mock test are conducted to rehearse the students for examination and to identify the area for improvement
- Interactive feedback is taken post result.

5. **Evidence of Success**

- The enrollment of the students opting for higher education through competitive examination has increased.
- Number of student opting and appearing for the competitive examination other than GPAT or GATE is also scaling up.
- The enrollment for higher studies is observed not only for traditional pharmacy or technology post graduations but also in stream such as paint and surface technology, perfumery, colors and dyes.
- Ranks secured by the students in competitive exams is satisfactory e.g. GPAT-2019: AIR-260 (Nilesh Bajad); GPAT-2018: AIR-249 (Mangalsingh Rathod); GPAT-2017: AIR-116 (Kshirsagar Bhavesh), AIR–157 (Khedkar Manish); GPAT-2016: AIR-137 (Lingayat Deshbhushan), AIR-158 (Ingale Ketan); AIR-123 (Kokate Mahesh).
- All the qualified students are persuing higher studies with stipend from national institutes as well as state universities and reputed colleges affiliated to universities.

6. **Problems Encountered and Resources Required**

- Most of the students are from provincial background and hence hesitate to explore metro cities where the premiere education institutes are located
- Many students belong to financially weaker section and many of them are first generation learners in professional education, hence needs confidence building and shift in approach and attitude for succeeding in competitive examinations for higher studies
- Students being from rural and low educational status family, are poor in oral English communication.
- Online or mobile based applications for mock test or resource material will be useful for more effective and outcome oriented implementations to overcome these weaknesses.

Best Practice 2

1. **Title of the Practice** – Environmental, societal and community, responsibility and consciousness.

2. **Objectives of the Practice-**

- The main objective of this practice is to sensitize the students on their responsibility toward community and society as health care professionals
- Students are made to understand importance of environment in the societal health and to imbibe the conscious on environment
- To promote participation of the students in different programmes related to community health, societal responsibilities and environmental conscious.
- To involve students into the activities to promote the realization of societal issues to attract their attention for their role in the society
- To equip students with human values and transform them into responsible citizen of India.
- Provide exposure and acquaint students on latest developments contributing to the skill development which helps in improving possibilities for employment.

3. **The Context**

Apart from the technical knowledge acquired with typical classroom and laboratories, we believe that strong will and potent force that drives ones career is the sensitive and conscious understanding of the basic objectives of education for the service to society. Education, in the current context, has to be indulging values and sensitize for the social responsibilities and duties. Therefore, to understand the importance, responsibility and their necessity as healthcare professional and as individual citizen students needs to participate and work community health to learn and handle the actual practice of pharma professionals. Epidemiological status of different diseases in the society could substantiate the activities related to control, irradicate, prevent the disease and may promote the innovation for the same. A professional should be touched and driven by understanding the substantial role of environment on the health. Tree plantation and cleaning activities need participation by students to make them understand the importance of environmental maintenance and energy use and conservation in the societal health.

4. **The Practice**

- Institute allows and promotes the involvement of the students to collect the data on epidemiological status of the community.
- Students are involved in the national programs to make aware the people about health, environmental and societal issues.
- Students partake in the dialogues among community components in organized manner.
- Students are involved in the work in an organized and active way towards a social goal to spread the knowledge of schemes, measures and solution available with the authorities among affected people.
- Students encouraged for their involvement in collaborations with government, non-government and NGO on community problems to inculcate the team spirit.
- Students offer general and personal assistance to the hospital outpatient and inpatient services
- Student engagement with physicians on ward rounds to undertake clinical case studies.

- Active participation by the students in on campus plantation and cleanliness initiative.

5. **Evidence of Success**

All the students have participated in several programs which helped in developing a sense of responsibility toward community, societal and environmental issues as well as consciousness on their role in the society as a responsible citizen. Recognition and appreciation received for contribution as well as inspirational interaction with the personalities during the participation of the programs encourages the students to maintain high motivation.

Community engagements:

- Students have conducted the survey for the detection thalassemia and leprosy in Amravati district under National Health Programme
- Malnutrition survey and nutritional status of mother and children was conducted by the students
- Students have conducted the health check up camp
- Clinical case studies, ward wounds, dispensing practices, patient counseling, drug information centre, outpatient and inpatient services, blood donation under urgency delivering the responsibilities for society

Societal Responsibilities:

Students participated in Unnat Bharat Abhiyan, road safety campaign, tree plantation, blood donation, Beti Bachao, NSS and other programmes

Environmental Consciousness:

Student contribution in tree plantation, plastic free campus, Swachha Bharat Abhiyan, save water, irrigational promotion has received the appreciation from the stakeholders. Further to add institute demonstrates environmental consciousness through solar passive building, green and environment friendly campus and saves energy thereby generates the energy.

6. **Problems Encountered and Resources Required**

- Students face to communicate in local language during the community engagements
- Poor facility in the remote region or low level of health facilities makes Rural Health care as biggest challenge responsible for high mortality
- Low educational level makes the society vulnerable to misbeliefs and antisocial practices like addiction

Acceptance of Pharma professional as an active community health professional is not much welcomed by other health professional as well as society.

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

7.3 Institutional Distinctiveness

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

Response:

Government College of Pharmacy, Amravati envisions the journey of the institute towards the development of technical excellence among the students to make them globally competent pharmacists. Institute provides conducive environment to facilitate the educational and technical excellence among students and provide environment inculcate the human and professional values.

Modes, methods, concepts and contents of classroom behavior is changing, which made the teachers to adapt the novel tools of teaching methodology involving computer assisted learning tools. Web and mobile based application for practice test of GPAT/other pharmacy based competitive examinations. This will make the students to prepare for examination effectively making most of the use of time. Experiment and research methodologies involving the use of sophisticated instrument and softwares help to cope up with technical advancement in the industry and gain the excellence amongst students.

Pharm. D. students are allowed to conduct and participate in epidemiological surveys, disease detection programs, community services, drug information, inpatient and outpatient services, patient counseling, case studies and ward round to develops the excellence in clinical practices. Students engage ward round under the guidance supervision of preceptors and provide the clinical pharmacy services to the allotted wards. Pharm D course completion needs Internship or residency training including postings in specialty units for a period of one year during sixth year of Course tenure. To impart the knowledge about the handling of the modern technologies hands on training programs are conducted to learn the skills beyond syllabus. To promote and germinate the idea about entrepreneurship, the entrepreneurship awareness, scenario, potential and opportunities are made understood by the students through workshops.

Apart from the classroom interactions, lectures of technical and professional experts from academic organizations and industries are organized. Students are encouraged for project work, industrial internships, and oral or poster presentations in the seminars, symposiums, workshops or conferences to interact with the technical experts. In addition to the rich collection of books with library, access to e-journals make learning process more effective.

Students have participated in the AVISHKAR (University and Interuniversity level research competition). Research fellows appointed on the funded project as well as increase in the number of students working on industrial projects are useful in creating and nurturing the students to make them technically competent enough to raise up to societal expectations. The research projects from DST-SERB, AICTE, RGSTC, DST-FIST once implemented through the administrative process will further augment the facilities available for gaining the technical expertise.

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

5. CONCLUSION

Additional Information :

The institute has been taking actions for the quality improvement for e.g. availability of sufficient and required reference and text books; additional classes for competitive exams like GPAT by college faculties; organized quality improvement program for faculties; guest lecturers organized by eminent personalities from academic and industrial background and regulatory authorities; organize seminars, refresher and training programs; industrial visits to pharmaceutical industries; regular publication of e-Magazine and published research paper by students and faculties.

In order to impart quality education, the institute has formed various committees to perform works with the equal participation and decentralization of the responsibility in order to ensure the accountability and everyone's contribution in the development and progress of institute. The Principal ensures participation of all the teaching and non-teaching staff through decentralized administration by various committees viz. college development committee (CDC), admission (facilitation centre/application receipt centre (FC/ARC)) committee, staff (clock hour basis) selection committee, internal quality assurance cell (IQAC), steering committee for the NAAC A&A, library committee, research advisory committee, training and placement committee, alumni association, anti-ragging Committee, grievance redressal committee, internal complaint committee (ICC), sexual harassment committee, SC/ST committee, academic (glassware/ chemical and library verification committees), etc. and the students council for representation in sports and cultural committee.

Concluding Remarks :

The self study report (SSR) is the backbone of the entire process of A & A by NAAC. In view of this, the institute has prepared the SSR as per the standard guidelines and by strictly following and adhering to the manual of affiliated/ constituent UG & PG colleges, published by the NAAC. For preparing and compiling different criteria works of quality indicator framework (QIF) of the SSR, the institutes steering committee of NAAC along with the faculties were assigned the responsibilities. During this period, meetings were conducted by the honourable chairman of the committee to review and update the SSR criteria-wise. Moreover in addition to the criteria works, the college profile, extended profile of the college as well as executive summary was prepared and reviewed by the concern faculties.

The activities of teaching-learning, research, faculty development etc. are carried out with the mission to develop globally competent pharmacists with technical skills and positive attitude. Being a state government institute, all the activities are as per the prevalent rules. This transparent process caters to needs of all the stakeholders including socially, economically or physically deprived students. The qualified faculty recruited after the stringent process of selection is governed by all the rules of State Government. The faculty members dedicatedly play their role in effective teaching learning process. This is supplemented with the participation in activities of curriculum designing and evaluation processes at the university level too. To complement the academic and technical content, the support services and activities are cautiously conducted regularly as per the requirement of the society, profession and stakeholder's needs. The faculty strive to achieve the balance in teaching and research component of the academics with fetching grants from funding agencies, and collaborating with other institutes also. The basic and infrastructural facilities with other technical facilities are housed in environment friendly building and pleasant ambience. Financial assistance to run such an institute comes for the state government. The endeavours of the institute are always for enrolment for higher studies,

employment to the students and entrepreneurship of the students with professional and social skills.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
9	4	3	2	0 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
9	4	3	2	0	 Remark : HEI input provided is correct as per the new document provided.
1.3.2	**Average percentage of courses that include experiential learning through project work/field work/internship during last five years** 1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
12	10	10	9	7 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
12	10	10	9	7	 Remark : Input provided is correct as per the new documents submitted.
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
---	---	---	---	---
57	58	59	48	42	

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
57	58	59	48	42

Remark : Revised to initial HEI input as actual students admitted cannot exceed earmarked. Reserved category students admitted beyond ear marked should be considered as general merit only.

2.6.3   **Average pass percentage of Students during last five years**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
88	120	116	101	81

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
88	120	116	99	81

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
97	124	116	108	86

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
98	124	116	108	86

Remark : Revised input as per the new data and documents provided by the HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	2	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	2	0	0

3.3.3	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** 3.3.3.1. **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
6	6	9	12	14 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	12	10 | Remark : Revised as per the supporting proofs
-------	--------
3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)** 3.4.3.1. **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
24	15	10	9	10 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
23	14	10	9	9 | Remark : Revised as per the newly given clarifications and updated numbers of programmes.
3.5.1	**Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year** 3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student**

exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	5	5	4	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
41	20	15	17	11

4.1.3	**Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*
	4.1.3.1. Number of classrooms and seminar halls with ICT facilities
	Answer before DVV Verification : 1
	Answer after DVV Verification: 6

4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)**

4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
44.46	24.49	23.41	20.58	14.42

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
44.46	25.09	23.41	20.58	14.42

Remark : Revised figures as per the newly provided attached documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
254	208	261	260	253

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
252	208	261	260	253

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
63	71	61	70	59

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
63	71	61	0	0

Remark : 2014-15 and 2015-16 supporting documents are not uploaded by the HEI to validate the claim.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
55	70	55	48	48

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
55	71	55	48	48

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

5.2.2.1. Number of outgoing student progression to higher education during last five years
Answer before DVV Verification : 27
Answer after DVV Verification: 136

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	13	15	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	13	13	15	15

6.2.3 — **Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Administration proof is not provided.

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**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	2	3	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

Remark : Travel grants will not be considered under this. Financial support to attend conferences / workshops not reflected in the audited statement of HEI.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	10	11	7	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	10	11	7	6

6.5.3 | **Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

7.1.5 | **Green campus initiatives include:**

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

Answer before DVV Verification : Any 4 or All of the above
Answer After DVV Verification: B. 3 of the above
Remark : Serial no. 1, 3 and 5 are considered. Serial no. 4 cannot be considered due to insufficient proof.

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

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

Answer before DVV Verification : C. 2 of the above

	Answer After DVV Verification: D.1 of the above
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Disabled-friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: B. 3 of the above
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
158	161	162	162	162

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
237	235	158	158	158

2.1	**Number of students year-wise during last five years** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
451	456	426	419	381

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

| 449 | 454 | 424 | 416 | 374 |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
64	64	64	67	67

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
64	64	68	71	71

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
106	123	96	92	81

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
98	124	116	108	86

3.3	**Number of Computers**

Answer before DVV Verification : 46
Answer after DVV Verification : 43