# SELF STUDY REPORT

## FOR

## 2nd CYCLE OF ACCREDITATION

## GURUNANAK COLLEGE OF PHARMACY

MOUZA NARI, KHASARA NO. 81/1, KAMGAR NAGAR, KAMPTEE ROAD,
NAGPUR
440026
www.gncp.edu.in

**SSR SUBMITTED DATE:  16-03-2022**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**March  2022**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Under the aegis of The Sikh Education Society, Gurunanak College of Pharmacy was established in 2004, in the subsequent year's postgraduate courses (2009) and PhD (2014) in the pharmaceutical sciences was introduced. The college is situated on 10 acres of land away from the hustle & bustle of busy city traffic, in the peaceful area of Nari which is very well within the Nagpur city limits near to Pili river.

A spacious, well-planned, well-lit, well-ventilated building surrounded by the lush green campus is many neighbors' envy.

The institute was started to provide a quality educational platform to the students of all strata for pursuing pharmacy programs. Institute is recognized by AICTE and PCI and is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University. The institute was accredited by NAAC in 2016.

It has completed 17 years of dedicated service in the field of technical education and has produced more than 1000 professionals who are contributing to the healthcare needs of society. The institute is well known for its experienced faculty, technical excellence, modern facilities, and record of performance with excellent results. The Faculty members at the institute are academically distinguished in their fields of specialization.

The institute has smart classrooms, a seminar hall, a multipurpose auditorium with a capacity of more than 300 people, a sports ground, and an indoor sports facility for the holistic development of students. Ragging free and environment-friendly campus with a pleasant ambiance helps students to pursue their education. The transparent and democratic environment is conducive to learning good values and nurturing creative minds.

The college has been successful in imparting quality education in pharmacy at all levels throughout these years and it is also providing a well-equipped platform to carry out the research activities that are recognized at both national and international levels.

The institution aims to constantly upgrade its standards of education and be at par with the global standards.

**Vision**

To create globally competent pharmacist

**Mission**

- To impart outcome-based learning to the students of all hues on a common platform by identifying and channelizing their potential for achieving consistent quality education.

- To inculcate and enrich core competencies by combining academics, research, intellectual stimulation which will produce dynamic and proficient pharmacists committed to serve the society and practice pharmacy in an ethical manner.

- To encourage ingenious thinking in individuals for enhancing innovativeness in their actions and ideas

# 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

## Institutional Strength

- The faculty members at the Institute are academically distinguished in their fields of specialization
- The Institute has established its own library, which contains an excellent collection of up-to-date reference books, Journals etc.
- The Management and Principal is fully supportive for imparting quality education and student welfare.
- Well functioned NSS unit for inculcating societal responsibility among students.
- Exposure and interaction of students with visiting eminent professionals from industry and academia of national and international fame.
- The institute is having multipurpose auditorium with capacity of more than 300 people.
- Sports ground and indoor sports facility for developing physical fitness and general well-being.
- Ragging free and environment friendly campus with pleasant ambience.
- The institute implements complete decentralization policies in its administration.

## Institutional Weakness

- Students, being from rural areas, are striving to meet national and global standards in technical education and facing language barriers(English Language).
- Institute has to upgrade its teaching community for more funded projects, quality research and development, patents and consultancy.
- As institute is affiliated to Rashtrasant Tukadoji Maharaj Nagpur University, therefore there is no flexibility regarding curriculum design.

## Institutional Opportunity

- The Institute enjoys good links with other Institute in India and abroad. However these links are not fully utilized by the Institute.
- More MOUs can be signed with reputed institutes and industries for mutual benefit.
- With the presently available laboratory facilities our institute is in a position to offer Postgraduate and PhD programme for graduates and  post graduates students from various universities.
- Promotion of interdisciplinary research with funds received from various funding agencies.
- More pharmaceutical industries are gearing up in Nagpur which will open the avenues in execution of duties in formulation, quality control, R & D etc.
- National Education Policy is bringing more opportunities to design new courses.

**Institutional Challenge**

- Poor quality of approach road.
- Since more than 50 percent of the students are educated in the regional language, their communication skills are to be attended.
- Non-availability of funds due to dependency on Governmental agencies for scholarship amount.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Gurunanak College of Pharmacy is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, and adopts the curriculum prescribed by the Pharmacy Council of India (PCI). The institute has a well-developed system for the effective implementation and delivery of the curriculum. Before the start of the academic session, and after the issuance of the university academy calendar, the institute academic calendar and Time-tables are prepared for all the programs by the Program Committee. Workload/course distribution for the upcoming semester is done taking into consideration the expertise available and preference given by the teacher. The University academic calendar depicts the date of commencement of the academic year and the tentative schedule of the university examination. The institute's academic calendar includes all co-curricular, extracurricular, and extension activities. The Internal Quality Assurance Cell (IQAC) reviews the academic calendar initially and also during all of its meetings throughout the academic year to monitor its adherence. Non-adherence to the planned activities is noted and reasons for non-adherence are also discussed with the concerned in charge. Teachers of the institute have active participation in the activities related to curriculum development and assessments of the University.

To fill the knowledge gap, the institute has designed several "Add on" certificate programs for students which are undertaken by the interested students. The institute needs to add more such courses and also needs to encourage more students to attend them. Further, there are about 28 courses in all the programs that address cross-cutting issues like professional ethics, gender equity, human values, and environmental awareness.

About 40% of courses impart experiential learning to the students through conducting experiments, performing project work or fieldwork, or internships. Last year about 29% of students completed project work/internship out of all the enrolled students and almost 100% of students of UG and PG final year students completed the project work.

The institution has a well-defined feedback system to obtain feedback about curriculum design and delivery from various stakeholders. The feedback report is submitted to the Program Committee and IQAC who take appropriate actions. The feedback report is also made available on the website.

**Teaching-learning and Evaluation**

Students from all economic backgrounds opt for admission at Gurunanak College of Pharmacy, Nagpur, where 80-90 percent of seats are filled out of the Govt. sanctioned seats through Centralized Admission Procedure. All the seats against the reserved category are almost filled every year and students receive their tuition fees through various governmental and non-governmental agencies. Thus equal learning opportunity is available to

the students at the institute.

The institution encourages advanced learners, in various ways depending upon the ability, interest, and potential of students. Students who are slow learners are assisted adequately based upon the need, potential, and inclination of students. Different approaches are used to improve their academic performance. Institute has 25 experienced faculty (96.8percent of the sanctioned posts are filled) having an average experience of 13.16 years. Thus maintaining the 15:1 student:teacher ratio. Around 47.34percent of teachers are having Ph.D. as their highest qualification.

The institute believes to impart curriculum delivery through student-centric methods. The faculty members make their best efforts to conduct many in-class activities to shift from passive learning to the active learning mode. Initiatives are taken to increase participative learning through activities like Flipped-class room, Think-pair-share, Quiz, Roleplays, Seminars, debate, Journal club, and some other newer approaches like content creation through videos, etc. Students are always encouraged to use the portals like "Coursera, Swayam, and MOOCs" for enhancing the curriculum updates. The institution follows the curricula designed by PCI and implemented through the university for all of its programs. The faculty prepares course outcomes (COs) for all the courses and the program committee reviews them. Faculty takes due efforts to attain mentioned course objectives of the respective subjects. Internal assessment and continuous internal evaluation are done as per PCI norms. The students are well aware of the mechanism for continuous evaluation and grievance redressal related to examinations.

Regular assignments are given to students as part of the continuous evaluation. Marks for the internal examination are made available on the Vmedulife portal from where students can get information about their performance. Every year as much as 95percent of students pass the university examinations.


**Research, Innovations and Extension**

The institute has a well-established system for the generation of new ideas and nurturing innovation in research. The faculty and students are encouraged to pursue innovative ideas at all levels. The institute works very closely with the industry and always keeps a close eye on the recent developments and trends of the pharmaceutical industry.  As a result, the faculty of the institute has received financial support of about 67 lakh from DST-SERB for a collaborative research project.

The faculty provide consultancy for the industry for projects consisting of the development of new technology. The faculty is co-inventor in about 26 patents, 8 out of which are granted.

The institute is a university-approved place for research work, where 09 faculty are approved as Ph.D. guides and there are 10 seats approved by the university. All the seats are fully enrolled. Research Committee regularly monitors, facilitates, and upgrades the facilities required for Research work. Workshops on Research methodology, Intellectual property rights, and entrepreneurship are regularly organized to further nurture the spirit of innovation in research.

Faculty is instrumental in publishing their research in peer-review journals and every year there is a significant increase in the number of research papers published in high impact factor journals. Several faculty members have their books and book chapters published with renowned publishers.

The institution regularly takes part in CII survey and consistently get Platinum or Gold status because of its

collaborative research activities with the industry.

The institute understands the need for extension activities along with academic and research activities for holistic development. The active NSS cell plays a vital role in this area along with a few more committees.

The institution regularly organizes programs to increase awareness amongst students and neighbouring communities about various social issues to sensitize students to the diversified issues in society. In the last five years, about 37 percent of students participate in extension activities. Efforts to encourage more students to participate in such activities will be made.

We believe in working in collaboration as evident by about 102 collaborative activities in the past few years.

## Infrastructure and Learning Resources

The institution has excellent infrastructural facilities for teaching-learning, cultural and sports activities. The available infrastructure complies with the requirements of regulatory bodies like AICTE, PCI, and RTM Nagpur University. The facilities are upgraded from time to time according to the need for higher education and are well maintained through various internal committees. Institute has nine classrooms out of which six classrooms are smart classrooms that are well equipped with multimedia equipment like LCD projectors to facilitate effective teaching/learning process. The laboratories are well equipped with operational advanced infrastructure, equipment, and instruments. The Institute also has a multi-purpose auditorium, conference & seminar hall, medicinal plants garden, a museum with an exhibition displayed along the corridor. Students are trained and encouraged to use highly sophisticated instruments and advanced machines. All sophisticated instruments are maintained through maintenance contracts and provided with SOPs and logbooks for efficient operation and monitoring. Average 5.11 lakh rupees are spent annually for infrastructure augmentation and 36.15 lakh were spent on the maintenance. Faculty and administrative staff are provided with individual cabins with computers and an internet facility. The institute is equipped with a fiber-optic high-speed 100 Mbps internet facility at every workplace, including faculty rooms, administrative offices, computer labs, and library.

The library is spread over 160 sq. m. an area having separate issue return section, reading section, a reference section, computer section, and OPAC system, The institute is equipped with a voluminous library with textbooks, reference books, national/international journals, periodicals, and other readable articles online through internet. Library also caters to the reprographic requirements of the students and faculty members in the library premises. Institute provides a well-equipped computer lab for students having 75 Sq. m area which is used for conducting computer-related practicals as well as for the online literature survey. All the infrastructural facilities on the campus are maintained through annual maintenance contracts with the service providers.

The available student-computer ratio is 6:1. The campus is wi-fi enabled with internet speed of about 100 mbps. The digital advancement in the library resources is resulting in reduced footfall at the library.

## Student Support and Progression

Gurunanak college of Pharmacy strives to be a student -centric institution by extending support to the students for their overall development. Guidance is provided to the students during the admission procedure regarding the available financial support through government and non-governmental schemes. About 53 percent students got financial scholarships during last five years. Adequate number of capacity building and skill enhancement

initiatives were taken by the institute. The students are regularly provided with academic and career guidance and about 40 percent students were benefitted from this support. About 35 percent students were placed and about 33 percent went for higher education during the last five years. The number of competitive exam qualifier is about 43 percent indicating the efforts taken by institute in this area.

Student support systems like Grievance redressal cell, Anti-ragging cell are fully functioning and active to address their grievances. No cases of ragging or sexual harassment are ever reported in the institute.

Thus, students experience very conducive atmosphere in the campus which nurtures their personality. Students council is constituted every year where students representating every class are selected to represent students at institute and university level. Student Council plays a very important role in overall development of students. Significant number of students participate in co-curricular, cultural, and social activities at the institute and at university level to develop their leadership skills, planning abilities, communication skills as well as volunteering skills.

Sports and cultural committee of the institute guides students to participate at University, state as well as National level competitions. Institute organizes "Zenith" and "Zest", cultural and sports event respectively every year to provide platform to the students to showcase their hidden talents and develop their personality. Students council under the guidance of in-charge teacher plan, organize and conduct these events.

The very responsible alumni of the institute play a very important role in the development of the institute. They contribute in various ways, like organizing sports events, donating books,conducting workshops/seminars/interaction sessions, etc.

**Governance, Leadership and Management**

Gurunanak College of Pharmacy runs under the aegis of The Sikh Education Society, Nagpur. The Principal is the Head of the institute and is assisted by the administrative staff and faculty for running different functions. The vision and mission of the institute are crafted by all the faculty members together under the leadership of the Principal. The Governing Body and College Development Committee frames policies keeping the interests of students in focus. These policies are implemented through various committees and cells. The characteristic feature of the institute is transparency in governance and democracy in functioning. A high level of decentralization is facilitated through delegation of powers to various committees who execute the assigned responsibilities and contribute towards building globally competent pharmacists. The students are entrusted with the responsibility of conducting major events in the institution under the mentoring of staff.

The strategic plan is effectively deployed through IQAC and other committees. For all the policies, appointments, service rules, and other procedures, rules, and guidelines of relevant statutory bodies like University, AICTE, or state government are followed. The e-Governance system is already in place for administration, finance/accounts, students admissions, leave management, etc.

Effective staff welfare measures for both professional and personal growth resulting in near 100 percent retention of the faculty. Institute organizes as well as encourages staff to attend training programs/conferences/workshops by providing financial support.

The institute is a self-financing institute and has a permanent accountant. Internal audits are carried out regularly by a registered chartered accountant. Mobilization of funds is mainly by students' fees, Unsecured

loans from The Sikh Educational Society, Nagpur, consultancy fee, funded research projects & interest received on fixed deposits. Funds received in the form of fees are spent on the salaries of staff. The institute follows transparency in the use of funds and is timely audited by the internal auditor.

The IQAC prepares the strategic plan at the beginning of the academic year to exploit the strengths and improve upon the weaknesses of the institute. The results of efforts are clearly reflected in various quality parameters as mentioned in the AQARs.

## Institutional Values and Best Practices

The institute runs in a co-education system and takes various measures to enlighten the students on women's improvement and gender equity. The institute maintains a healthy environment by having impartial behaviour towards both genders. Equal opportunities are provided to both male and female students. Various sensitization programs like women empowerment including gender equity and prevention of sexual harassment at the workplace, health issues etc are conducted regularly at the institute.

Institute has a concern for the conservation of natural resources as is evident from the ongoing practices of energy and water conservation implemented in the institute. The LED lights and Sensor based lights and exhaust fans are installed in the institute and proposal for switching to solar energy and wheeling to greed is also placed in front of management. The institute has well defined waste management system. Agreements have been signed with various agencies for solid waste management, liquid waste management, Biomedical waste management and E-waste management.

Institute has water reservoirs like sumps, water tank and open well which maintained and tested regularly for quality of water.

Institute has lush green campus and greenery is added every year by undertaking "Tree plantation" activities. A dedicated team maintain the landscaping, garden & drug garden. Green audit is carried out in the institute by Govt. recognized agencies.

The institute has provided disabled-friendly infrastructure like lifts, ramps, washrooms, tactile paths alongwith the human assistance which has created barrier-free environment in the campus.

Institute is committed to inculcate the core constitutional values into their students and employees to extend their services to the nation and make them responsible citizens of the country. Institute has a prescribed code of conduct for the students which are displayed on the institute website. Faculty and Technical staff also has to follow prescribed code of conduct for the smooth conduct of institutional activities.In order to instil awareness about various historical figures and events national and international commemorative days are celebrated in the institute.Providing financial assistance to economically weak meritorious students and guiding students for entrepreneurship are the two best practices adopted by the institute.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | GURUNANAK COLLEGE OF PHARMACY |
| Address | Mouza Nari, Khasara No. 81/1, Kamgar Nagar, Kamptee Road, Nagpur |
| City | Nagpur |
| State | Maharashtra |
| Pin | 440026 |
| Website | www.gncp.edu.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Abhay Ittadwar | 0712-2992334 | 9766111767 | 0712-2992334 | gncp2004@yahoo.com |
| IQAC / CIQA coordinator | Nidhi P Sapkal | 9422-815111 | 9422815111 | 0712-2992334 | nidhi_sapkal@yahoo.co.in |

| Status of the Institution | |
| --- | --- |
| Institution Status | Self Financing |

| Type of Institution | |
| --- | --- |
| By Gender | Co-education |
| By Shift | Regular |

| **Recognized Minority institution** | |
|---|---|
| If it is a recognized minroity institution | Yes<br>Minority Document.pdf |
| If Yes, Specify minority status | |
| Religious | Yes |
| Linguistic | No |
| Any Other | No |

| **Establishment Details** | |
|---|---|
| Date of establishment of the college | 01-06-2004 |

| **University to which the college is affiliated/ or which governs the college (if it is a constituent college)** | | |
|---|---|---|
| **State** | **University name** | **Document** |
| Maharashtra | The Rashtrasant Tukadoji Maharaj Nagpur University | View Document |

| **Details of UGC recognition** | | |
|---|---|---|
| **Under Section** | **Date** | **View Document** |
| 2f of UGC | 26-02-2010 | View Document |
| 12B of UGC | 21-02-2018 | 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** |
| PCI | View Document | 10-04-2020 | 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 | Mouza Nari, Khasara No. 81/1, Kamgar Nagar, Kamptee Road, Nagpur | Urban | 9.34 | 6500 |

# 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,Ug | 48 | HSSC SCIENCE | English | 60 | 60 |
| PG | MPharm,Pg | 24 | B PHARM | English | 15 | 15 |
| PG | MPharm,Pg | 24 | B PHARM | English | 15 | 9 |
| PG | MPharm,Pg | 24 | B PHARM | English | 15 | 13 |
| Doctoral (Ph.D) | PhD or DPhil,Doctoral Phd | 60 | M PHARM | English | 10 | 9 |

**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 | | | | 5 | | | | 7 | | | | 17 |
| Recruited | 1 | 2 | 0 | 3 | 2 | 2 | 0 | 4 | 10 | 5 | 0 | 15 |
| Yet to Recruit | | | | 2 | | | | 3 | | | | 2 |
| 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 | | | | 28 |
| Recruited | 22 | 6 | 0 | 28 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 25 |
| Recruited | 13 | 9 | 0 | 22 |
| Yet to Recruit | | | | 3 |
| 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 Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 2 | 0 | 2 | 2 | 0 | 4 | 1 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 4 | 0 | 10 |

| Temporary Teachers | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualification** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD | 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/ LLD | 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 |

| 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 |
|---|---|---|---|---|---|---|
| UG | Male | 109 | 1 | 0 | 0 | 110 |
| | Female | 168 | 1 | 0 | 0 | 169 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 17 | 0 | 0 | 0 | 17 |
| | Female | 64 | 0 | 0 | 0 | 64 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|---|---|---|---|---|
| **Programme** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| SC | Male | 15 | 16 | 16 | 19 |
| | Female | 26 | 20 | 25 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 3 | 5 | 4 | 5 |
| | Female | 7 | 6 | 12 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 42 | 48 | 39 | 39 |
| | Female | 77 | 77 | 87 | 108 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 50 | 50 | 49 | 47 |
| | Female | 62 | 58 | 66 | 67 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 17 | 18 | 17 | 17 |
| | Female | 24 | 18 | 32 | 18 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 323 | 316 | 347 | 360 |

## Institutional preparedness for NEP

| 1. Multidisciplinary/interdisciplinary: | The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, academic programmes may be redesigned to include Multidisciplinary /Interdisciplinary courses as electives so that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is |
|---|---|

| | |
|---|---|
| | proactively working towards implementation of the suggestions given in the NEP. Gurunanak College of Pharmacy has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. Being an important member as the health professional, the students are also encouraged to undertake interdisciplinary projects related to herbal drugs and Ayurveda. |
| 2. Academic bank of credits (ABC): | Under the university, the institute will also offer an online repository for all academic awards under the Digital India Program. Our university is working towards the nad.digitallocker.gov.in platform in which the National Academic Bank of Credits (ABC) portal will be integrated. The institute is already following a choice-based credit system for all of its programs and will follow the process related to the ABC as directed by the Academic Council of RTMNU. The institute will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. We have already implemented for our students to take online courses through online mode through National Schemes like SWAYAM, NPTEL etc, and is considering for credits earned against elective courses. These revisions are applicable for students admitted in session 2021-22 and onwards. We are in the process of developing a system for executing ABC in true spirit. |
| 3. Skill development: | UGC has introduced DDUKK for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc Programs realizing the importance and the necessity for developing skills among students, and creating work-ready manpower on large scale. The university has started Food processing & Engineering and Software development to implement this concept as vocational programs. UGC has approved three Community Colleges for vocational education under RTMNU. The institute aims at providing quality vocational education combining classroom-centered formal education and training with experience sharing of Industry and internships in business houses. The focus is towards integrated knowledge acquisition and upgrading human skills. This will help to enhance the employability of our graduates as per the industry's current human resources requirements. Value-based education including an |

| | important component of Universal human values is the basis of cultural development in our Institute. All these steps are marching towards the implementation of NEP in the real sense. The programs in the near future will offer multiple entries and exit options to students where each exit point is linked to a specific job role as specified in NSQF. The program regarding Management, Entrepreneurship, and Professional Skill may be included. Students of GNCP are presently being given hands-on exposure to practical subjects through mini-projects, in which students identify their skills and learn the concepts through experiential learning. GNCP is also planning for skill-based certificate courses through which they will be trained on specific skills like marketing, prescription monitoring, extraction, isolation, purification, grading of herbal drugs, etc. |
|---|---|
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | The institute celebrates Marathi Bhasha Diwas to encourage the use of Indian languages to understand the cultural values permeated by the literary works. Further, Indian Ethos teaches cultural values in Indian tradition so that pharmacy students imbibe value orientation while in the profession. Indian Knowledge system teaches about the various Indian medicinal plants, TKDL, Ayurveda. The institute is of the opinion that the inclusion of knowledge from ancient India to modern India will clear the sense of India's future aspiration about education, health, and the environment. We are also intended to offer a minor degree in Indian traditional medicine to our students in the coming years. |
| 5. Focus on Outcome based education (OBE): | The institute programs are offered as outcome-based education (OBE) which are designed keeping in mind the regional and global requirements. The institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes, and course outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that student contributes proactively to the economic, environmental, and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. The focus is to apply the spirit |

| | |
|---|---|
| | of NEP. We have well-defined Program Outcomes (PO), Program Educational outcomes (PEO), and Course Outcomes (CO) on our website and prominent places in the departments. Students are assessed as per the OBE attainment model. |
| 6. Distance education/online education: | Due to Covid -19 pandemic, educational institutions in the country have increasingly evolved in using digital platforms for engaging classes, conducting conferences and meetings. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses as well as educative training programs at GNCP which promotes the blended system of learning. Institute has successfully imparted all its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our team. |

# Extended Profile

## 1 Program

### 1.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 125 | 135 | 140 | 144 | 157 |

| File Description | Document |
|------------------|----------|
| Institutional data prescribed format | View Document |

### 1.2

**Number of programs offered year-wise for last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 05 | 05 | 05 | 05 | 05 |

## 2 Students

### 2.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 356 | 330 | 330 | 313 | 319 |

| 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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 196 | 172 | 191 | 205 | 223 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

### 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 98 | 107 | 87 | 94 | 85 |

| 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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 23 | 23 | 25 | 25 | 25 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

### 3.2

**Number of sanctioned posts year-wise during last five years**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 25 | 25 | 25 | 25 | 25 |

| File Description | Document |
|---|---|
| Institutional data in prescribed format | View Document |

# 4 Institution

### 4.1

**Total number of classrooms and seminar halls**

**Response: 09**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 68.64240 | 113.98968 | 138.42914 | 135.76243 | 133.69942 |

**4.3**

**Number of Computers**

**Response: 57**

# 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:**

Gurunanak College of Pharmacy is affiliated with Rashtrasant Tukadoji Maharaj Nagpur University, Nagpur, and adopts the curriculum prescribed by the Pharmacy Council of India (PCI). The institute has a well-developed structure for the effective implementation of the curriculum prescribed by the PCI. Before the start of the academic session, and after the issuance of the university academy calendar, the institute academic calendar and Time-tables are prepared for all the programs by the Program Committee. Workload /course distribution for the upcoming semester is done taking into consideration the expertise available and preference given by the teacher. These documents are then reviewed by the IQAC and are deployed through the Program Committee. Academic calendars and timetables are displayed on notice boards for students and staff and also are separately circulated to each concerned member in the institute like classrooms, library, laboratories, animal house, store, administrative office, etc. Since the academic year 2020-21, these are also being circulated through emails, college website, WhatsApp groups, and Vmedulife (LMS software used by the institute) to all the stakeholders.

Each faculty member prepares the teaching plan for the conduction of theory and practical courses. The teaching plan consists of information such as course syllabus details, timetable, session plan, and record of course delivery along with details of teaching methods (pedagogy), teaching aids, and study material. A record of attendance, assignments, performance evaluation, lab manuals, and project work is also maintained by the respective faculty member. Institute aims at effective curriculum delivery by providing required facilities in classrooms, tutorial rooms, seminar halls, and laboratories.

The program committee and IQAC encourage the use of different teaching aids such as simulation software, LCD projectors, wall charts and models, videos, etc. The program committee also sees that various techniques of participative learning are employed by the faculty members like videos, quizzes, seminars, objective tests, group discussions, think-pair-share, flipped-classroom, for an effective learning process.  Institute conducts various seminars, workshops, field/industry/hospital visits, and training programs for effective implementation of curriculum as well as to bridge the gaps in the curriculum. Faculty are encouraged to participate in continuing education programs run by other institutes for the exchange of knowledge and skill. Above mentioned teaching-learning process helps students assimilate the curriculum effectively and receive additional inputs in the form of technical skills needed. Continuous assessment report of students' performance is assessed by the respective faculty member and also by the Program Committee.

The feedback committee collects feedback at the end of each semester regarding the course delivery and shares the report with all the stakeholders. IQAC reviews the adherence to the academic calendar in all its meetings and also reviews the student feedback in order to monitor the effectiveness of the curriculum delivery process.

| File Description | Document |
|---|---|
| Upload Additional information | View Document |

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

**Response:**

The Program committee prepares the institute academic calendar after the availability of the university academic calendar. The University academic calendar depicts the date of commencement of the academic year and the tentative schedule of the university examination. The institute's academic calendar includes all co-curricular, extracurricular, and extension activities. The internal examinations Class test I and Class test II are planned and communicated to students. The internal examinations, theory as well as practical are systematically planned and the timetables of respective examinations are given a week before to students by examination section. The internal examinations are conducted as per the norms laid down by the Pharmacy Council of India. The standard question paper format that is the inclusion of objective, short answer, and long answer questions is included in the question paper of 30 marks which are converted to 15 for each class test. This allows for testing the knowledge and competencies. The continuous internal evaluation is done throughout the academic year by planning various activities like quizzes, group discussion, assignments, teacher-student interaction, viva voce, presentations, etc. due importance is also given to the attendance of students in class. The library and the departments maintain the semester-end question papers. The marks allotted for continuous assessment are 10 by which students' learning can be evaluated properly. The Practical Exams; Internals are held by the College and the Externals are held under the scrutiny of the External Examiner appointed from the University. All the schedules of examinations (internal and external) are displayed on the notice board for students. The changes, if any due to unavoidable circumstances are communicated to the students well in advance. However, all efforts are made by the Institute to adhere to the academic calendar for CIE.

The IQAC reviews the academic calendar initially and during all of its meetings throughout the academic year to monitor its adherence. Non-adherence to the planned activities is noted and reasons for non-adherence are also discussed with the concerned in charge. In case of non-adherence to the activities crucial to the curriculum, rescheduling of that activity is done.

In case of any circulars/notices from regulatory authorities regarding the observance of any event, the same is incorporated into the activity calendar and activity is conducted.

The institution follows the evaluation system prescribed in the PCI syllabi issued by the university. The practice is to follow the schedule mentioned in the institute's academic calendar.

The institution developed mechanisms to adhere to the academic calendar concerning teaching-learning and continuous evaluation of all the courses even during the Covid-19 pandemic situation. All of these activities were continued in online mode through the efforts of IQAC, Program committee, and examination committee. As it was not possible to conduct sports and cultural activities through online mode, therefore, these activities could not be conducted.

Overall, a satisfactory adherence to the academic calendars has been observed in all these years.

| File Description | Document |
|---|---|
| Upload 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:** B. Any 3 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](#) |
| Link for 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:** 100

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

Response: 5

| File Description | Document |
|---|---|
| Minutes of relevant Academic Council/ BOS meetings | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |
| Any additional information | [View Document](#) |
| Link for Additional information | [View Document](#) |

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

**Response:** 4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 0 | 0 | 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](#) |
| Link for 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:** 4.59

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 30 | 48 | 0 | 0 | 0 |

| File Description | Document |
|-----------------|----------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | [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:**

Human life has always developed and fulfilled its needs from easily available resources since early times. And in the process, it has also learned that its sustainability directly depends upon the innovative practices not only on the materialistic aspect but also in the holistic development. Keeping this in mind our institute has come up with many such practices that ensure that students develop ability towards various cross-cutting issues relevant to various values. Some of them are discussed below:

1.  For Professional Ethics

The concept of professional ethics is introduced to students during the induction program where the general code of conduct and professional ethics are discussed. Later they learn more about it through courses like Pharmaceutical Jurisprudence, Pharmacy Practice, Pharmaceutical marketing, Communication Skills, etc. Further, the guest lectures by various pharmacy and other professionals, industrial training and visits to the industry strengthen the knowledge of students about ethics. The teachers and mentors themselves uphold strong ethical values thereby creating a conducive environment for such learning.

2.  Gender Equality;

During the last five years, there have been more female students than male students. Irrespective of gender, all the students participate in co-curricular, cultural, sports and community-related activities. Cricket matches are organized for both boys and girls and similarly boys also participate in competitions like Rangoli and mehndi. The common rooms are available for both boys and girls. Additionally, there is a sanitary napkin dispensing machine available for the girls.

Further, the "Prevention of Sexual harassment against women" cell is fully active and is responsible to address issues related to girl students. The cell also conducts periodic guest lectures/programs to sensitize students about other gender. Training about safety is also imparted to girl students. Overall, a gender-neutral environment is maintained in the institute.

3.  For Human values;

The institute invites resource persons from various spiritual and life-skill organizations, like Heartfulness, Janardan Swami Yogabhyasi Mandal, Psychologists, Counsellors, and teaches human values through such guest lectures. Further, students opt for elective subjects such as marketing management and Social and preventive pharmacy that give insights into human values. Various community service-oriented activities also help in this learning.

4.  Environment and Sustainability

"Environmental studies" is a compulsory subject in the B. Pharm curriculum where students learn about the environment and its sustainability through both theory and practical deliberations. The concepts of Green chemistry, green processes, use of animals in experiments, computer-aided drug design and development, hazards & safety management, industrial waste disposal, etc. are also part of the curriculum. Tree plantation is done regularly making students aware of their responsibility towards the environment. One of our Support staff is known in Nagpur for freely giving out tree saplings on numerous occasions.

| File Description | Document |
|---|---|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <u>View Document</u> |

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

**Response:** 35.27

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 39 | 45 | 49 | 51 | 65 |

| File Description | Document |
|---|---|
| Programme / Curriculum/ Syllabus of the courses | <u>View Document</u> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <u>View Document</u> |

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

**Response:** 28.93

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

Response: 103

| File Description | Document |
|---|---|
| List of programmes and number of students undertaking project work/field work/ /internships | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

## 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 |
| 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:** 80.82

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 137 | 101 | 116 | 96 | 102 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 149 | 134 | 124 | 124 | 155 |

| 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:** 100

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 196 | 172 | 191 | 205 | 223 |

| 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:**

Advanced Learners are those students who are ahead on the learning curve and require advanced knowledge. The institution encourages advanced learners, who are keen to learn more and expand their horizon of knowledge in various ways depending upon the ability, interest, and potential of students. These students are identified based on their performance in the university examination of previous semesters, internal examinations, level of interaction in the classroom, and overall participation in the activities. Advanced learners are motivated to enhance their knowledge and presentation skills by conducting lectures for students of other classes and are also encouraged to demonstrate experiments to the students of other batches. Through such exercises, the expertise of students is developed. Advanced learners are also encouraged to complete various courses offered by our institutes or other organizations/websites like WIPO, Unacademy, Coursera, Swayam, MOOCs, etc. In a few cases, the advanced learners also give lectures to the industry in the area of their interest. Advanced learners are given opportunities to be part of innovative projects and other technical initiatives of the institute. The advanced learners of each class are appointed as representatives/members in various committees so as to give a chance to develop their communication, research, leadership & team-building skills. They are also encouraged to take initiative in innovative projects.

Such students are guided for career planning and GPAT/Competitive Examinations as well. They are encouraged to participate actively in various co-curricular activities in and across the institutions to develop other soft skills in them. They are encouraged and guided to take part in Hackathons, paper and poster presentations in various seminars and conferences, participation in model making competitions, participation in idea generation workshops, etc

The slow learners (Weak Students) are those who can't keep pace with the classroom teaching and need extra attention. Therefore, there is a need to bring such students to the average level of the class. Such students are identified based on their performance in the first internal examination of each semester. Based upon the need, potential, and inclination of students, different approaches are used to improve their academic performance. Remedial/Extra classes with appropriate focus on the subject for slow learners are arranged. The concerned subject teacher counsels students individually and additional assignments are given to assess the improvement. In some cases, students' study groups are formed for peer-to-peer learning. Counseling through the respective mentor is also done to understand the reasons for slow learning and also to boost up the morale of students. In case of psycho-social problems information is given to parents. Emotional support is given wherever required.

| 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:** 15:1

| 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:**

The institute believes to impart curriculum delivery through student-centric methods. The faculty members are always making efforts to conduct many in-class activities to shift from passive learning to the active learning mode. Initiatives are taken to increase participative learning through activities like Flipped-class room, Think-pair-share, Quiz, Roleplays, Seminars, debate, Journal club, and some other newer approaches like content creation through videos, etc. Several such videos are already available on YouTube. Project work in a group of 5 students is given in the VIII semester as a part of the curriculum which helps in learning communication skills, coordination, experiential learning, and finding solutions for the existing problems. Through all these activities, the involvement of students in the teaching-learning process is enhanced and therefore effective outcome attainment is ensured.

Further, question banks are provided by all the teachers to make them well prepared for internal and external examinations. Coaching for the competitive examinations is also provided for the desirous students. Teachers make classes as interactive as possible and encourage innovative thought and novel interpretations. Audio- Visual methodology, Language Lab, Google Classroom, Industrial Visits, Field Work and Projects are some of the means utilized by the Departments to provide experiential and participative learning.

Quiz, case studies, assignments, projects are given to students to develop the problem-solving approach amongst them. The model-making competitions and Jignyasa competitions also help to develop the same.

To give experiential learning to students, regular demonstrations of all the equipment and machinery are conducted for students. The students are allowed to handle these equipment/machines to get hands-on experience. Moreover, on-field visits are arranged for students to drug gardens, pharmaceutical industries, hospitals, drug stores to relate the classroom teaching with the actual requirements of the profession. Additionally, conferences, workshops, guest lectures of subject matter experts are also arranged for some selected topics.

16-03-2022 10:49:39

To encourage **participative learning** students are always guided to participate in poster presentations and science exhibition competitions and co-curricular activities to present their ideas, works.

Regular demonstrations of all the equipment and machinery are conducted for students. The students are allowed to handle these equipment/machines to get hands-on experience. Moreover, on-field visits are arranged for students to drug gardens, pharmaceutical industries, hospitals, and drug stores to relate the classroom teaching with the actual requirements of the profession.

Students are always encouraged to use the portals like "Coursera, Swayam, and MOOCs" for enhancing the curriculum updates.

Internal assessments are so planned so as to encourage students to work independently. Written Assignments are required to be submitted by students and these need to be done individually by researching on the given topic so as to enhance confidence, develop writing skills in their own style, apart from inculcating an interest in research activities. Seminars, which form the second component of internal assessment, help students present their assignments before the entire class helping them overcome stage fear and develop oratory prowess.

Discussions and debates on contemporary issues are encouraged so that students can reflect and analyze by eliciting responses to the subject under discussion.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link for additional information | [View Document](#) |

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

**Response:**

The Faculty of the institute is actively involved in using ICT-based teaching tools and techniques for effective curriculum delivery. The entire campus of the institute is Wi-Fi enabled and all the classrooms are equipped with LCD/OHP. All the faculty members are utilizing the LCD/OHP during teaching based upon the nature of the content to be delivered.

The college has a well-designed recording room for recording videos. Faculty, as well as students, are well versed in recording softwares like screen cast-o-matic, OBS studio, screen recorder, etc. The faculty is engaged in creating online education resources through YouTube channels and a few of the faculty members have also received very good and motivating comments from the learners.

Most of the faculty are using Google® classroom, Teachmint® free online resources for sharing the course plans, assignments, study material, and communication with students. Social media platforms are also being extensively used for course/class/college-related communications. The college always encourages the faculty to update their knowledge on ICT-based teaching-learning by participating in various FDP, workshops. The college has also taken initiative to arrange an internal training program from time to time

to make the faculty well versed with the updates.

Apart from the ICT tool, faculty uses many ICT-based techniques like Flipped classroom, video creation by students, journal club activity to deliver the curriculum content effectively. PG students regularly utilize various statistical software for their research projects. The pharmacology lab is equipped with simulation software for practical demonstration. The college has currently switched to the e-governance platform and is operating through V-medulife®, an LMS software. During the pandemic situation, the college had successfully conducted online teaching-learning and content delivery through Zoom®, G-meet, and Teachmint® platform. College faculty conducted the G-form tests and assignments on regular basis in online mode, showcasing the increased utility of ICT in the teaching-learning process. The PG students' viva was successfully conducted through online platforms.

The college has the adequate number of computers for students and faculty. One hundred fifty-nine E-resources are available in the library in the form of CD/DVD.

As a part of continuous upgradation in ICT based teaching learning, the college has baught LMS (Learning Management Software) console called VMEDULIFE® . It has provided great facility for the teachers and student for remote access of study material as well as online exams in the days of pandemic. This platform is also enabling teachers for deliverung assignents to the students and receiving their responses.

Recently, college has further enhanced ICT enabled teaching by procurring interactive smart white boards in seminar hall and clasrooms. This facility is being used by teachers to deliver lectures in interactive, student friendly manner.

| 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:** 15:1

2.3.3.1 Number of mentors

Response: 23

| File Description | Document |
|---|---|
| Upload year wise, number of students enrolled and full time teachers on roll. | <u>View Document</u> |
| mentor/mentee ratio | <u>View Document</u> |
| Circulars pertaining to assigning mentors to mentees | <u>View Document</u> |

## 2.4 Teacher Profile and Quality

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

**Response:** 96.8

| File Description | Document |
|---|---|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <u>View Document</u> |
| List of the faculty members authenticated by the Head of HEI | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

### 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:** 47.34

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 13 | 12 | 12 | 10 | 10 |

| 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) | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

### 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:** 13.61

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

Response: 313.1

| 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 institute follows the PCI and university for conducting internal assessments. Both PCI and university has prescribed scheme of examinations along with internal examinations including, frequency of internal exams, marking system, and criteria for continuous evaluation.

An internal examination committee in the college coordinate and conduct Internal examinations.

There are two class tests prescribed for each course in a semester. The academic calendar mentions the proposed dates for all internal tests and it is circulated to all the stakeholders before the commencement of academic session. The time table of each class test is circulated to all stakeholders through WhatsApp groups, emails and is also displayed on the institute notice board in advance. Question papers are designed according to PCI guidelines to achieve course outcomes. Training regarding the question paper designing, pattern, and formatting are given by the examination cell to all the faculty members. Each examiner submits question papers in advance in sealed envelopes to the examination cell. The record of this submission is maintained. The envelopes are opened in the examination rooms by the invigilators, five minutes before the beginning of the examination.

After the valuation, the answer sheets are shown to students, and grievances, if there are any, are addressed by the concerned teacher in charge. The final marks and valued answer sheets are returned to the exam section within 15 days from the date of completion of the class test and marks are entered as per the documentation system. The memorandum of marks is also submitted along with this.

The students are well aware of the mechanism for continuous evaluation. Regular assignments are given to students as part of the continuous evaluation. They can see the marks of the assignments through their logins on the Vmedulife portal.

At the end of the semester, the marks of all the tests, their average score and marks of continuous

evaluation are shown to students and document for the same is maintained. Moreover, all of this data is available to them at any time through Vmedulife portal.

| File Description | Document |
|---|---|
| Any additional information | View 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:**

The Institute is affiliated with RTM Nagpur University, Nagpur, and follows the Examination pattern of the university. The University guidelines are in accordance with the evaluation process described by the Pharmacy Council of India. The university has adopted major reform in evaluation by introducing Credit based grading system from the academic year 2016-17 and the institute has adopted the same.

There are two internal tests conducted for theory and practical courses. The schedules of internal class tests are communicated to students and faculty at the beginning of the semester through the institute's academic calendar.

The allotted internal marks are based on the performance in the class tests and on the continuous evaluation which is carried out by evaluating attendance, assignments, and student-teacher interaction.

The examination department has a grievance policy which is displayed on the notice board. As per the policy is a three-layer mechanism. The subject teacher addresses the class test-specific grievances during and after examination and after valuation. If these grievances are not resolved by the subject teacher, then students can approach the examination cell with the same. The examination cell resolves the grievance in 3-7 days based upon the nature of the grievance received. These grievances are resolved through a committee formed by the examination cell. In extreme cases, when this committee is not able to resolve the grievance, the student can then approach the Principal for the same.

An active grievance redressal committee ensures that the exam-related grievances are resolved in a time-bound efficient manner. Students are encouraged to voice their grievances without any fear of being judged/targeted by teachers/peers. Both direct/indirect modes of grievance reporting are considered for a fair evaluation process.

The grievances of the students related to examinations such

as online form submission, late submission of examination form queries related to hall ticket viz. correction in name/ gender, hall ticket issues, writer requirement for handicapped students or accidental students, copy cases issues, conducting of re-sessional examination are addressed at college. Any grievances related to university examination, institution contacts the university by phone or via e-mail.

| File Description | Document |
|---|---|
| Any additional information | <u>View Document</u> |
| Link for additional information | <u>View Document</u> | |

## 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 institution follows the curricula designed by PCI and implemented through university for all of its programs. The pharmacy program have specific program outcomes (POs) as framed by AICTE and the institute follows the same. The POs are displayed on institution's website. The faculty members prepares course outcomes (COs) for all the courses and program committee reviews them.

During the induction program, awareness session of students is conducted about the POs, PEOs and COs. The students are introduced to the website and location of both POs and COs is mentioned during this program.

Further, at the commencement of each academic session, students are informed about COs of each course by the respective faculty member during the subject orientation class. The COs are available in the teaching file of each faculty member and are also displayed on the website.

Further, all of this information is also available on the institute's LMS, Vmedulife. All the stakeholders have access to this information through their respective logins.

The vision, mission and goals of the institution are clearly stated in the institution at the entrance, in the website and in the Vmedulife. The vision is also stated in all the official communications in the form of header.

Effective pedagogical techniques facilitates the faculty to articulate the learning outcomes. The lesson plan maps the learning outcomes and the students are made aware of the same prior to and upon completion of each topic.

The faculties are consistently communicated during the staff meetings and IQAC meetings on the importance of course outcome, programme outcome, vision and mission policies of the institution. The staff and students are also given awareness through circulars, mentor programs, student council meetings, representative meetings and general body meetings of all students where Principal addresses all the above issues.

| 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:**

The institute follows the practices of "Outcome Based Education". In this process, the measurable aspects of knowledge and learning skills are considered for assessing the outcomes of a program. The process initially was manual and is now based on the software. For the manual calculation of attainment of COs, there are different methodologies in practice and the institute adopted one of the available methods.

The program outcomes and program-specific outcomes are designed for every program by all the faculty together. For every course, the course outcomes are also defined by the respective teacher using Bloom's taxonomy. This activity is done in the academic planning stage of the teaching-learning process. The evaluation process is so planned to measure the performance of each student concerning each course outcome. The assessment of the attainment of the outcome is done at the end of each semester. The results of this assessment are analyzed and appropriate efforts are taken to ensure continuous improvement.

The attainment of COs is calculated post Class tests and end semester examinations and the results are recorded. The attainment levels are graded on a scale of 0 to 3.

0 Level: Number of Students carrying 60% marks are below 50%

1 level: Number of Students carrying 60% marks are 50 to 59%

2 level: Number of Students carrying 60% marks are 60 to 69%

3 level: Number of Students carrying 60% marks are 70 and above 70%

In case of poor attainment levels, the faculty takes efforts to develop different pedagogical methods and devise new ways to upgrade the students' knowledge and skills. The preferred ways are counseling, remedial classes, assignments, and additional tests. This methodology for CO attainment was practiced from 2016-17 to 2021.

The institute procured software named, Vmedulife, which has a module of "Outcome Based Education". The academic planning is made using this software and POs, COs, and their linking is done in the software. All the exams including continuous assessment are conducted using the "Online Exam" or "Assignment" module. The data relating to the performance of each student is analyzed through the "Result Analysis" module and then the attainment of CO and PO is computed by the software. The data can be obtained in different formats based on the requirement. We are hoping that with this software, we will get more accurate levels of attainment which will help us in improving the quality of education.

| File Description | Document |
|---|---|
| Upload any additional information | |
| Paste link for Additional information | |

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

**Response:** 94.93

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 98 | 108 | 86 | 79 | 79 |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 98 | 108 | 91 | 93 | 83 |

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

# 2.7 Student Satisfaction Survey

**2.7.1 Online student satisfaction survey regarding teaching learning process**

**Response:**

| File Description | Document |
| --- | --- |
| Upload database of all currently enrolled students (Data Template) | View Document |
| Upload any additional information | 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:** 67.5

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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 67 | 00 | 0.5 |

| 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](#) |
| Any additional information | [View Document](#) |

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

**Response:** 39.13

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

Response: 09

| 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:** 40

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 01 | 00 | 01 |

3.1.3.2 **Number of departments offering academic programes**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 01 | 01 | 01 | 01 | 01 |

| 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:**

The institution has a well-established system for the generation of new ideas and nurturing innovation in research. The faculty and students are encouraged to pursue innovative ideas at all levels. The institution works very closely with the industry and always keeps a close eye on the recent developments and trends of the pharmaceutical industry. About 55% of the faculty are doctorate with an average experience of 17 years in academics, research, and industry. Due to this, the overall understanding of the requirements from research by profession is very clear. The Research Cell of the institute take efforts to maintain the well-established system of research and innovation through many routine activities as well as new initiatives. Following are some of those activities and initiatives carried out in the institute along with the outcome:

The research areas of many faculty are industrially relevant, have end commercial value and many of them are patentable. In the last five years, this knowledge has been shared in the form of about 60 research papers, about 30patents, and about 30 presentations at various conferences.

The institution invites industry professionals regularly to update the students with the latest trends in the industry. During the last five years, we invited about 20 professionals from the industry who spoke about the ongoing trends in industrial research. These requirements are always kept in mind while designing research projects for B. Pharm, M. Pharm, and Ph.D. students.

The faculty provide consultancy for the industry for projects consisting of the development of new technology. This technology has been protected by filing about 26 patents, 8 out of which 8 are granted and the rest are under examination. In all these patents our faculty was co-inventor. This technology has been commercialized and also received awards for innovative technology. Further, we are working on a DST-SERB-sponsored project in collaboration with the pharma industry involving the development of one more new technology.

The M. Pharm and Ph.D. students work on collaborative research projects with the industry. During the last five years, six students worked on such projects.

The institute organizes conferences/workshops/seminars to further nurture the spirit of innovation in research. Various competitions and contests are also organized for students where they present their research work. Further, they are also encouraged to participate and present their research in conferences organized by other institutes.

The institution has well-equipped laboratories, a Central Instrumentation room, a machine room, CPCSEA approved animal house facility to facilitate research work.

The institution regularly takes part in CII survey and consistently get Platinum or Gold status because of its collaborative research activities with the industry.

The Entrepreneurial alumni of the institution frequently visit and encourage the students via lectures, sharing of experience sessions.

Research Committee regularly monitors, facilitates, and upgrades the facilities required for Research work. Faculty and Students are provided with partial/full financial assistance towards the expenditure for participating in conferences and seminars.

The training and Placement Cell of the institute is well in place and focuses on bridging the industry-academia gap. The main functions of the cell include taking efforts for collaborative activities in areas of research and training and to arrange industrial/ field visits and campus interviews.

| File Description | Document |
|---|---|
| Upload any additional information | View Document |
| Paste link for 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:** 22

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 3 | 7 | 3 | 5 | 4 |

| 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:** 1.11

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

Response: 10

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

Response: 9

| File Description | Document |
|------------------|----------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | [View Document](#) |
| Any additional information | [View Document](#) |
| URL to the research page on HEI website | [View Document](#) |

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

**Response:** 2.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 25 | 14 | 11 | 4 | 5 |

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

**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:** 2.23

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 04 | 07 | 04 | 08 | 31 |

| 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:**

Gurunanak College of Pharmacy believes in creating globally competent pharmacists with the right moral ethos with its mission "Enter To Learn & Go Out To Serve". In addition to imparting good academics, the main focus is on creating good human beings and responsible citizens. The institution has an active NSS committee which plays a vital role in this area. The institution regularly organizes programs to increase awareness amongst students and neighboring communities about various social issues. Such activities sensitize students to the diversified issues in the society and instill a sense of national integrity, environmental and social responsibility among the students.

Some of the programs that sensitize students towards various social issues are as follows:

- Awareness for prevention and control of disease: In this context, blood sugar detection, Diabetes awareness, Blood pressure measurement camps are organized in the neighborhood community.
- Swachha Bharat Abhiyaan, campus cleaning, and tree plantation activities are carried out in and

around the campus to promote concern for the environment amongst students and in the neighboring community. In the same spirit, competitions like "Paint the wall" were conducted on the "Hygiene & Sanitation theme".

- Paint the wall competition on the theme, "Say no to smoking and other intoxicants"
- Blood donation camp and health check-up camp in association with non-governmental bodies
- National Pharmacy Week: Theme-based activities and a rally are organized by students which help to increase awareness in society about the pharmacy profession in general and some specific issues in particular.
- Awareness programs towards conservation of natural resources like water conservation, petroleum conservation,
- Awareness of the recent changes in the financial systems of the country like GST and digital payment, Cashless payments, etc. These activities help the students to understand real-life problems.
- Participation in the "Youth Parliament" to be able to play a role in the growth of the country
- Programs by the Traffic police department to educate students about road safety and various rules of traffic
- celebration of women's day to create awareness about women empowerment and the role to be played by all students in creating equal status to women members of the society.
- Installation of the student wing of Rotary club Nagpur Fort
- Programs to create awareness about the healthy lifestyle by celebrating Yoga Day, activities like Happy walking, and organizing competitions on the topics related to healthy food habits, etc.
- To help needy sections of society by donating life essentials like food, cloth, medicines, etc.
- Commemorative days are celebrated in college which helps students to develop their knowledge about the contribution of freedom fighters and social reformers which helps to develop the wisdom of students.
- Programs like Vaachan Din, Marathi Rajbhasha Din celebration helps to build the understanding and awareness of students in a different situation. It enhances imagination and creativity and develops a sense of social responsibility with positive thoughts.
- Independence Day and Republic Day promote nationalism and patriotism in students. It develops a sense of national integrity in students.

| File Description | Document |
| --- | --- |
| Upload any additional information | View 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:** 3

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.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 00 | 01 | 01 | 01 | 00 |

| 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, Government and Government recognised bodies during the last five years**

**Response:** 37

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 03 | 09 | 07 | 10 | 08 |

| 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 |

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

**Response:** 145.31

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 194 | 353 | 264 | 805 | 727 |

| File Description | Document |
| --- | --- |
| Report of the event | <u>View Document</u> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <u>View Document</u> |

## 3.5 Collaboration

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

**Response:** 102

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 25 | 20 | 20 | 25 | 12 |

| File Description | Document |
| --- | --- |
| e-copies of related Document | <u>View Document</u> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <u>View Document</u> |
| Any additional information | <u>View Document</u> |

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

**Response:** 33

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 09 | 09 | 07 | 04 | 04 |

| 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:**

The institution has an excellent infrastructural facilities and teaching learning as required by regulatory bodies like AICTE, PCI and RTM Nagpur University. The facilities are upgraded from time to time according to the need of higher education and are well maintained through various internal committees. The classrooms are well equipped with multimedia equipments like LCD projectors to facilitate effective teaching/learning process. The laboratories are well equipped with operational advanced infrastructure, equipments and instruments. The Institute also has auditorium, conference & seminar hall, medicinal plants garden, museum with exhibition displayed along the corridor. The institute has provided special ramps and wheel chair for easy movement of differently-abled persons. An automated elevator is also equipped for smooth movement from any floor. Students are trained and encouraged to use highly sophisticated instruments like HPLC, FTIR Spectrophotometer, Tablet punching machine, tablet coating machine, Disintegration and Dissolution apparatus, Autoanalyzer apparatus etc. All sophisticated instruments are maintained through maintenance contract and provided with SOPs and log-books for efficient operation and monitoring. Institute has well ventilated Animal house maintained as per CPCSEA guidelines. The classrooms are spacious and well ventilated ensuring adequate seating of the students. The institute has installed substantial number of CCTV cameras for security and safety. Fire safety equipments and fire extinguishers are installed in all the laboratories and corridors of the building. Faculty and administrative staff is provided with individual cabin with computers and internet facility. The institute is equipped with fibre optic high speed 100Mbps internet facility at every work place, including faculty rooms, administrative offices, computer labs and library.

Library is spread over 160 sq. m. area having separate issue return section, reading section, reference section, computer section and OPAC system, The institute is equipped with voluminous library with textbooks, reference books, national/international journals, periodicals and other readable articles online through internet. Library is supported with library software to help students for easy issue and return of the books. Library has a spacious seating arrangement to accommodate around 90 students at a time. Library is equipped with 4 computers terminals with latest software and free internet facility with 100 MBPs and also Wi-Fi for internet access on personal laptops. Library is equipped with a reprographic facility for the convenience of the students. Various printed journals of national and international repute are made available for the students free of cost for their literature survey. OPAC computerized system is provided to the students, which facilitates them to have a glance at the number of books available, number of issued books, new books added to the list which helps them to issue the correct book when required. Library has a free access to the students where they can choose the book/s of their interest. Every student can issue maximum Two books at a time for study. There is also a facility for free of cost issuance of books from book bank to scholarship students belonging to backward caste. Institute also practices the donation of the old and used books by the faculty, students and alumni for more enrichment of the library. A well maintained animal house is available that hosts animals required for routine practicals.

| File Description | Document |
|---|---|
| Upload any additional information | [View 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:**

The Institute, along with curricular activities, the students are encouraged for participation in sports and extra-curricular activities as essential components. The institute has adequate facilities for sports, games and cultural activities. The institute has huge play ground well maintained by Vidarbha Cricket Association (VCA), Nagpur. Institute has large playgrounds with provision for various sport activities, such as, Cricket, Football and Volleyball. A separate well equipped gymnasium is available for physical exercise. The auditorium hall has well-equipped acoustics system for organizing annual functions and cultural events. Students, faculty and support staff wholeheartedly takes part in games and sports competitions named "Zest" which is organized every year. Students are encouraged for participation in various cultural events and sports competitions at local, state and National level organized by the other colleges and universities. Institute has excelled in these events by winning prizes and awards in individual and group events. Some of the faculty members serve as instructors on the International Yoga Day to inculcate importance of Yoga and meditation in life. National Independence Day and Republic Day are celebrated in the Institute by unfurling the national flag followed by students cultural programs.

| 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:** 66.67

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](#) |
| Upload any additional information | [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:** 5.11

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 25.04 | 6.03 | 4.06 |

| File Description | Document |
|------------------|----------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | [View Document](#) |
| Upload audited utilization statements | [View Document](#) |

## 4.2 Library as a Learning Resource

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

**Response:**

Institutional Library offers a rich collection of books comprising of both text and reference books related to the Pharmacy programs. Apart from this, Library also holds the collection on 'General Reading Books' covering the areas of Self Help, Motivation, Leadership, Interview Techniques, Soft Skills, General Management, Competitive examinations resume writing, etc. Library also proactively hosts the gateways of the subscribed eresources to enhance the usage of e-resources by its stakeholders. Library also provides all the previously held university external examination question papers, internal question papers and current syllabus. Library committee looks after the entire mechanism of working of Library. Library follows enterprise resource planning (ERP) software for day to day transactions, procurements, accounting and management. Access to library services is allowed not only to the regular students, but also to ex-students and students from other institutes. They can utilize the library resources by taking due permission from the In charge. Library also caters to the reprographic requirements of the students and faculty members by allowing dedicated reprographic facility in the library premises. Issuance of books and reading material takes place only through the library card for both students and faculty.

| File Description | Document |
|------------------|----------|
| Upload any 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 |
|---|---|
| Upload any additional information | View 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:** 5.67

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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0.04126 | 3.66366 | 6.95877 | 11.10450 | 6.56232 |

| 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 |
| Audited statements of accounts | 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 latest completed academic year**

**Response:** 7.12

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

Response: 27

| File Description | Document |
|---|---|
| Details of library usage by teachers and students | [View Document](#) |

## 4.3 IT Infrastructure

### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

Faculty and administrative staff have been provided with individual cabin with computers and internet facility. The institute is equipped with high speed 100Mbps internet facility at every work place, including faculty rooms, administrative offices, computer labs and library. There are total 57 computers in the campus spread in computer lab (22) office (06), library (05), exam section (04), IQAC room (01), common facilitation/resource center (04), training and placement center (01), in the laboratories (03), sophisticated instrument lab (02) and 07 in faculty cabins while remaining are out of order or need repairy.

The computer lab has area of 75 Sq.m that facilitates students for practicals of course Computer Applications in Pharmacy. The same facility is used by other students in literature survey for reserach purpose. The latest computers are bought in 2015-16. There are printers and scanners provided at necessary locations which are repaired or replaced with new one as the situation demands.

The college has stepwise upgraded internet facility starting from broadband to wireless to optic fibre internet from BSNL. Till 2016, there was simple brodband connection that was upgraded to wireless connection. Later, the service was converted to high speed broadband. The current bandwidth is upto 300 MBPS. The college is also encouraging use of wi-fi system alongwith LAN. Recently, 16 new routers (of TP-link triple antenna long range) connected through CAT 6 cable are installed in the college to make it fully wi-fi enabled at all the locations.

Apart from internet facility, the college also takes care of upgradation of anti-virus in important computers. Also, UPS and other peripherals are taken care of thrpough Annual Mantainance Contract with IT service provider.

Through IT services, ICT enabled teaching-learning has improved with high bandwidth speed and accessibility. College further has improved it via linking newly procured smart interactive white boards with wi-fi.

Students and support staff have access to the IT facilities at various locations such as FC (facilitation center), library, office, teaching staff with computers and laboratory in some cases. The printing and scanning facilty for students is located at FC that also hosts admission center and points where studets submit antiragging forms.

The upgraded facilities in recent past include LAN cabling for routers, new routers for wi-fi and conversion of broadband to Optic Fibre. This has made infrastructure and learning e-resources more tunable to recent situations like online teaching, content delivery as well as exam conduction. The college has LMS that has been benefited by upgraded facility.

With respect to changing technologies and need for new educational softwares, college plans to procure new computers in next 3 years. The college further plans to increase the number of computers inside library for browsing subscribed e-journals.

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

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

**Response:** 6:1

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

**4.3.3 Bandwidth of internet connection in the Institution**

**Response:** A. ?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:** 36.15

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)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 15.90 | 48.47 | 50.20 | 50.79 | 55.35 |

| File Description | Document |
|---|---|
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | [View Document](#) |
| Audited statements of accounts | [View Document](#) |

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

**Response:**

1. Cleaning of the premises including classroom, laboratories, corridors and other areas is maintained through the professional cleaning agency.

2. Medicinal plant garden and surrounding lustrous greenery is maintained by full time dedicated gardeners.

3. Maintenance of the automated elevator is done through AMC.

4. The sophisticated instruments like HPLC, FTIR Spectrophotometer, Tablet punching machine, tablet coating machine, Disintegration and Dissolution apparatus, Autoanalyzer apparatus etc. are maintained through maintenance contract and provided with SOPs and log-books for efficient operation and monitoring.

5. Institute has well ventilated and air conditioned Animal house maintained as per CPCSEA guidelines. The regular cleaning, feeding and health monitoring is exercised by a dedicated staff.

6. The institute has installed substantial numbers of CCTV cameras for security and safety which are maintained through AMC.

7. The campus is surrounded by high compound walls and each gate is guarded by security guards for the entry-exit 24×7.

8. Fire safety equipments and fire extinguishers are installed in all the laboratories and corridors of the building are regularly checked for their expiry dates and refilled on due dates.

9. Faculty and administrative staff have been provided with individual cabin with computers and internet facility. The institute is equipped with high speed 100Mbps internet facility at every work place, including faculty rooms, administrative offices, computer labs and library. All IT related facilities are maintained through AMC renewed every year.

10. The institute has huge Cricket play ground well maintained by Royal Cricket Association (through VCA) , Nagpur. Every year, Institute organizes sports events like Cricket, Badminton, etc. Institute also has a gymnasium with all the facilities of physical exercise. All activities are organized, monitored and maintained by sports committee incharge.

11. The library is having a separate issue return section, a reading section, a reference section, a computer section, and an OPAC system. The library is supported with library software to help students with easy issues and return of the books. The library has a full-time librarian, along with support staff for issue return, e-resource management, and reprographic section. The library has free access to the students where they can choose the book/s of their interest. Every student can issue maximum of 2 books at a time for study.

12. The institute has a canteen which serves hygienic and variety food for students and staff. The canteen has received FSSAI certification for its quality attributes. The canteen is managed by a contractor and the contract is renewed yearly on performance basis.

13. Power back-up is regularly checked and maintained through AMC.

| File Description | Document |
|---|---|
| Upload any 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:** 53.17

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 194 | 181 | 196 | 142 | 165 |

| 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:** 53.17

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 194 | 181 | 196 | 142 | 165 |

| File Description | Document |
|---|---|
| Upload any additional information | <u>View Document</u> |
| Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template) | <u>View Document</u> |

**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:** A. All of the above

| File Description | Document |
|---|---|
| Details of capability building and skills enhancement initiatives (Data Template) | <u>View Document</u> |
| Any additional information | <u>View Document</u> |
| Link to Institutional website | <u>View Document</u> |

**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:** 40.15

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 160 | 91 | 195 | 85 | 134 |

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

16-03-2022 10:49:51

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

## 5.2 Student Progression

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

**Response:** 35.44

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 23 | 51 | 34 | 32 | 28 |

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

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

**Response:** 161.22

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

Response: 158

| File Description | Document |
| --- | --- |
| Upload supporting data for student/alumni | [View Document](#) |
| Details of student progression to higher education (Data Template) | [View Document](#) |
| Any additional information | [View Document](#) |

**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:** 43.29

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 21 | 27 | 22 | 11 | 15 |

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| --- | --- | --- | --- | --- |
| 45 | 59 | 45 | 30 | 39 |

| 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 |
| Any additional information | 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:** 4

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.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 0 | 2 | 0 | 0 | 2 |

| 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 |
| e-copies of award letters and certificates | View Document |
| Any additional information | 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:**

Under the provision as specified in clause (b) of subsection (04) of The Maharashtra public universities act, 2016, the student council is constituted. The establishment of the students' council plays an integral and important role in the overall development of students to serve them for co-curricular, cultural, social activities at the college and university level. Students' council is the platform to express the views of

students in a democratic way without fear. Through this council, all issues related to students are communicated to institute authority. They take an active part in achieving the vision and mission of the college. It is the way to develop communications skills, planning, volunteering, and leadership qualities in the students and these activities help them in becoming responsible citizens of the country.

The Student Council of Gurunanak college of pharmacy is constituted by adopting the process of direct election of class representative, council members who also represents NSS, Cultural and Sport committees, president, and general secretary. President heads the activities at the college level whereas, General Secretary heads the activities to be conducted at the university level. He also represents college students in university to share the voice of college students at university.

There is a provision for inclusive participation of all the students in the council which acts as the apex body for students. The provision for reserved category candidates, girl students in the form of lady representatives, and those who are not elected or registered their candidature in the election is also given chance by nominating themselves for various positions as per their qualities and interest. The necessary efforts are put in to make it a participatory council.

General Objective

1. To develop a sense of belongingness and to make them aware of their rights, duties, and values to become responsible citizens.
2. To promote overall development and leadership qualities.
3. To enhance communication between students, staff, and college authorities.
4. Motivates to share ideas, interests, and their services to college and society.
5. Relationship building between college and society, in the form of social activity, environmental issues, promotion of government policies, and for the benefit of society.

Participation of Students in academic/co-curricular/extracurricular activities

1. Students' council conducts annual social gatherings and annual sports events under the guidance of In-charge teachers.
2. Students' council has representatives of all the classes who regularly convey informal students' feedback for quality improvement.
3. Students are members of the IQAC committee and thereby participate in all the quality initiatives and events of the institute.
4. Students' council participates actively in societal outreach programs through the NSS unit.

Following is the constitution of the Students' council:

1. Principal – Chairman
2. Faculty nominated by the principal as a student council in charge
3. National service scheme program coordinator
4. Student President
5. Student General Secretary (University Representative)
6. Lady Representative
7. Representative from Reserve category
8. NSS Representative
9. Sport Representative

10. Cultural Representative

Class Representative from every class

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Paste link for 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:** 32.4

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 00 | 38 | 39 | 43 | 42 |

| File Description | Document |
|---|---|
| Upload any additional information | [View 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 Sikh Education Society's Gurunanak college pharmacy started with its degree course in 2004 and the first batch of students passed out in the year 2008. Institute organized its first alumni meet in the year 2009. Most of the first batch of students attended the meet. From then on, efforts were made to channel the activities and interactions of the alumni with the institute in various forms. As a result, the alumni association was registered on 28/05/2013 as the Gurunanak college of the pharmacy alumni association. It

bears the registration number MAH/545/ 13(N).

The Executive committee of our Alumni association is headed by the principal Dr. A.M. Ittadwar. He is the president of the executive committee. Mr. A. M. Ubgade is the Vice president, Mrs. Pournima S. Shrikhande is the treasurer, Mr. Vikas Patil is the secretary and Amit M. Kanojiya, Mandar M. Abhyankar, Sunil R. Kushwaha, Chetan G. Tapre, and Amit P. Khandagale are members.

There are about 650 members of this association. The alumni of the institute are well aware of their responsibilities and contribute to the development of the institute in different ways.

They frequently donate books to the college library and thus, promote the spirit of sharing.

Guest lectures or workshops are frequently organized where the alumni are the resource persons and they guide existing students for higher education and provide career counseling to them. Thus, Alumni share their knowledge and experience with their juniors and prepare them for future challenges. Some of the alumni even mentor their juniors and some others help in the placement of the students.

Many alumni are associated with the NGOs and through frequent interactions with the students, they encourage them to participate in those activities. Several students are already contributing to these social activities like teaching the children of under-privileged sections of society or donating the essentials to the needy. These efforts make the world a better place to live.

Further, the alumni are members of various committees including IQAC where they contribute to enhancing the quality of the institute.

The joint sports activities are also organized on the college campus and this has been one of our best practice. In the session 2020-21, an initiative was taken by the Alumni Association for the conduction of "GNCP Friendship League. This event enhanced the mutual interaction, sportsmanship and offered a very good recreational opportunity to all. This activity is now a continuous effort. The event is attended by the Principal, faculty members, students, staff, and alumni. It not only strengthens the alumni network and improves connectivity but also promotes the sense of belongingness and harmony between all the alumni.

Overall, the alumni of the institute have a great fondness for their alma mater and avail themselves of all the chances of interaction with the institute.

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

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

**Response:** E. <1 Lakhs

# 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:**

**Vision:** To create globally competent pharmacist

**Mission:**

· To impart outcome-based learning to the students of all hues on a common platform by identifying and channelizing their potential for achieving consistent quality education.

· To inculcate and enrich core competencies by combining academics, research, intellectual stimulation which will produce dynamic and proficient pharmacists committed to serving society and practicing pharmacy in an ethical manner.

· To encourage ingenious thinking in individuals for enhancing innovativeness in their actions and ideas. The institute works hard to produce proficient and ethical pharmacists through a well-developed teaching-learning environment.

The vision and mission that the institute has envisaged for itself are very ambitious but highly relevant to the needs of the day. In Gurunanak college of pharmacy, the vision and mission are crafted by all the faculty members together under the leadership of the Principal. Therefore, every faculty member has clarity about them and strives to achieve through the duties assigned to them.

The College Development Committee (CDC) has representation from faculty, non-teaching staff, students, industrialists, and educationists. This expert committee frames the overall policies that are required to create globally competent pharmacists.

The IQAC plans the curriculum delivery, teaching-learning, research, infrastructure, etc. keeping in mind the outcomes required. IQAC deploys the plan through various institutional committees constituted to perform various functions. In this way, the action plan of achieving the vision and mission comes into force.

The channelizing of students' potential and ingenious thinking is achieved through regular co-curricular activities. The institute works on producing ethical and proficient pharmacists through the robust teaching-learning environment.

The program and co-curricular committee finds the gaps between the prescribed curriculum and desired program outcomes and design additional courses, skill development programs; plan guest lectures, workshops, conferences, and seminars to bridge the same. The tour committee plans visits to industries, environmental parks, hospitals to introduce students to professional life in action. The training and placement cell arranges internships for students and further bridges the gap by making arrangements to give students hands-on training as required by the profession. Further, the Alumni cell keeps on interacting

with the students and gives the current insight into the profession.

The institute readily embraces new technological advancements that result in the enhancement of quality. In this digital era, the institute uses software for e-governance, named, Vmedulife. It has modules for leave management, admission, fee, meetings, store, etc. The institute has all the statutory committees in place to make the campus free from ragging or any kind of harassment. There is a portal for online grievance available for all the stakeholders to register their complaints.

The characteristic feature of the institute that set it apart from the other institute is complete transparency and a democratic way of functioning. The new ideas are respected and the respective in charges are given complete freedom to try innovative practices.

| 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:**

**Preamble to the institutional practices**

The Principal is the overall administrative head of the institute and has further delegated both academic and administrative responsibilities to the various department heads and committees. The institute believes in decentralization and participative management since its inception. The Governing Body and College Development Committee frames policies keeping the interests of students in focus.

Various Committees/Cells are constituted for the smooth functioning of the administrative setup. The committees are constituted by the principal to look after the different areas of working including teaching-learning, co-curricular, extracurricular, research, internships, training, placements, community activities, etc. All the committees have well-defined responsibilities and are given complete authority to take decisions in their area of work. Based upon the nature of the responsibility, members from faculty, non-teaching, students, alumni, parents, and external stakeholders are included in the committees to make it more participative and inclusive. The institution strongly believes in the active involvement of members of the institute for effective management.

**Case study: Entrepreneurship Development Cell**

The background of setting ED Cell lies in the current scenario of skewed ratio of available jobs and number of students graduating every year. Accordingly, Gurunanak College of Pharmacy has constituted an Entrepreneurship Development Cell in 2016. The cell is constituted by Dr. M.M. Bodhankar with a view to encourage students to consider self-employment as a career option. The cell provides training and guidance through motivational talks by faculty, guest lectures, workshops and training programmes,

interaction with the alumni who are successful Entrepreneurs. ED cell also runs a separate news column and success stories of entrepreneurs' in college publication "Indoctrinate".

ED Cell since its inception conducts several programs annually as mentioned in the academic calendar that include workshops, awareness programs, seminars, Short Term Training Programs etc. This institutional practice is participative, decentralized and inclusive as clear from the Cell members comprising of students, teaching staff, support staff etc. As an added service, ED Cell has signed MoU with Maharashtra Council for Entrepreneurship Development (MCED), Govt. of Maharashtra undertaking. The Cell has also guided students on success mantras and leadership skills to start-up the business. This has helped several students in last 4 years to start their own business.

| 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 management of the college, Principal, College Development Committee (CDC), Governing body, along with the IQAC, design the developmental plans for the college.

The governing body, CDC, and IQAC have members from the industry, academia, education departments who contribute to the designing of policies that satisfy the requirement of the current needs of education. Before the beginning of each academic year, the IQAC prepares the plan of action/strategic plan for the upcoming academic year. The short-term goal of the plan is to exploit the strengths and improve upon the weaknesses of the institute. The long-term goal of the plan is to attain the vision and mission of the institution. The strategic plan is effectively deployed by the Principal who is the administrative head of the college and looks after all the activities of the institute. IQAC keenly executes plans to have time-table, academic calendar and exam schedule that makes easy implementation of teaching-learning. Strategically, the program committee via IQAC monitors effective delivery of curriculum. IQAC sensed the changing scenario in teaching-learning and decided to implement ICT enabled teaching in forthcoming sessions. This was achieved through first training sessions of the teaching staff.

**Successfully implemented activity based on strategic plan – Training on ICT tools for teaching and its implementation**

The training for ICT enabled and non-conventional teaching started in the year 2018 with prior stepwise training to the faculty. Accordingly, it further covered procurement of projectors, LMS software VMedulife, smart white boards, recording room and smart classroom tools.

The faculty has successfully created several contents delivered through ICT tools like YouTube channels, WordPress pages, recording room, Google classrooms, flipped classroom activities, use of software for practical etc. This strategic plan was successful as evident from smooth teaching-learning in the period of pandemic. The same is reflected from the feedback forms of students. Many teachers have won praise from all over India through social media as a testimonial of effective content delivery through ICT enabled teaching. The proofs for this are attached in the additional information.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| strategic Plan and deployment documents on the website | [View Document](#) |

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

**Response:**

The Governing body frames policies for the development of the institute. The Principal is the overall head of all the academic and administrative bodies/committees of the institute.

The institute strictly follows all the norms of the state government, RTM Nagpur University, PCI, and AICTE for the constitution of various institutional bodies. The detailed composition along with the responsibilities of all these bodies are displayed on the institute website. Webpage link to the organogram of the institute is given. For the appointment and service rules, regulations of the respective bodies are strictly followed.

For the appointment and service rules, regulations of the respective bodies are strictly followed. Faculty and support staff are recruited through proper selection procedures and due approvals are sought from the University.

Though a minority institution, no minority seats are reserved. Even the institute's seats are also surrendered to Admission Regulatory Authority (ARA) for fair admissions.

Faculty are allowed to contest, nominate and vote for the statutory body elections of universities like the senate, Academic Council, or Board of Studies. Duty leaves are granted for working with statutory bodies like PCI, AICTE, or University.

The working of the institute is strictly governed by the rules and regulations as framed by the concerned regulatory authorities from time to time. The institute believes in transparency of policies and democracy in functioning. The opinion of all the stakeholders is heard and addressed appropriately.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](#) |
| Link to Organogram of the Institution webpage | [View Document](#) |
| Paste link for additional information | [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:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces | [View Document](#) |
| ERP (Enterprise Resource Planning) Document | [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:**

Employees are considered the most integral and responsible part of the institution. Efforts are regularly taken to make the working environment conducive and have welfare measures for both professional and personal growth of the employed staff. Some of the efforts that are in place include coverage of both teaching and non-teaching staff members are as follows:

- Employee provident fund covering pension and family pension, Group Insurance Scheme (GSLI), and Gratuity,
- Earned, Maternity, paternity leave is as per the directives laid by the state government. Further the facility to avail leave encashment after retirement is also available.
- Duty leaves to promote professional growth and excellence. The institute encourages all the staff members to attend and participate in various scientific deliberations and training programs by providing sufficient duty leaves.
- Lien facility for pursuing higher education like Ph.D. or working in the industry for academic and professional growth.
- Financial support for attending national and international conferences
- Health Facilities: Gymnasium, Sports, and Yoga facilities are available for the teaching and the non-teaching staff. Further various programs on stress management, meditation, health check-up, etc.

are organized for the employees.
* Free internet facility is provided to the staff through Wi-Fi and LAN.
* A free parking facility for teaching and non-teaching staff is provided on the college premises.
* The free facility of safe, hygienic RO processed drinking water is made available in college.
* Medical assistance was provided to staff during corona pandemic

The institution supports and encourages staff to participate in co-curricular, academic, and sports activities at University, State, and National Levels.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](View Document) |
| Paste link for additional information | [View Document](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:** 19.9

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 7 | 3 | 3 | 9 | 2 |

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](View Document) |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | [View Document](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:** 4

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7 | 7 | 2 | 2 | 2 |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | [View Document](#) |
| Reports of Academic Staff College or similar centers | [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:** 40.17

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**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 19 | 18 | 2 | 4 | 4 |

| File Description | Document |
|------------------|----------|
| Upload any additional information | [View Document](#) |
| Reports of the Human Resource Development Centres (UGC ASC or other relevant centers) | [View Document](#) |
| IQAC report summary | [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:**

Gurunanak College of Pharmacy follows the norms of AICTE, PCI, RSTM Nagpur University & DTE Maharashtra Mumbai under the ministry of Higher & Technical Education for appointments and staff appraisals. The faculty appointments are approved by RSTM Nagpur University, Nagpur. Each employee is assessed annually, with the objective to identify potential aspects which will result in further progress & growth of employees.

Performance of each faculty is assessed using Academic Performance Index (API) as per UGC Guidelines. The proforma contains details of academic, administrative, co-curricular, extracurricular, research, extension, and professional development activities. The performance in discharging the duties with respect to other responsibilities is also evaluated for the appraisal. This proforma is evaluated by Principal and reviewed by the management. The Career Advancement Scheme (CAS) is also in progress.

The institute encourages its faculty members for working for industry. The faculty members are on the board of industry thereby ensuring their professional growth.

Both faculty and non-teaching staff are encouraged to participate in the workshops/faculty development programs for their professional development. They are also encouraged to participate in the activities of different professional bodies. All the employees are suitably appreciated for their outstanding achievements and felicitated during functions.

The Non-teaching staff performances are evaluated based on Confidential Report (CRs) & performance appraisal. The comprehensive Annual Confidential Reports has 16 parameters on which seven-point grades are awarded. On satisfactory performances, annual increments & promotions are considered.

This system of evaluation of performance of employees help them analyse their strengths and weaknesses and motivate them to perform better.

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1 Institution conducts internal and external financial audits regularly**

**Response:**

The college carries out only External financial Audit.

**The external audit is carried out annually**. Total five audited statements of financial years from 2016-17 to 2020-21 are available.

The college hires registered Chartered Accountant annually that audits the statements of accounts. The account office of the college forwards books of accounts and entries in systematic manner to the CA. These

are then audited and certified at the end of financial year.

## Mechanism for settling audit objections

Any discrepancies in the financial statements are communicated effectively through proper channel. Stakeholders can ask the questions to the office accountant in the audited statements. The objections raised are addressed in transparent manner.

On the other hand, the objections in entries of books of accounts from CA are given due reasoning or changed as mandated by CA's office.

The college is a self-financing institute and has a permanent accountant who takes care of all the financial activities conducted in the financial year. The major contribution of the finance is through students' fees in the form of tuition fees which is decided by the "*Shikshan Shulka Samiti*", Fees Regulatory Authority (FRA) department of State Government of Maharashtra. All the college purchases throughout the year are performed by the central store department. Internal audits are carried out at the end of each financial year by a registered chartered accountant wherein dead stocks, depreciation of materials and dumping are reflected. An auditor's report is received every year for necessary instructions for finance/fund handling

The audited statements of the college are reflected in The Sikh education society's balance sheet which is further submitted to the Honourable charity commissioner

| File Description | Document |
|---|---|
| Upload any additional information | [View 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:** 349

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| 58 | 125 | 166 | 00 | 00 |

| File Description | Document |
|---|---|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |

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

**Response:**

Gurunanak College of Pharmacy is a permanent unaided self-financed institute. Mobilization of funds is mainly by:
- Students fees, i.e. Tuition fees & Development fees as per the computation of fees every year.
- Unsecured loan from The Sikh Educational Society, Nagpur under the aegis of which the College is run.
- Consultancy fee received research project fund and interest earned on fixed deposits.
- Funds received in the form of fees are spent on the salaries of staff.

The institute follows transparency in the use of funds and is timely audited by the internal auditor. The auditor's report is submitted to the charity commissioner through the Society's audited reports of college and allows the mandatory scheme of Social Welfare Department of Maharashtra State Government which reimburse the fees of BC students, EBC, TFW, EWS, minorities, etc. Scholarships & Freeships.
Reimbursement of fees is usually delayed by State Government. In financial strains, an unsecured loan is borrowed from the parent organization i.e. The Sikh Education Society, Nagpur.
Budgetary provisions are being made for infrastructure maintenance, purchase, etc. with the approval of the management, Principal & concerned Committee In-charge under the faculty headship.

Optimum utilization of funds is ensured through:
- Adequate allocation for effective teaching-learning like software, ICT, Net-connectivity, Workshops, Training programs, Refreshers courses.
- To meet day-to-day operational administrative expenses & maintenance of fixed assets.
- Enhancement of library facilities.
- Laboratory expenses.
- Development & maintenance of infrastructure.
- Some funds for said services as a part of CSR like NSS
- Instructions are displayed at every pertinent place for optimal use of all resources like chemicals, glassware, power, water, gas, etc.
    The policy of resource mobilization & optimal utilization of resources is for holistic education to the students.

## 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:**

**Preamble**

The inception of IQAC in the institute has proven pivotal in the holistic development of the college and benefitted all of the stakeholders. IQAC's quality commitment is evident on several fronts through the relevant outcomes. Apart from mandated role and functions of IQAC, several 'firsts' are credited to IQAC for significant decisions. As an important part of te system, IQAC taken many developmental steps. The two institutionalized practices include -

1. **Heartfulness Program**

Problem and background - The day to day life is now experiencing stress in every walk of life. The fast life has seldom any time to relax. Spiritual and meditative approach is needed to get rid of worldly stress.

IQAC Approach - IQAC has led the hand by initiating Heartfulness Program that has helped the staff to great extent**.** It involves meditation and focusing on inner self forgetting worldly sorrows. Initiated earlier, it has garnered good response and involved participation of huge number of staff members

Outcome - This has played key role for achieving calmness, peace and stillness in the minds and hearts, and helped to manage emotions more effectively. The root cause of stress is addressed and worked wonders to improve the overall working efficiency.

2 Reimbursement policy

Problem and background - It was observed by IQAC that there is sharp dip in number of faculty members attending seminar/FDP/conference/workshops/QIP/STTP/training programs as well as membership of professional bodies or organizations, one of the reasons being observed high registration fees. Also, it was getting difficult to attend and participate in programs run by professional bodies that require membership.

IQAC approach – This issue was put as an agenda in an IQAC meeting. Discussions resulted in drafting of a policy for reimbursement of registration fees. It was decided through a policy document to reimburse upto Rs.5000 per person per year against registration of seminar/FDP/conference/workshops/QIP/STTP/training programs and professional bodies. An employee will be eligible to avail this scheme once in a year for any event. This would be applicable on submission of required documents as mentioned in the policy draft. This policy is applicable for teaching as well as support staff.

Outcome – The decision by IQAC to implement this policy of reimbursement has yielded positive results with increase in number of faculty members attending seminar/FDP/conference/workshops/QIP/STTP/training programs and registering for professional bodies. This policy has positive impact on the mindsets of faculty members towards contribution for the field and improvement in number of presentations in the conferences.

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

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms 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 IQAC was instituted on 08/08/2016 and since then it has put systematic efforts to improvise the teaching-learning process through various initiatives. Out of all those initiatives, two are described below:

1.      **Addition of "Add on certificate courses":** Being affiliated with the Rashtrasant Tukadoji Maharaj Nagpur University, the institute has to follow the curriculum prescribed by the university. Although the university implements a curriculum prescribed by the Pharmacy Council of India, the apex regulatory body for all pharmacy courses, however, there are certain gaps in the curriculum and requirements of the profession that can't be filled by activities/guest lectures, etc. The need for these certificate courses was also felt to increase employability and to give an edge to our students. As a result, two such courses were added during the academic session 2019-2020 and two were added during the year 2020-2021.

Analytical techniques are the backbone of any pharmaceutical research or manufacturing. In the curriculum, students are taught about the theoretical aspects of various analytical techniques, however, they are not taught all those techniques in the practical courses. It was realized that if a course on "Hands-on training on sophisticated analytical instruments" is designed, it will prepare them for their career as well as for higher education. The course was started and it got a good response.

Further, as part of the curriculum, all the students of UG and PG are required to carry out project work, prepare a project report/thesis, and present it to the examiner through a PowerPoint presentation. None of the available courses prepares the students for using various tools available in Microsoft word and ppt. They also are not trained about the use of reference managers and on effective delivery of the presentation. The institute designed a course entitled, "Effective project writing and presentation skills". This is a must-do course for all the UG and PG students.

With the advancement in computational techniques, these are increasingly used for discovering new drug molecules. This is an advanced branch of science and there are very few experts available in the region. Many students wish to pursue their further studies and career in this area. Realizing this a course with the title, "Applications of computational techniques in drug design and development" was designed and started for the students. Now we have three trained faculty on this subject who also have published many research papers in this area in reputed journals. This course especially turned out to be very useful during the pandemic time. All the laboratories were closed but the faculty and students of the institute still could

continue their research based on this knowledge.

The IQAC is planning to identify more such areas where new courses can be designed and implemented to add value to the students, increase their employability and bring them at par with global standards.

**2.        Enriching teaching-learning with the latest tools and techniques:** During the past five years, IQAC has worked systematically to train faculty with the latest tools and techniques that enriched the teaching-learning experience of both teachers and students. The faculty were taught about the various techniques of participative learning with the use of ICT-based techniques. They were trained on and encouraged to use techniques like flip classroom and think-pair-share or think-pair-solo. They were also trained on the creation of e-content. For that, a recording room was set up. To create e-content, training on the use of tools like Slideshare, screen-cast-o-Matic, Teachmint, youtube was given. As a result, several faculty members have videos explaining various parts of the curriculum, on youtube, with significant viewership. Five years before, almost all the faculty were using an LCD projector and PowerPoint presentations, but very few were using other ICT-based tools. After five years, there is a significant increment in the use of these techniques in teaching-learning. Every faculty uses Google Classroom® for sharing the learning material, collecting assignments, conducting the continuous evaluation.

It was due to the IQAC that the institute procured a learning management software that has several modules related to teaching-learning. In its "Academic Planning", module, the teacher prepares session plans for curriculum delivery that are visible to all students and conducts classes and monitors attendance using this module. In its "Assignment", module, students submit regular assignments which the teacher can evaluate. The "LMS" module is to share all kinds of learning material like videos, pdf, ppt, etc. The teacher can keep track of the students who are accessing this material and experience a very effective teaching-learning process. It is also helpful in achieving the objective of outcome-based education. Due to this software, everyone is always aware of the course outcomes and their attainment as every assignment given and every question asked can be linked to a CO and attainment can be calculated for the same. Both the continuous evaluation and internal examination process have become very transparent due to this.

All these efforts were found to be very useful during the pandemic when everybody was bound to deliver curriculum only in the online mode. As the teachers were well trained about all these tools and further training was given during the lockdown period, the institute could continue with an effective teaching-learning process during the pandemic.

| File Description | Document |
|---|---|
| Upload any additional information | [View Document](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 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 institute runs in a co-education system and takes various measures to enlighten the students on women's improvement and gender equity. The institute maintains a healthy environment by having impartial behavior towards both genders. Equal opportunities are provided to both male and female students. The girls and boys enthusiastically participate in every college event like cultural, sports and co-curricular. Various committees are constituted to orient and induct development programs for girl students. Various sensitization programs are ranging from women empowerment including gender equity and prevention of sexual harassment at the workplace, health issues, etc are conducted. As a part of safety and security, the institution has installed CCTV cameras at different places inside the campus to supervise activities going on inside the campus. Security guards are deployed at the entrance to check and register unknown visitors with their identity cards. A lady security guard is particularly appointed for the safety of girls' students on the campus. The anti-ragging committee works vibrantly to ensure no unexpected incidents take place within the campus, especially safeguarding the first-year girl students. The institution has developed Mentoring system for counseling students. Separate boy's and girl's common rooms are provided with adequate essential facilities to refresh and for recreation. A Sanitary napkin vending machine has been provided in the girl's common room to dispense sanitary pads. First-aid and medical facility is provided during medical emergencies. It has been again important quote that during last five years the college has been more numbers of admissions of girl's candidate than boys indicating the healthy and safe environment in the institute.

| 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:** C. 2 of the above

| File Description | Document |
|---|---|
| Geotagged Photographs | [View Document](#) |
| Any other relevant information | [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:**

The college has well defined degradable and non-degradable waste management system. The summary of this system is given below:

1. Solid waste management: For solid waste management college has signed an agreement with an agency, "Shree Cleaning Services". On the premises, dustbins/waste collection bins are kept at appropriate places and designated with proper labeling for the segregation of the waste. The waste is then collected at one location and given to the Nagpur Municipal Corporation (NMC) cleaning vehicle for further processing. The used papers from all departments are also collected to the collection room and from where it is supplied to R.R. Waste paper supplier for recycling purposes.
2. Liquid waste management: The liquid waste generated is transferred to the savage line through the well-connected drainage system. The use of hazardous and carcinogenic liquid is avoided during practical processes. Students and faculty are advised to use microwave-assisted synthesis as far as possible in order to avoid toxic solvents.
3. Biomedical waste management: An incinerator is installed in the ladies' toilet for the disposal of sanitary napkins. For the disposal of sacrificed animals', college designed incinerator is used. For mask disposal, separate waste bins are placed at different locations in the premises which are later handed to NMC for proper disposal.
4. E-waste management: College has a separate scrap room for E-waste in which the entire E-waste is collected and properly segregated. The computer committee checks the possibility of reuse of waste/ scrap and works on suitable disposal.
5. Waste recycling system: Collected glass waste which can be recycled like broken glassware transferred to glass blowing section for repairing and molding towards Alka Scientific glass blowing section. The end products of many practical procedures are collected and used in other practical procedures to minimize chemical waste.

Hazardous chemical and radioactive waste management: College recommends avoiding the use of hazardous chemicals for practical purposes and encourages performing practical by alternative methods in which hazardous chemicals are avoided.

| 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:** C. 2 of the above

| File Description | Document |
|---|---|
| Geotagged photographs / videos of the facilities | [View Document](#) |
| Any other relevant information | [View Document](#) |
| Link for 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](#) |
| Link for any other relevant information | [View Document](#) |

**7.1.6 Quality audits on environment and energy are 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:** C. 2 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 |
| Any other relevant information | View Document |
| Link for 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. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for 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:** A. Any 4 or all 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 |
| Details of the Software procured for providing the assistance | View Document |
| Any other relevant information | View Document |
| Link for 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:**

The Sikh Educational Society, Nagpur under the aegis of which GURUNANAK COLLEGE OF PHARMACY, Nagpur is run is a minority educational society. Admission entry level of students is as per the provisions of the Constitution of India. Where the admissions are as per Central Admission Process (CAP) through State Common Entrance Test (MHTCET) conducted by Admission Regulatory Authority (ARA) of Government of Maharashtra & National Eligibility Entrance Test (NEET) conducted by Government of India.

Gurunanak College of Pharmacy is a co-educational system & a minimum of 30% of seats are reserved for girls' students.

The hierarchy strictly follows the rules & regulations as framed by the competent authorities from time to time.

All the National & State Government programs & guidelines are also being implemented.

All the stakeholders especially parents & students are part of the decentralization of power & democratic way of functioning; the Parents' Teacher Association (PTA) & Students' Councils are fully functional. Grievance redressal cells like Students' cell, Women cell, Anti-ragging Committee, Ombudsman Committee are fully working without racial & cultural, caste, creed background.

Annual Social Gathering is celebrated with feast & fervor where unity in diversity is reflected. Students participate in Sports activities at University & College levels. Yog Day, Women's Day, Health & Blood donation camps & Tree plantation programs are arranged.

Mentors-mentee schemes are being implemented. College is a second home to the students & family members including all the stakeholders.

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

Gurunanak College of Pharmacy, Nagpur, is committed to inculcating the core constitutional values into their students and employees to extend their services to the nation and make them a responsible citizens of

the country.

The College has appointed public information and deputy public information officer as per rules and regulations laid down by the Government of India in the Right to Information Act 2005.

For sensitizing the students and employees of the college to the constitutional obligations, various activities like celebration of Independence Day and Republic day, Swacchha Bharat Abhiyan, Tree Plantation, Constitution day, etc. are organized by the institute. Students and employees participate voluntarily to show their interest in such activities.

On the constitution day, the preamble of the Indian Constitution is read by all the students & staff, and a pledge is taken to maintain unity, integrity, and sovereignty of the nation and respect towards the constitution of India. The Republic and Independence Day are celebrated enthusiastically every year. On these days after the flag hoisting ceremony, speeches by the distinguished citizens of the society are organized to make students aware of their rights and responsibilities towards our nation.

Commemorative days of great freedom fighters like Subhash Chandra Bose, Vivekanand, Abdul Kalam Azaad, D. Laxminarayan, etc are celebrated by organizing various activities.

Knowing the importance of Indian democracy, Right and responsibility of voters & electoral process; the Student Council Election is organized for increasing voter awareness. Students also participated in "Gramsabha Te Rashtrasabha Charchasatra" to know details of the democratic setup of our country.

The institute collaborates with different NGOs to help the needy sections of society by distributing essential items. In Corona Pandemic, Students & Faculty members participated jointly with NGO Rise to distribute food, clothes, sanitizers & medicine in Nagpur city.

The activities which were conducted, develop constitutional values like Patriotism, Humanism, Environmentalism, Harmonious living, Individual & collective excellence. These activities also make them aware of their rights as well as duties and responsibility towards the nation.

| 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:** A. All 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:**

The College instills awareness about various historical figures and events of importance by **celebrating the following national and international commemorative days, events and festivals. This inculcates** communal harmony, belongingness and inclusivity among the students and staff. Following events are celebrated with great fervour :

Every year the college celebrates events of National significance i.e. Independence Day on 15th August , Constitution day  on 26 November and Republic Day on 26th January.

Teachers'Day is celebrated every year on September 5 in the memory of Late Dr. S. Radha Krishnan, former President of India.

Birth Anniversary celebrations of Mahatma Gandhi is organized as "Swachh Bharath Abhiyaan" a "Clean India Campaign" in the college campus.

International Yoga Day is organized every year to revive the ancient traditional knowledge of Yog sadhana that India holds.

 World Pharmacist Day and International Women's Day are celebrated by organizing events like rallies, seminars , blood donation camp etc.

Digvijay diwas was celebrated to mark the 125 anniversary of the great speech of Swami Vivekanand delivered in Chicago.

In the memory of Netaji Subhash Chandra Bose, a programme was conducted to pray tributes to his valour, courage and sacrifice.

In addition to the above programs, birth anniversary of late Dr. APJ Abdul Kalam, Former President of India is celebrated as Vaachan Din in the premises of college.

Gurunanak jayanti was celebrated in the premises of the society and everyone participates in this festival by offering sewa.

Laxminarayan Day is celebrated in the memory of Late D.Laxminarayan, a great visionary who led the foundation of LIT, Nagpur and contributed in the set up of Technical education in Nagpur.

| File Description | 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. **Financial Assistance to economically weak meritorious students**

2. **Entrepreneurship Development**

1.  **Title: Financial Assistance to economically weak meritorious students**

- :

The prime objective of this practice is to provide financial assistance to economically weak meritorious students. Several aspirants of higher education are academically strong but financially weak, due to which they can't afford the cost of higher education. The first objective of this scheme is to provide such students with financial support for their tuition fees. The second objective of this scheme is to remove the barriers of discrimination that are based on caste, gender, race, religion, etc. as in this scheme the desirous candidates are evaluated only based on their academic merits and financial status. The third and last objective is to get the students who have already excelled in competitive exams like CET, GPAT, etc.

- : Gurunanak College of Pharmacy is a well-known institute in Maharashtra and many students are willing to take admission to the college. The Central and State government bodies provide scholarships to the students of various sections of society based on their religion, caste, and creed like SC, ST, VJ/NT, OBC, SBC, minority, etc. The governmental bodies also provide scholarships to the students based on their economic condition e.g. EBC. However, in all these schemes consideration is given to their caste, religion, economic status, etc. The academic merits of the students are not considered at all. Therefore, the students who are academically strong but do not belong to any such community, are deprived of pursuing higher education due to a lack of required

financial support. With this scheme, all the economically weak candidates are assured that they will be evaluated based on their academic merits only and will not be judged based on factors that are out of their control.

**The Practice**: The rules of this best practice are framed and are displayed on the institute website, institute notice board as well as in the Admission Room's notice board. Further, the students are also informed about the same during their visits for documentation verification at the Admission Cell of the institute.

The students willing to avail the facility are asked to apply with the relevant documents like proofs of their economic status, scorecards of past examinations, and qualifying competitive exams. The screening of the applications is done by the admission committee and a list of eligible candidates is prepared and they are communicated about the same.

The financial support consists of the tuition fee and all other related charges as decided by the Fee regulating authority for the entire course, which is four years in the case of B. Pharm and two years in the case of M. Pharm. The selected candidates are also made aware of the conditions involved with this financial support. Once a student gets the financial support, the continuation of the same is strictly based on their regular attendance, participation in academic activities, and performance in examinations. If a student does not comply with any of these criteria, the support is discontinued and the next eligible candidate is considered.

To generate funds for this scheme, the institute takes the help of CSR funds of industries, philanthropes, alumni, etc. Currently, the institute has a tie-up with a local industry that has agreed to support two students per year. More such sources are being identified.

**The Evidence of success**: The scheme was started in 2018-19 and two students were selected as the beneficiary of this scheme. One student completed his M. Pharm under this scheme and another student is completing her B. Pharm. Both the students complied with the conditions mentioned for the continuation of support. More students are being identified every year.

**The problem encountered and resources required**: To raise funds for the selected meritorious candidate is the biggest problem. Through the Institute's Industry Institute Partnership Cell, support from the CSR funds of the local pharmaceutical industry has been arranged. There is a need to identify more such sources to support more eligible candidates under this scheme. There is also a need to refine the existing policy of providing this financial assistance. The additional factors for evaluating the economic status of the applicants are required to be framed so that only the genuine candidate gets this support. The institute is also required to display and communicate about this scheme to the larger sections of society through additional communication media.

**Notes (Optional)**

All the higher education institutes can adopt this practice by reserving certain funds that they receive through philanthropy. Such schemes encourage meritorious students to pursue their higher studies and a positive feeling about society in general prevails.

**2. Title: Entrepreneurship Development**

**Objectives:**

The institute sensed the need for Entrepreneurship development so that students can opt for it as a career choice. In this direction, the college started ED Cell.

The key objective is Entrepreneurship Development so that students can opt for it as a career choice. It aims at creating awareness among students about various facets of entrepreneurship while highlighting the merits of pursuing such a career option. The acquired skills and behaviour will enable them to translate their dreams into a successful entrepreneurial venture. Entrepreneurial awareness and training provide inputs on the process and practice of entrepreneurship development, communication, and interpersonal skills, creativity, problem-solving, resources available, and all aspects of entrepreneurship towards the goal of "Aatmanirbhar Bharat"

**Context:** The Pharmaceutical field is an applied field and there is a lot of scope for Entrepreneurship. Students are normally behind the jobs and ignore the high potential of this field in Entrepreneurship. To move the focus from job seekers to job givers was highly essential. Providing insights to students in this area through learned faculty and experts ought to be initiated at the earliest. Similarly, the students need Entrepreneurial skills and know-how from experienced persons who are Entrepreneurs. It is a well-known fact that Entrepreneurs are not born but can be made with the help of systematic training and by developing the required skills. Thus, Gurunanak College of Pharmacy under the able guidance of visionary Dr. A. M. Ittadwar started ED Cell in our college so that the students can take up Self-employment as a career choice.

**Practice (400):** The active Entrepreneurship development cell throughout the year organizes different programs for creating awareness about entrepreneurship and for imparting knowledge and skills which are required to be an entrepreneur. The guest lectures of various established entrepreneurs are organized in this regard where they share their struggles and success stories. The invited guests are from all the fields to give a broader perspective of this area. Interaction with these Entrepreneurs helps in clearing the doubts and questions in the minds of students.

The programs are also conducted to inform students about the various government policies and schemes that support and encourage budding entrepreneurs. The students make use of this information while developing their business plans.

Further, various workshops and training programs are conducted to train students about communication skills, planning skills, management skills, leadership skills, and other required skills. This completes their training that begins with inspiring them to adopt the idea, encouraging them to pursue this, and completes with providing the necessary skills.

The institute has gone a step ahead by organizing programs for training the trainers. In this way, more trainers are being created who will start this practice in their institutes also.

Now the ED cell activities are being focused on incubation and innovation. We expect to see results in this area also in the coming years.

**Evidence:** Several lectures, training programs, and workshops were conducted during the last five years to inspire and motivate the students and to help them to develop required competencies. An MoU was signed

in 2019 with Maharashtra Centre for Entrepreneurship Development (MCED) and various activities were conducted in their collaboration. This collaboration has provided the institute with the opportunity to interact with experts in this field. The various Government schemes for Startups, Young Entrepreneurs, and Women Entrepreneurs were demonstrated, thus strengthening the vision of the government for developing Entrepreneurial culture in India making it a self-reliant nation. The ED cell has received a grant of 2.86 Lakh from AICTE for conducting STTP in the area of Entrepreneurship development. The program was conducted in three phases. In each phase, about 17 sessions were organized where about 30 subject matter experts trained the teachers. This program was attended by more than 150 teachers and several students.

As a result of all these efforts, many students are now inclined towards starting their own businesses like retail Pharmacy shops, wholesale trading of medicines, businesses related to excipients and cosmetics, etc. They are also inclined to the business related to herbal medicines and the supply of medicinal plants.

**Notes:**

The development of entrepreneurs is the need of the hour. All institutes should set up a cell for the same and must liaison with the agencies who help in this regard. Developing one entrepreneur is equal to developing ten technically trained professionals. Therefore, this activity should be taken on priority in all technical institutes.

| 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:**

**Creating globally competent pharmacist**

The vision of the institute is "To create globally competent pharmacists" with the main objective to create human resources that would be useful for nation building. The institute constantly thrives to achieve its stated vision and mission through distinctive approaches and innovative strategies. "Enter to learn and go out to serve" is the motto of the college. College provides an ambiance of creativity, innovation, discipline, and good learning experiences.

Considering the fast pace of developments in the field of science and technology, it is highly challenging to

create pharmacists who are well aware of the latest advancements in the field and are readily employable in the various areas of the pharmacy profession e.g. manufacturing, quality control, quality assurance, research, regulatory, clinical, intellectual property, active pharmaceutical ingredients/intermediates, cosmetics, nutraceutical, marketing, etc. and also the students who are willing to go for higher studies or wish to start their enterprise. The institute has accepted this challenge and adopted multiple strategies to achieve this vision.

The distinctiveness of the institute is its "Industry-institute interaction". We keep very close ties with the pharmaceutical industries and make efforts to utilize those ties in the best possible ways in making our students at par with the global standards. As the members from industry are on the institutional bodies, therefore, their constant inputs are available for all the aspects. The needs of the industry are identified through these interactions and strategies to bridge the gaps between the prescribed curriculum and the requirement of the industry are designed.

We have about 4 functional MoUs with the leading pharmaceutical industries of the region who fully supports us at all fronts right from training our students to their placement.

We organize guest lectures from the subject matter experts from industry who train our students about the current trends going on in the different fields of industries. Students also get ideas for their research projects through these seminars. We also invite equipment/machine manufacturers who explain and demonstrate the latest models that are in use in the industry. In this way, our students get the experience of handling such machines which boosts their confidence in them. About 20 such expert lectures were organized by industry experts during the last five years. When the knowledge given by experts is combined with the industrial tours that are organized every year for students, the students get a clear picture of the industry and activities conducted therein which help the student to identify their interests and to plan his/her career path. About 10 such industry visits were organized during the last five years.

The Training Program/Workshops/Add on courses is also designed in consultation with the industry experts. The objective of such a program is to impart industrially useful knowledge and skills to the students.

With highly qualified faculty and availability of all the programs, the facilitation of vertical progression of students to the highest degree is ensured. Further, the faculty works on collaborative research projects with industry, and due to which our students get direct exposure to industry-oriented research that helps them to get very attractive placement offers.

Along with the development of all the technical aspects, due care is taken to train the students about the essential soft skill and human values that makes them competent professional, and responsible human being.

Owing to our effective industry-institute interactions, we have been awarded Platinum/Gold categories during AICTE-CII survey. We wish to make our ties stronger with the industry to give 'real work' experience to our students while they are learning here.

| File Description | Document |
| --- | --- |
| Link for appropriate web in the Institutional website | [View Document](#) |

# 5. CONCLUSION

## Additional Information :

The institute is situated in the heart of the city away from hustle and bustle of the city.

State of the art infrastructure is available which makes it conducive for the teaching-learning process.

Almost 100% faculty retention indicates the supportive and encouraging management

Although the institute has got minority status, still there are no seats reserved for any community, and students of all economic, caste backgrounds get equal opportunities for quality education.

in order to ensure the all-round development of the students, sports, cultural and co-curricular activities are conducted from time to time. Students themselves are a part of the majority of committees and this ensures that they develop the right kind of skills necessary to survive in the competitive world.

The institute provide its infrastructure and staff for the election purposes.

## Concluding Remarks :

Gurunanak College of Pharmacy is committed to imparting quality technical education to all the strata of society in the field of pharmacy. The focus has always been to make our students employable and make them globally competent professionals. To achieve this focus, the institute has been working on multiple aspects.

The institute follows rules and norms of the competent regulatory bodies for admission, appointment, infrastructure, and other procedures.

The students have exposure and involvement in various co-curricular, extra-curricular and research-oriented activities and the overall development of the students is the essence of outcome-based education. Considering the fast pace of developments, the focus is on the overall development of students and giving them the strengths to fly in various professional endeavors like jobs, business, or research.

Implementation of curriculum along with the development of all technical aspects, essential soft skills, and human values that make them competent professionals, as well as life-long learners, is the outcome of all efforts.

The strong industry-institute interaction is the distinct feature of the institute. We have several tie-ups with many industries and organizations and have completed several collaborative activities. Many more collaborative activities are ongoing.

The well-qualified and experienced faculty's inadequate number has played an important role in this journey.

There are more than 1000 proud alumni of the institute who are serving the profession in various capacities.

The training programs conducted for higher education result in a significant number of students qualifying for

competitive exams. The training and placement cell ensure 100% placement of eligible aspirants.

In the last few years, female students are outnumbering male students, signifying that college provides a safe and secure place for women. We take pride in announcing that the institute is ragging-free, single-use plastic-free, tobacco-free, and strive to conserve natural resources with all its efforts.

We strive to make our students not only globally competent professionals but also globally responsible citizens.

16-03-2022 10:50:03