



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MALLIGE COLLEGE OF PHARMACY

MALLIGE COLLEGE OF PHARMACY, 71, SILVEPURA, CHIKKABANAVARA
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Submitted To

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Mallige College of Pharmacy (MCP) Bengaluru, was established in 2006 and imparting quality education and Research. The college journey was started with the approval of Bachelor of Pharmacy (B.Pharm) in 2006, followed by Master in Pharmacy (M. Pharm in Pharmacology and Pharmaceutics in 2010 and 2014 respectively), Pharm D (2015) and Diploma in Pharmacy (2016) and Ph.D course in Pharmacology (2019), affiliated to Rajiv Gandhi University of Health Sciences Karnataka and Drug Control Board, Bangalore respectively and with the statutory bodies like AICTE and Pharmacy Council of India. Visionary Dr. A C Sriram, Chairman, Mallige Educational Foundation, established the institute with the vision of “To create ethical, knowledgeable and professional Pharmacists in the field” for value based standard and quality technical education to compete with the global standards. The College has been rated number 41 Pharmacy College by “NIRF ranking-2016” followed by ISO certification in 2023. Institute adopted the Mission “To become a “Centre of excellence” by providing quality and research oriented Pharmacy education to meet the needs of the industry, community and other stake holders through continuous training and up-gradation of infrastructure for learning and practicing Pharmacy profession”. The Institute is located presently at the rural area in a totally pollution free zone, well connected by road transport and proximity to City railway station, Namma Metro and Bangalore International Airport are located very near to MCP. The Institute is surrounded by a lush green environment and strictly smoking free zone which maintains an eco-friendly environment. In continuation of its glorious journey, the institute has strived towards excellence with the procurement of more than 150 ranks by the students in University and College levels. Further to state that the institute has the distinguished student with two times winner of Limca World Record. Faculty members are well experienced and authored many text books and book chapters. Further, they are also contributing research papers in peer reviewed journals. Institute is constantly acquiring research grants from the apex bodies and also obtaining patents.

Vision

“To create ethical, knowledgeable and professional Pharmacists in the field”

A vision statement is a key tool to inspire the people in the organization and convince employees to embrace the institution's ambitions to drive and reach new heights. It describes what the organization wants to be in the future. Mallige College of Pharmacy as an academic institution aspires to nurture, develop and present the students as citizens who are humane to the society, country and the world. Pharmacy is a field where people are always in contact with medicines directly or indirectly. Though may not be in direct contact with patients, medicines need to reach the needy in the society in a proper form that comprises quality and safety of medicines. There should be a perfect balance between patient safety, and profitability. If profitability is not backed by ethical values like trustworthiness, respect, responsibility, impartiality and compassion, then society will suffer to greater extent. Hence, Mallige College of Pharmacy focuses on ethical values in the students and it is done by inculcating the ethical values in the stakeholders of the organization.

Treatment for any diseases or disorders needs treatment with medicines with minimal side effects and without any toxic effects. To prepare, distribute and communicate the information regarding the medicine, pharmacists should be knowledgeable and professionally competent. Inadequate knowledge leads to substandard medicines which are harmful to patients. Mallige College of Pharmacy intended to give complete knowledge about the

pharmacy profession to students to make them complete pharmacists through teachers and stakeholders of the institution. Pharmacists in their profession, come across with people of different principles, places and diverse backgrounds. To provide quality medicines, one who is working in the pharmacy field should be able to embrace the members of the team, group, management, and organization. To achieve this, professionalism should be encouraged in the students in the form of developing peer respect, positive attitude, adaptability, problem-solving capabilities and ability to accept reality in the course of their careers. Students are also encouraged to develop communication skills, as the first state in communication is “listen to their word”.

Mission

To become a “Centre of Excellence” by providing quality and research oriented Pharmacy education to meet the needs of the industry, community and other stake holder through continuous training and up-gradation of infrastructure of learning and practicing Pharmacy profession.

Mallige College of Pharmacy aims to incubate new ideas and promote interdisciplinary research to become a “Centre of Excellence” to meet the needs of the Pharmaceutical industries. The institution is working in this direction to develop experts and standards in Pharmaceutical field. To achieve this, the institution is adopting skilled and practical oriented education strategy and striving to maintain high standards of conduct in the field.

In the current scenario of technological advancements and to face the challenges of the Pharmaceutical industries, the institution has to play a pivotal role in producing skilled students. The institution is working in this direction to create skilled and industry ready students by inviting eminent people from industries and academia. Add-on certificates in a specific area, seminars, conferences, pre placement trainings etc., are organized for the overall development of the students. Along with knowledge enhancement and skill development activities, students who are graduating from Pharm D programme are inspired to adhere to transparency, integrity, and accountability to serve the patients. Along with regular curriculum, the institution is working hard to develop ethical research to produce quality publications. Continuous upgrading infrastructure is the basic feature of the growth of any organization and in fact, MCP is working towards improving the facilities at various levels to achieve the centre of excellence in the upcoming years. The institute has adopted Outcome Based Education. The faculty follow various student-centric methods for effective concept delivery. In addition to this, experiential learning is also offered through regular practical exposure, hospital internships, industrial visits and projects. Students are given exposure to participative learning through student-led seminars and blended learning methods. Also, teachers adopt differential assignments and practical based teaching to create interest in the learning process.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- College campus is totally pollution free zone with lush green surroundings.
- Proactive management and the state of art infrastructure.
- College is certified with green audit, energy audit and environmental audit.
- Accredited by ISO 9000:2015 in 2023 and NIRF ranking 41 in 2016.
- Qualified and dedicated faculty and staff.
- Established R & D wing
- Eco friendly and community development concern of management, faculty and staff.

- Own Mallige Hospital with 300 beds capacity for internship for the Pharm D students.

Institutional Weakness

- Students usually come from rural with low socio-economic status with fewer language proficiency
- Collaboration with various agencies and industries as resource of funding for research activities need attention.
- Publication of research papers by the faculty and students in impact factor journals with SCOPUS, WOS and UGC need further elevation.

Institutional Opportunity

- Opportunity for increasing the academic performance of students and faculty.
- Opportunity for strong collaboration with different pharmaceutical industries provides more placements to the students and consultancy projects to the faculties.
- Frequent conduct of national, international conferences, seminar, FDPs, symposia and workshops for exposure in scientific platform and also to retain college identity globally.
- Collaborative projects for PG students with the industry and with other Government Institutes provide wide exposure to the students.
- Opportunity to conduct more number of extension programmes in the surrounding Villages.

Institutional Challenge

- To achieve 100% result in every semester and more University ranks through extensive hard work
- To encourage staff to obtain PhD qualification
- To achieve 100% placement for the students through campus drives
- To receive more research grants and consultancy projects

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The Institution is a private self financed one and affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS) and Recognised by the Pharmacy Council of India. The Institution is following the curriculum designed by the RGUHS. The RGUHS while designing the curriculum for various UG and PG Programmes related to Pharmacy Education, conducts workshops, seminars and group discussion of faculty invited from constituent and affiliated Institutions. Some of our faculty also have been participated in such activities.

The College prepare academic calendar every year based on university calendar and plans for the effective and efficient implementation of the curriculum at UG and PG level. The RGUHS periodically reviews and revise

the curriculum to keep the students and faculty abreast with the recent development in the field of Pharmacy Education, Research and Industry. Lesson plans are prepared before the commencement of each session along with lecture notes for the students. Necessary changes are incorporated in the calendar based on feedback from various sources. With our intention to imbibe the additional knowledge and skill needed in Pharmacy students, besides the curriculum given by RGUHS, The Institution conducts add on / certificate courses.

Hard bounded lab manuals are prepared and distributed to students beforehand. Students are encouraged for industrial training, seminars, and symposia, workshop to acquire research knowledge, competency and creativity. As per the affiliating University, the Institute has adopted academic cumulative grade point average (CGPA). Lateral entry is available where D. Pharm students can take admission to B. Pharm 3rd semester directly. The Institute is self-financed and hence does not get financial assistance from the state or central government. Admission is done as per the guidelines prescribed by PCI and RGUHS. Teachers are recruited as per the norms prescribed by PCI and RGUHS, Bangalore with a 6th pay commission. Institute also encourages students to be a part of various community orientated activities organized by the NSS unit of the institution and hospital contributes to health related issues and ensure service attitude among students. Student feedback is central to our academic programme.

Teaching-learning and Evaluation

The teaching learning pedagogy followed in the Institution includes Lecture method, group discussion, seminars and symposiums. It is also as per guidelines issued by the RGUHS. The college academic committee formulates calendar of events based on University calendar and this will be circulated to follow strictly. HOD will allot the subjects and the time-table committee prepares the time table based on the number of credits mentioned in the syllabus. The approved time table is displayed on the notice board and circulated to the faculty. Faculty makes the course plan and lesson plan. Evaluation of students is carried out based on their punctuality and performance in the examination. Students are free to interact with their mentors related to personal and academic issues. The classrooms are provided with LCD projectors and experiments are demonstrated as per the curriculum. Wi-Fi facility with secure access is available to staffs and students. Library provide facilities with large number of books, magazines, journals, e- journals (HELINE) and periodicals. Furthermore, guest lectures by eminent speakers, industrial and field visits, pre-placement training, Project Monitoring Committee to see the research progress was in place. Currently thirty eight faculties are working at various levels and few with PhD qualification. Few are pursuing part time Ph.D. Drug Information Centre (DIC) is set up at our own Mallige hospital. Simulation softwares, ICT tools to enhance teaching quality, GPAT coaching etc, are also in place. The evaluation processes is carried out as per university norms. The internal sessional exams are held periodically as per the time table given by the sessional committee and is further communicated to all via circulars and display on the notice boards and also through group messages. Faculties are allotted for invigilation duties and entire examination process is monitored by invigilators and online through high resolution CCTVs. Internal flying Squad members are also appointed to monitor even the sessional exams. The university announces exam dates and time-table is communicated to all the staff and students via circulars and display on the notice boards. The university exam results of students are announced by the university on their website.

Research, Innovations and Extension

Research and Development Cell established in the Institution monitors and addresses issues related to journal selection, plagiarism check of papers and promotes faculty and students to apply for research projects and

grants. R&D monitors collaborations and MOUs. The cell conducts various programmes like special lectures, guest lectures, group discussions and interactions with research peers in the subjects like research methodology and recent developments in the area of Pharmacy research. Institutional animal ethics committee with Registration Ref No. 1432/PO/Re/S/11/CPCSEA approves and monitor research involving animals. Modern instruments in the central instrumentation facility will be used to carry out research. R & D cell motivates and monitors the faculty and students for writing research grants to various apex bodies. The projects will be executed by the students/ Principal investigator and periodical verification will be done by the R & D cell. Once completed, students are asked to publish in peer reviewed journals. IPR activities are encouraged and recently, our faculty have published patents, design patent registrations. Faculty have authored many text books as per PCI new syllabus for students benefit. The Institution provides full time lab facilities with all the requirements needed for research projects and also provides outside exposure with eminent scientist of different government organizations and industries. Our staffs are constantly engaged in attending and organizing seminars, conferences, workshops. Financial assistance has been provided for attending FDPs/conferences. The Institution has organized two days international conference recently to benefit the students and staff. NSS unit is constantly involved in organizing community based activities, health camps, observes special days, social service activities with a team of active NSS volunteers. In addition to this Institute also got grant under the Unnat Bharat Abhiyan (UBA), a flagship program of the Ministry of Education, Government of India. Five villages have been adopted under this program, and number of social initiatives have been launched. Institute Innovative Cell is established under the guidelines of AICTE, New Delhi in the institute to conduct and monitor seminar, webinar, International Conferences, IPR activity and innovative research work etc. The Institution also have a Drug Information Centre (DIC) for Pharm D students and Institutional Ethics Committee will monitor the trials. The latest software applications are available to assist the physicians and students. E-newsletter is also released quarterly with institutional information and new drug approval list. The students who actively participate in college activities throughout the year are honoured/ awarded by the Head of the Institution. The institution has published 54 research publication, 3 patents and 31 extension activities.

Infrastructure and Learning Resources

Mallige College of Pharmacy is located in rural side on a campus of about 12 acres with a built up area of 4608 sq m. A three storied lofty building includes separate class rooms, tutorial rooms, examination hall, seminar halls, central instrumentation room, machine room, board room, laboratories etc., In all the floor drinking water facilities, rest rooms in each floor have been provided for faculties and students. Separate girls and boys common rooms are available in first and second floor respectively. There is also provision for ramp for physically challenged students. There is a provision for lift. Hostel facility is available for all the students. Each staff has been provided with separate defined cabin space, computer with internet Wi-Fi connectivity and library facility. The classrooms are equipped with LCD projectors. Museum is in place to showcase various formulations to students. We have transportation facility for both students and staff. The Institution has maintained digital library. The Institution has created a good facility for the conduct of the sports and cultural activities for boys and girl students. It includes playgrounds, auditorium, indoor games and provision for gym and yoga room. Institute encourages students to participate inter college competition, university related to sports and cultural activities. Annual sports meet and cultural meet are organized every year. Institutional Animal Ethical Committee as well as Human Ethical Committee are formed according to CPCSEA and MCI guidelines to monitor the research activities involving animals and human trials respectively. The Principal on the basis of the perspective development plan, proposes the infrastructural augmentation needs to the concerned authorities. The College Development Fund is utilized for maintenance and minor repairs of furniture and equipment. Budget will be proposed by various committees and will be submitted to the Head of the institution which will be further approved in the Governing Council Meeting. An effective monitoring system through

various committees ensures the optimal utilization of budget allocated.

Student Support and Progression

The Institution practises smart presentation method for the overall growth of the students. We conduct regular weekly class tests, presessional before each sessional to prepare the students for the final examination. Institution conducts an initial orientation program for all fresher for at least for a week time and pre-placement training from experts. We publish updated admission prospectus annually which is uploaded in the college website (www.mallige.ac.in) for admission seekers and parents. The Institute release e-newsletter quarterly to showcase the activities of the Institution to all stakeholders. The institute maintain student's harmony via anti-ragging cell and gender sensitivity cell, woman cell established in college and these committees meet from time to time to see that no untoward incidents occur in the campus. The internal grievance committee monitors grievances submitted related to academic issues or examination issues and further the cell assists in solving the issues related to it. Institute also supports students to participate actively in sports and cultural programmes organized in the Institute and received awards in intercollegiate cultural fest. The College supports students who are financially weak and give student's scholarships for the deserved candidates. The institute appreciates students by giving special awards like Library User Award, Best participation in smart presentation method, Best student award and awards for those who won in sports and cultural programmes. The college organizes various seminars, international conferences, add on/ certificate courses to meet the requirements of the pharmaceutical industries. The college publish e-newsletter in which students are encouraged to contribute scientific articles. This provides an opportunity for students to improve writing skills and creativity. The entire activity of collecting articles, puzzles, newsletters, designing, and new approved drugs list etc. are collated by the students under the guidance of faculty members. With the constant support and encouragement, one of our distinguished PG students has been conferred Honorary Doctorate and Limca World Record. The Institute has a Registered Alumni Cell and participates voluntarily in various activities.

Governance, Leadership and Management

The Institute has a clear vision "To create ethical, knowledgeable and professional Pharmacists in the field" and a strong mission of path to achieve it. It includes measures to provide quality and research oriented Pharmacy education to meet the needs of the industry, community and other stake holders through continuous training and up-gradation of infrastructure of learning and practicing pharmacy profession". The Institution promotes a healthy culture of participative management. The programme of the Institution clearly depicts distribution and decentralisation of the entire functions, both academic and administrative, to ensure the participatory managements by taking the HODs, faculty, staff, students and alumni and parents. Management itself takes personal interest and encourage staff and students to participate in various seminars and conferences. The institution has a Governing Council consisting of the Principal, Management representatives, senior faculties, and university and industry representative as members. The Principal works as member secretary. The Principal is the leader of the Institution and he is mainly involved in administration. He plays a pivotal role in the smooth functioning of administrative and academic activities with the help of various committees formed. He has decentralized the administration and the committee heads and HoDs look after various departments and activities of the Institution. He also monitors admission procedure, financial planning and utilization of resources, curricular and co-curricular activities, extension programs, providing infrastructure and their maintenance. The Principal coordinates with the regulatory bodies through office staff. Administrative and Academic Audit was through from external auditors. Various authorities meet regularly and adhere strictly to the schedule for proper functioning and development of the institution. Even feedback from

the stake holders was also taken and recorded. A number of workshops, seminars, symposiums, conferences are organized to enhance the professional development of teaching faculty. Faculty members of the institution actively participate in state and national seminars & conferences and they are provided special casual leave with pay. Faculty are encouraged to attend FDP, conferences and publish articles and attain higher education. Annual increments, leave facility and promotions to the deserving faculty will be given. Medical insurance, Medical leave, PF, Gratuity will also be provided. All the activities of the Institute are monitored through IQAC cell.

Institutional Values and Best Practices

Mallige College of Pharmacy promotes knowledge oriented, skill enriched and ethics based education. It is committed to inculcate professionalism in students. Institution adopted all the policies as prescribed by apex authorities and affiliating university. Various safety measures including CCTV are in place to see that the students should learn in conducive environment. Various programmes and activities are initiated to develop leadership qualities and other life skills. Special lectures, group discussions and skit presentation are conducted on different occasions like International Women's Day, Institutional annual fest to ensure the dissemination of information relating to gender equity and human values. Energy audit, green audit, environment audit are given prime importance and measures are taken to save energy and protect environment. SOPs are displayed in the laboratories to ensure safe use of instruments and disposals. Anti ragging cell, woman cell are working effectively to protect the interest of girls safety and prevention of ragging at all the times. Safety measurements have been undertaken in girl's hostel and Hostel Warden is given full authority to prevent occurrence of ragging in the hostel. College has not registered any ragging case so far till date. Special days are celebrated under various Cells/Committees constituted in the institution. National days of importance like Republic Day, Independence Day are celebrated with due respect. MatriBasha Diwas (International Mother Tongue Day) has been celebrated to show National integration and Unity in Diversity. NSS volunteers participate in various social activities which were appreciated by villagers. Through the social activities, students inherently develop social responsibilities. Students are given training in the conduct of different academic and academic support activities by experts in their areas. Community Service is also adopted in the Institution and Pharm D students and B. Pharm students are encouraged to participate in social service. Field visits are also conducted by the Institution. Faculty are encouraged to participate in various programmes conducted by the Institution. The Institute has adopted practiced and would like to project two best practices as a part of SSR requirement. "Remedial Coaching Classes for slow learners" and "Presentation Skills-Smart and Confident Presentation Method" to stimulate student growth.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MALLIGE COLLEGE OF PHARMACY
Address	Mallige College of Pharmacy, 71, Silvepura, Chikkabanavara Post
City	BENGALURU
State	Karnataka
Pin	560090
Website	www.mallige.ac.in

Status of the Institution	
Institution Status	Private

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

Recognized Minority institution	
If it is a recognized minority institution	No

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Appoval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	03-01-2023	12	Approved

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	Mallige College of Pharmacy, 71, Silvepura, Chikkabanavara Post	Urban	2	4608

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Pharmacy,Pharmaceutical Sciences	48	Higher Secondary Level (10+2) Examination	English	100	84
PG	Pharm D,Pharmacy Practics,Pharm D	72	Higher Secondary Level (10+2) Examination	English	30	30
PG	MPharm,Pharmaceutics,Pharmaceutics	24	BPHARM	English	15	14
PG	MPharm,Pharmacology,Pharmacology	24	BPHARM	English	15	15
Doctoral (Ph.D)	PhD or DPhil ,Phd,Pharmacology	36	MPHARM	English	5	0

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	6				10				22			
Recruited	4	2	0	6	4	6	0	10	7	15	0	22
Yet to Recruit	0				0				0			
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				29
Recruited	16	13	0	29
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	2	0	0	0	0	0	0	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	4	6	0	7	15	0	33
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	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/DM/M CH	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
UG	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	20	40	0	2	62
	Female	14	8	0	0	22
	Others	0	0	0	0	0
PG	Male	13	16	0	0	29
	Female	23	7	0	0	30
	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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	2	2	3
	Female	3	2	2	2
	Others	0	0	0	0
ST	Male	2	3	2	2
	Female	2	2	1	3
	Others	0	0	0	0
OBC	Male	58	57	61	33
	Female	48	48	28	51
	Others	0	0	0	0
General	Male	9	21	13	27
	Female	17	18	15	23
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		143	153	124	144

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The main motto of the new education policy is to Educate Encourage and Enlighten. As the Mallige College of Pharmacy admits students from various regions and backgrounds with a variety of cultures, the institution believes in a multidisciplinary approach to teaching and is further planning to recognize a few programs to encourage and enhance interest in other disciplines other than the regular teaching and learning process in pharmacy. As a part of the initiation of NEP 2020, we have organized programs on human values, a survey of villages, and several social functions in villages to help the villagers. Further, we have organized several yoga and meditation classes. Special motivational classes,
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	<p>professional ethics programs other than the regular curriculum have been organized for students on campus. Furthermore, our institution has organized several programs to create awareness, and students have participated in community outreach initiatives such as organizing health awareness programs on AIDS, cancer, personal hygiene, etc. Even though the institution is ISO accredited, it is constantly striving to maintain quality of education at all levels.</p>
2. Academic bank of credits (ABC):	<p>Rajiv Gandhi University of Health sciences has its own system of allotting credit points to students in university examinations, and the university has made provision for elective subjects and credit scores in the curriculum. Even internal marks are also uploaded to the university portal online, which will add further to the credit based scoring system.</p>
3. Skill development:	<p>Mallige College of Pharmacy, Bengaluru, has set standards in organizing various skill development programs for the student community. The institute is engaged in organizing add-on certificate courses, handling ICT tools, webinars, seminars, and conferences at national and international levels to further enhance the professional knowledge and skills required at higher studies and in the pharmaceutical industry. The institution has MOUs with many organizations and has organized several skill development programs as part of those MOUs. To focus on the inclusion of best practices, the institute implemented Presentation Skills: Smart and Confident Presentation Method to enhance the communication and presentation skills of the students, which indirectly increase the scoring ability in practical exams during viva-voce and also enhance the employability of the student's community. The institution's innovative cell encourages faculty and students to acquire the skills needed by industries. Even many faculty members have trained under the Education Methodology workshop and also attended the FDP program in teaching and learning methods. Further, the institute has plans to encourage faculty to register under various AICTE online programs like MOOCs and SWAYAM.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>India has a rich heritage and culture, and the institution admits students from various regions and religions. Various programs like Matri-Basha Diwas (International Mother Tongue Day), Saraswati Pooja,</p>

	<p>Onam, Ethnic day etc have been organized to showcase their region and religion culture. The institution encourages the students to organize National festivals like Independence Day, Republic Day and this promotes National integration and patriotism. Since Pharmacy Education uses English as a medium of instruction and communication and conducting any events in English is very essential. The institution further commemorates significant dates and hosts activities in regional languages to instil a sense of regional pride. Even World Pharmacist' Day and Teacher's Day, International Women's Day and many more have been organized in the institution. National commemorative days such as Constitution Day and International Yoga Day are also observed as per the institutional calendar of events.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>After the inception of the semester system implemented by RGUHS, Bengaluru, and after practicing credit-based allotment of marks, the university has clearly mentioned in its course curriculum outcome-based education. Every institute has to work as per the requirements of the regulatory bodies to accomplish OBE. All courses are designed with outcomes centered on cognitive abilities, namely remembering, understanding, analyzing, applying, and further evaluating and creating. The institute has clearly mentioned CO-POs and specific objectives of the institution in the college display, and all the activities are focused on accomplishing these.</p>
<p>6. Distance education/online education:</p>	<p>The COVID-19 pandemic has really given us the opportunity to organize functions, teaching and learning seminars, and conferences virtually. Various digital platforms and tools were used and are still in practice to engage FDPs, webinars, meetings, etc. via online mode. Online education has broken geographical barriers and helped us meet and interact with experts at national and international levels. Even today, adopting hybrid modes of education combining both online and offline classes and conferences is in vogue and gaining importance, and this has drastically reduced the expenses of organizations. In fact, this is clearly addressed in the National Education Policy 2020. Our institution encourages students to take various online courses to enrich their existing knowledge.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college has all the plans to set up an Electoral Literacy Club in the future, and the coordinator will be appointed to promote the same.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The college will take the initiative in this regard to appoint student coordinators and coordinating faculty members. However, awareness in this regard has been initiated and information has been given to students on the importance of voting.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The voter's pledge has been administered to all the students to create awareness in their community. Even the nodal officer from Yelahanka, Bengaluru, has come and created awareness about voting. He also administered the voter's pledge both in Kannada and English, and he requested that all the students and faculty participate in voting to elect the right candidate.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Jatha (procession) and skit have been organized to create awareness and also inform people of the importance of voting.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All the class teachers have been informed to announce in their respective classes that they will enroll students who are 18 years of age and older.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
608	570	530	508	433

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 184

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	38	35	39	32

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
57.16916	49.02265	72.41662	75.41283	98.01

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The Institution is a private self financed one affiliated to Rajiv Gandhi University of health sciences Bangalore. The curriculum followed in the Institution is planned, prepared and delivered by the University for all the Programmes. The Pharmacy Council of India also gives guidelines to the University for the Formulation of curriculum. For the purpose of designing the curriculum the University conducts the workshops for the faculty of the Institution coming under its affiliation. The faculty of this Institution have been taking part in such workshop and interaction. The principal of the Institute Dr. Shivakumar Swamy is the sitting member of RGUHS, Karnataka and he is also involved in the curricular development program. The University after formulating the draft curriculum sends to the Institution for necessary suggestion. The principal circulates that draft among the faculty for the necessary suggestions. After collecting these suggestions the University finalizes the draft and takes the concurrence of academic bodies like Academic council, Senate and Syndicate. After the approval by the apex authorities, the University finalizes the curriculum copy and forwards to the Institution.

In addition to the University set syllabus, the Institution, with an intention to imbibe additional knowledge and skill in students has planned to conduct Add-on / Certificate courses. The curriculum for these courses is prepared by the faculty of the Institution and approved by the academic committee. The brochure of the Institution includes these details. The Add-on courses conducted in the Institution include Communication skills, Quality by design, Pharmaceutical marketing, Pharmacovigilance and Animal handling training. The Add-on Courses are conducted for 30 hour without disturbing to the regular classes. The Institution taking into account the annual calendar of events sent by the University, prepares its own Academic calendar by consolidating almost all important events of the Institution.

For the purpose of designing and delivering the curriculum, there is a practice of collecting feedback from Students, Faculty, Alumni and external experts. The feedback so taken is consolidated and analysed at the Institution and a copy of the same is sent to the University also. The University takes into account this feedback analysis at the time of framing and review of curriculum periodically. Efforts have been made by the University to take care of the periodical changes and development taken place in the field of pharmacy education and practice to be included in the curriculum. In addition to the knowledge and skill based curriculum, efforts have been made to integrate crosscutting issues relevant to the professional ethics gender equity, human values, environment and sustainability. The Institution periodically prepares the action plan for the overall development by taking into account the feedback given by the students, faculty and alumni. The Academic Calendar reflects these aspects clearly.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 13

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 32.54

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
402	0	108	215	137

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics

Mallige College of Pharmacy recognizes the importance of professional ethics and university includes the topic of Pharmaceutical Jurisprudence and Quality assurance in its curriculum. Pharmaceutical Jurisprudence course includes legal aspects in the prohibition of the sale of spurious and misbranded pharmaceuticals which creates ethical values in the production and sale of pharmaceuticals and cosmetics. Covering professional ethics in the 5th semester, 6th semester of the B. Pharm program and Pharm D program is a thoughtful approach. Regulatory affairs and regulatory requirements in the marketing of medicinal substances have been included in the M. Pharm programme will help to build professional ethics to safeguard the Society's well being. MCP places significant importance on professional ethics and values education, recognizing that it plays a vital role in shaping students into ethical and responsible healthcare professionals. By instilling these essential concepts in the students, the College ensures that they are well-prepared to make a positive impact on society and uphold the highest ethical standards in their professional practice.

Gender Sensitivity

Mallige College of Pharmacy provides multiple platforms for students to gain hands-on experiences related to gender sensitivity. Engaging in fieldwork, community outreach activities, and interacting with individuals from diverse backgrounds helps students develop empathy and sensitivity towards gender-related issues. Gender sensitization events, seminars and programs like Women's Day program and blood donation camps regardless of gender to participate in the social cause have been organized to contribute in creating a gender-sensitive environment.

By integrating gender equality issues into their programs and providing students with these valuable experiences, Mallige College of Pharmacy equips them with the knowledge and skills to understand and address gender-related challenges. These experiences also offer students opportunities to network with experts in the field and like-minded individuals, which can prove beneficial in their future careers.

Human Values

For effective outcome-based education, content beyond the syllabus is integrated into a curriculum to develop pharmacists in imbibing and sustaining human values. The Institute organizes various

programmes to understand their responsibilities as pharmacists towards the development of society. Further, seminars are conducted to demonstrate the significance of the pharmacy profession in the healthcare system. University has provided opportunity to learn subjects like Communication skills and Pharmacy Practice to gain knowledge on human values. Programmes to create awareness among school children on the use of sanitary pads, maintaining personal hygiene and other health issues are conducted.

Environment and sustainability

The Institute is organizing several programmes to create awareness in students about environmental sustainability. NSS unit of the Institute is actively organizing plantation drives, vanamahotasav, save soil etc., in connection to environment and sustainability. The institution believes in renewal energy to conserve energy and also strongly supports tree planting in the campus to help the ecosystem. Water conservation system is adopted to save water and to save nature, the Institute adopts online platforms wherever possible.

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

1.3.2

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

Response: 18.59

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 113

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 84.47

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2021-22	2020-21	2019-20	2018-19	2017-18
146	158	133	159	122

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
170	170	170	170	170

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 34.81

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	10	11	4

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	27	27

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 15.2

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential learning, participatory learning, and problem-solving procedures are all effective ways to put students at the center of the educational process. With the use of ICT-enabled technologies like online resources, teachers design lessons that are both informative and interesting for their students. the following are the details about the initiatives taken in the institution.

a. Experiential learning

In simple words, experiential learning means learning by doing. It places an emphasis on practical experience, introspection, and the blending of theory and application. the institution has been putting this into practice through laboratory experiments, field excursions, case studies, simulations, and group projects are all examples of activities that teachers plan to facilitate experiential learning. Critical thinking, problem-solving, and the acquisition of useful skills are all fostered by these exercises. Most of these methods are followed in the Institution. The required physical facilities like practical labs, stimulation labs, and computer labs are created to ensure hands-on training. Some are mandatory as per the guidelines of apex authorities.

b. Participative learning

Active student engagement and group effort characterize the teaching methodology known as participatory learning. It shifts the focus from the teacher to the pupils and promotes active participation in the classroom. Teachers can encourage students' participation and interest through group projects, presentations, discussions, and debates. Students in a classroom where everyone has a voice and everyone contributes to the discussion will grow as individuals, as members of a group, and as communicators as a result. The institution has been conducting these activities besides the chalk-and-talk lecturing method for the number of hours prescribed by the University.

c. Problem-solving skills

Methodologies for teaching problem-solving skills place emphasis on helping students learn to recognize, analyze, and find solutions to concrete challenges. Teachers have the ability to offer students with real- world, difficult challenges that call for analytical thinking, thorough investigation, and innovative approaches to finding solutions. Higher-order thinking and real-world application are both fostered through problem-solving pedagogies, which encourage students to consider alternative approaches, work together and assess the results.

d. ICT-enabled teaching and learning

Teaching and learning are greatly aided by the widespread availability of high-quality online resources and other forms of ICT-enabled technologies. The faculty and the students in the institution largely make use of multimedia presentations, educational websites, online simulations, virtual labs and interactive learning. These resources promote independent study and provide a diversity of media types to appeal to a variety of students. Teachers and students are well-oriented to make use of the ICT infrastructure created in the Institution in fact it has been considered as a flagship programme of the Institution. The e-learning resources are generated by the faculty for supporting the students learning along with lectures, group discussions, library references and online access to books and journals. Students are enabled to give PowerPoint presentations and download study material to support the teacher's notes and web links.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 92

2.4.1.1 Number of sanctioned posts year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
40	40	40	40	40

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 16.85

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
06	05	07	07	06

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Mallige College of Pharmacy follows the University guidelines for the conduct of examination and evaluation procedures since it is an affiliated one. The Institute organizes induction/orientation programme for the freshers and their parents during which the Principal and the faculty in charge of examination explain them the detailed guidelines about the scheme of examination, evaluation system, eligibility and passing criteria. Before the commencement of every academic year, academic calendar is communicated to all the institutes by the University and based on that calendar, Institutional calendar will be prepared. Academic Calendars are displayed on the notice boards and also communicated to students on social media. The Institute has constituted an Examination and Evaluation Committee which takes care of all examination related work at institute level. Every year the RGUHS sent fresh guidelines regarding the conduct of internal assessment tests and also external theory examination conducted by the university. For each semester exam/Annual exam, faculty will be nominated to look after the examination and he/she will be working with the Head of the Institute. He/she communicates all examination related matters to staff and students through notices and displays them on the college notice board. It is mandatory for the faculty to set two question papers for the sessional examination and one will be selected by the sessional committee. An invigilator is appointed to each examination hall. The internal sessional exams are held periodically as per the time table given by the sessional committee and is further communicated to all in the form of circulars and display on the notice boards and also through group messages. Faculties are allotted for invigilation duties and the entire examination process is monitored by invigilators and online through high resolution CCTVs. Internal flying Squad members are also appointed to monitor even the sessional exams. Sessional/Internal Assessment marks will be entered into RGUHS Portal by the concerned faculty and verified by the sessional committee. Lab internal assessment for B. Pharm, M. Pharm and Pharm. D are done based on continuous internal assessment inclusive of day-to-day performance, maintenance of observation and submission of record work on weekly basis.

The University announces examination dates and time-table would be communicated to all the staff and students through circulars and by displaying on the notice boards. The University examination results of students are announced by the University on their website. The Institution has an examination center to conduct both Regular and Supplementary examination of all the semester end and annual examination at the Institute. The CCTV cameras are installed in the examination halls and at the place where the question papers are downloaded, printed and written answer scripts are scanned under Surveillance. Answer scripts are evaluated as per the University directives by digital evaluation process and it is robust and transparent. Further, sessionals/Internal Assessment marks will be added to final marks scored in the University examination. The answer scripts are preserved for further clarifications if any.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Displaying Programme Outcomes (POs) and Course Outcomes (COs) on the Institution's website is a valuable practice for providing transparency and ensuring stakeholders have access to important information about the programs offered. These outcomes serve as a guide for Students, Faculty, and other Stakeholders to understand the intended learning objectives and the knowledge, skills, and competencies students are expected to acquire upon completion of the program.

By stating and displaying POs and COs on the Institution's website, Students can make informed decisions about their program of study. They can understand the specific learning outcomes associated with each course and how these outcomes contribute to the overall program goals. This information also helps students track their progress, set learning objectives, and assess their own development throughout the program.

For faculty, having clearly defined POs and Cos, help in designing curriculum and classroom delivery, plan instructional strategies and assessment methods. It provides a shared understanding of the desired learning outcomes and facilitates effective teaching and learning practices. Faculty can align their teaching approaches and assessment methods with the intended outcomes, ensuring that students have opportunities to achieve the desired competencies.

Additionally, stating and displaying POs and COs on the website enhances accountability and transparency towards the Institution. It allows Stakeholders, including Students, Parents, Employers, and Accrediting bodies to understand the program's goals and outcomes. It also facilitates program evaluation

and continuous improvement in it.

The assessment includes the following:

1. **Sessional Examination:** As most courses comprise theory as well as practical, sessional exam/internal examination is done for both separately. Course outcome attainment was measured based on students' performance in three sessional examinations for the annual pattern and two sessional examinations for the semester pattern for each course as per university ordinance.
2. **Continuous assessment:** For the theory courses, assignments and attendance are considered as a tool for evaluation. In practical courses, attendance and viva are considered as tools for evaluation.
3. **University Examination:** Annual examination and end semester examination in Theory and Practical were considered as tools for evaluation.

In all, stating and displaying Programme Outcomes (POs) and Course Outcomes (COs) on the Institution's website is a beneficial practice that promotes transparency, informs stakeholders, and guides curriculum design and assessment strategies. It helps students understand the expected learning outcomes, assists Faculty in instructional planning, and supports the Institution's accountability and continuous improvement processes.

The entire information relating to the objectives, contents, methodologies of computation are clearly shown in website of the Institution. It helps the parents of the perspective, present and past students to know the worth of their graduation amidst of the competitive world.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of course outcomes and program outcomes were evaluated based on the performance of students in various assessment tools. Assessment tools were categorised into direct assessment tools and indirect assessment tools. Sessional examination, continuous assessment comprising assignment, viva, and university examinations were considered as direct assessment tools. The following are the standards set for, methodology followed in computation and analysis of attainments by outgoing students of 2018 - 19 batch B Pharm Students.

1. Standard levels set for students:

Below said attainment levels are considered in all methods of assessment.

Attainment Level 1: Less than 40% of students scoring less than 40% marks out of the relevant maximum marks is considered to be the attainment of “1”

Attainment Level 2: More than 40% of students scoring 40-59 % marks out of the relevant maximum marks is considered to be the attainment of “2”

Attainment Level 3: 60% of students scoring 60% or more than 60% marks out of the relevant maximum marks is considered to be the attainment of “3”

2. Methodology followed in computation

For Program outcome attainment, course outcome attainment values obtained from the above said tools were taken. All course outcome attainment values as consolidated and program outcome attainment was calculated as per the mapping values of COs to POs. For the purpose of presentation of calculations of POs and COs in the Institution, the Institution has taken the B Pharm students of 2018 - 19 batch.

The RGUHS in their curriculum guidelines for this program have taken the subject knowledge practicing skills and attitudinal aspects as the COs and POs. POs are sum total of COs of the entire program.

Therefore accordingly the institution has attempted to compute POs for 2018 - 19 B.Pharm students. The COs are the outcomes quantified for each subjects in the entire program, this is presented as under

$$PO = CO1 + CO2 + CO3 + \dots$$

For calculation of course outcome attainment, 70% weightage is given to the sessional examination, and continuous assessment and 30% weightage is given to the annual exam and end-semester examination.

For example, P1 denotes Pharmacy knowledge, is one of the total program outcomes.

The course teachers assigned the grades to each student and the subject knowledge is quantified by the grades assigned by the teachers taking into account marks secured in the university examination, sessional examination and continuous assessment.

The set attainment level for PO is 1.8 (60%) in the scale of 3.

The attained weightage is 2.34

3. Analysis of attainment of POs and COs.

Based on the above calculation, it can be concluded that the Institute has achieved the set target in most of the program outcomes of 2018- 19 batch of B. Pharm. In the years to come, the Institution is aiming to do better in this aspect with the coordination of all the faculty members.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 91.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
112	75	81	57	54

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

2021-22	2020-21	2019-20	2018-19	2017-18
113	77	99	71	56

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 1.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.60	0.57	0.0	0.0	0.0

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

Ecosystem for innovations & research:

The Institution has created an ecosystem, for innovation, research, and other connected initiatives for acquiring and transferring knowledge. This facilitates the faculty members and students to take up research activities. The institution has established the Research and Development Cell to monitor and addresses the issues related to research, IPR, and short-term projects with the guidance of the Principal and all HODs. Under the cell, two pooled patents and one in-house patent have been published by the faculty, along with their other publications under the impact journal. Recently, the faculty have published their paper in high-impact journals with IF = 5, 3 and progressive improvement has been started. In the current year the institution has established the incubation center to incubate new ideas in the faculty and the students for the further benefit of Institution.

Objectives and Functions of the R & D Committee:

- To create a research culture among faculty members and students.
- To motivate, identify and assist with funding from Management as well as funding agencies like RGUHS, CSIR, DRDO, DST, KSPC, ICMR and AICTE.
- To process the funding proposals for organizing workshops, seminars, and conferences for RGUHS.
- To motivate faculty members and students to publish papers/articles in national and international reputed journals.

Action taken:

- Faculties are encouraged to increase the number of research publications and to undertake minor and major research projects from various funding agencies.
- Organized seminars, conferences, and workshops to boost students, research scholars, and faculties to interact with alumni students who have successfully become an entrepreneur through alumni associations.
- Seminars are organized to provide a platform for students, research scholars, and faculty to interact with industry experts and eminent academicians and to obtain information about the latest trends in the field of pharmaceutical research. Faculty and UG and PG Students every year would participate in research & IPR-related workshops. Students and research scholars present their research work (poster/oral presentation) at conferences.

Impact of Action taken:

- Faculties attended the entrance examination for the Ph.D and most of them faculties have enrolled for the same.
- There is sizeable increase in the publications by faculty members in national and international journals.
- Faculty members took the initiative to enroll themselves in a number of professional societies/bodies. For example, IPA, APTI, APP.
- Faculties besides attending webinars also have guided the students to attend online webinars during a pandemic to get exposure on how to prepare research proposals, research papers and manuscripts.
- Faculty has shown interest to attend many online and offline FDPs for the upgradation of their knowledge. In the past two years that is from 2019 - 2021, the faculty have attended about 77 Seminars, conferences and webinars organized by the Institution on its own and other institutions.
- Training on Sophisticated instruments was organized for teachers and students to provide knowledge of instrumentation, handling, and applications of the high-cost instruments.
- The faculties who are presently pursuing Ph.D. are allowed to use the Lab and Library facilities created in the Institution at free of cost.
- Every year the Institution has been conducting field visits to IIHR and GVK for our 2nd Pharm D and 5th-Semester students. They are making reports about the medicinal plants and submitted to the departmental HOD.
- Pharm D students do clinical training as per university policy. Mallige Education Trust runs the Hospital. Mallige Hospital, #31/32, Crescent Road, Near Race Course Road, Shivananda Circle, Bangalore.

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

3.2.2

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

Response: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	04	00	05	03

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.18

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	04	04	01

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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: 0.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	00	02	02	02

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Extension and outreach activities

The Institution has created an instinct for extension and outreach activities carried out in collaboration with Government and Non-Government organizations. Our NSS team in collaboration with Red Cross Society and other organisation are conducting many activities and services to the public who might not otherwise have access to those services. The institution has given opportunity to the students to expose themselves to public services. So that, the students became aware and bring awareness among the public community. Some of the programmes like blood donation campaign, health screening camp, clean environment, health awareness programme in school were conducted. The information was provided using display of poster, Audio visual aids, rally. The orientation program is organized for the newly admitted students on anti-ragging, sexual harassment, and drug abuse in liaison with the police officer in order to create awareness.

Activities addressing social & gender issues:

- Mallige college of Pharmacy in coordination with Gram Panchayat of Huralichikkahalli organizes awareness Programme by NSS unit. The Programme includes Health Camp, Yoga, No Tobacco Day and Women Empowerment, educating high school girls regarding menstrual hygiene management and Polycystic Ovarian Disease.
- Awareness programmes have been regularly conducted in the surrounding villages. During the health check-up camp, doctors from nearby health care centers are invited to conduct the program.
- Special lectures and skit presentations programmes are conducted on the subjects relating to gender equity.
- The College has received appreciation letters from recognized bodies in past years.

Blood Donation programme:

The College has been organizing the blood donation camps to create awareness and motivate students, faculty and public for blood donation with Red Cross unit in Bengaluru city and suburban areas. In the past 5 years the Institution has organized 3 blood donation camps in co-operation with various Government and Non Government organisations.

Impact of extension activities on students:

- The impact of extension and outreaching activities organized by the Institute has created a sense of understanding in students about social issues in neighborhood communities. Students have developed coordination, leadership, time management, discipline within themselves and also awareness among the public, and an understanding of the requirements of community problems. Such program creates inspiration for youth to have a sense of empathy for the ailments of the open public.
- Social activities like Blood donation, Yoga Day and No Tobacco Day and many such programme have imbibed moral values, social responsibilities and a sense of belongingness among students.

- It has achieved a success in convincing the villager to give up bad habits and motivated there to live in harmony and peace.
- Among the several extension activities conducted, the most noticeable one is the Unnat Bharat Abhiyan programme i.e Government of India sponsored national programme. Under this programme Socio-economic services of the people residing in the selected five villages i.e. Narasipura, Kumarahalli, Thrirumalapura, Thammarasanahalli and Govindapura was conducted and reports were prepared.
- The above mentioned villages were adopted by the Institution for regularly conducting community outreach programme, these programmes include the Swachh Bharat Abhiyan activities, awareness building activities and curative activities like conducting health checkup and treatment.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

The institution's dedication to extension work has been recognized by the government and officially recognized organizations. The Institution's faculty, staff, and students have given 232 units of blood to the Society during the past five academic years. The following table provides specifics on the honors and citations that have been bestowed.

Sl. No	Name of the activity	Name of the award/recognition for institution	Year of Award	Name of the awarding government /government recognised bodies
1.	Social Service Activity	Certificate of Appreciation	2022-2023	Huralichikkahalli Gram Panchayat Office, Bengaluru (Govt. Body)
2.	Youth Red Cross Wing	Certificate of Appreciation	2021-2022	Indian Red Cross Society (Recognized Body)
3.	Voluntary Blood Donation Camp	Certificate of Appreciation	2021-2022	Sapthagiri Institute of Medical Sciences & Research Centre, Bengaluru (Govt.

4.	Voluntary Blood Donation Camp	Certificate of Appreciation	2017 -2018	recognized Body) Primary health centre hesaraghata, hesaraghata, Bengaluru (Govt. Body)
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File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 29

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	02	00	05	04

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 10

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Mallige College of Pharmacy was established in the year 2006, on a twelve-acre campus managed by Mallige Education Foundation which was established in 2003 with an objective to provide quality education in the field of pharmaceutical sciences. Mallige Education Foundation also owns two multi-specialty hospitals in Bengaluru. The campus is situated away from the city free from the tumult of the city. It creates an ambiance where students can focus on academics as well as various activities with a free mind and complete focus. The Institution has an architectural building with two floors having adequate ventilation and greenery around it.

Instructional Infrastructure

Classrooms: Classrooms have adequate ventilation so that power consumption is minimal. Adequate number of classrooms are enabled with Wi-Fi and ICT facilities and fitted with whiteboards and necessary furniture.

Laboratories: There is an ample number of laboratories to meet the requirement of various departments. They are well equipped and have adequate ventilation along with exhausts and hoods wherever necessary.

Seminar Hall/Examination Hall: It is well furnished with two hundred occupancies and enabled with ICT, LAN, and Wi-Fi facilities.

Central Computing Facility: The Institution has a well-established computer lab with Wi-Fi and LAN.

Central and Digital Library: The library is spacious and possess sufficient number of books with LMS facility and barcoding system. Digital library provides users with the ability to search information from anywhere with an internet connections and also has Helinet.

Machine Room: It is a specialised laboratory that housed various equipment like tablet punching machine, *in vitro* USP Dissolution apparatus etc., maintained as per the regulatory bodies and curriculum.

Animal House: CCSEA recognised animal house is existing in the Institute bearing the number 1432/PO/Re/S/11/CPCSEA.

Administrative and non-instructional area

The administrative area includes the office, the principal's office, and the board room. They are well furnished and provided with Wi-Fi and LAN facilities. It is located on the ground floor and accessible easily.

Faculty rooms: They are located in multiple places so that faculties are easily accessible to students of different disciplines. All staff rooms are well furnished, have separate cabins, and also have both Wi-Fi and LAN facilities.

Auditorium: It is located outside the college building in the campus with sufficient area to conduct various extra-curricular activities.

Girls and Boys common rooms: Common rooms for girl students and boys are in place in the Institute.

Centralised Store: It is located in the ground floor for easy access for the storage of necessary chemicals, equipment, glassware, etc. It also takes care of the purchase and maintenance of the same.

Medicinal Garden: It is located at the centre of the architectural building in the ground floor and sufficient number of medicinal plants are maintained as per the requirements.

Sports and Gymnasium facilities: Spacious playground is used for athletics, cricket, and football. Well equipped Gymnasium is in place.

Yoga centre: Yoga centre is provided in the campus to conduct various yoga and meditation programs.

Hostel facilities for Girls and Boys: They are located outside the campus and well furnished.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 36.3

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
7.34	3.92	26.36	9.60	80.56

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

The library is considered as a place of knowledge accumulation. It is the sanctum and sanctorum of the Institution. In the past only hard copies of books and journals were used to be stored and made available to the students and faculty for reference. Now-a-days, the technological developments have brought enormous changes in digitalizing the entire library books and journals. It is the e-library that is found most relevant for the educational institutions.

This Institution has been continuously making efforts to introduce IT facilities largely in equipping with electronic devices like computers, scanners and printers. The digital library is created separately for the use of students and faculty. There are 25 computers in the digital library installed with required software. Almost all e-books which are available at free of cost can be accessed in the library. Similarly the journals also. The online journal access facility through HELINET consortium is provided by the University.

The Institution has installed Integrated Library Management System (ILMS) in the library that is NGL version 3.1.1 software provided by Unitech solutions, Bellary Karnataka. The Institution has procured it and installed to facilitate the following functions-

- 1. Accessioning:** All the books details are entered in Accession Register and barcoded.
- 2. Circulation:**

- All the books are issued and returned through software. When user issued the book (check out) immediately will receive the e-mail.
 - Renewal procedure: renewal of the issued books is also through the software.
 - Book reservation: students can reserve their books in advance through this software.
3. **Journals:** These are also entered and maintained (subscribed print journals).
4. **Gate register software:** user in-time and out-time will be entered here.
5. We can upload free e-journals, e-books and educational or lecture videos.
6. User can suggest or recommend the books through this software.
7. **Q R Scanner:** User can download syllabus, e-books and previous year question papers and question banks by scanning the provided QR code.
8. **Online Public Access Catalogue (OPAC):** User can search required books and journals through OPAC inside the campus only.
9. **Advantages:**
- Easy to provide statistics (total books statistics and usage statistics)
 - It helps the students and faculty to the national and global library network.

From the point of view of customizing the faculty and students to the recent developments taking place in the field of academics and practice of pharmacy education, the Institution planning to conduct the Library Orientation Program in the beginning of every academic year. During this program the faculty and students are briefed about the new books, innovative events, accessions, new softwares and changes in the process of issues, collections, timings and maintenances and so on.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Mallige College of Pharmacy updates its IT facilities in order to gear up with the transformation that is happening across the globe in all walks of life including educational sector. The Institution has adequate IT facilities which includes a total of 59 computers in digital library and labs. The bandwidth of internet is updated to G net with 100 Mbps speed. In the year 2017 - 18, the Institution provided BSNL Wi-Fi facility with 100 Mbps speed. In 2019-20 Institution provided Reliance Jio lease lines 10 Mbps speed internet. All the 14 classrooms in the Institution are fitted with IT facilities like projector, display board

with internet facility. All the 14 classrooms, seminar halls, library, auditorium are also provided with IT facilities. The entire building and the Institution campus is brought under CCTV camera surveillance.

The office is also fully equipped with IT facilities to provide quick and quality service. Admissions, accounting and correspondence activities are electronically conducted. The required softwares like Tally like softwares are installed. The Institution has developed a electronic network with apex authorities, parents, students in academic and general administration. The Institution has a website which is periodically updated with day – to - day current events and special reports. E-learning resources created by the faculty are also uploaded as and when it becomes necessary. In the academic year 2020 - 21 Institution updated its internet facility G net with 100 Mbps for the students.

The passwords are made available to the students at all floors. In addition, each department has a separate Wi - Fi facility with router password made available for all students. Each class room and seminar hall has LCD projector fitted with an output device and a Wi - Fi connection for internet access. Pharm D students have access to Micromedex database solutions as their evidence based reference. R Work software is used for documentation of the academic activities. The Institution, in the past five years made substantial investment in the procurement of IT equipments and instruments like hardware and software.

For the purpose of keeping the faculty, staff and students abreast with the developments taking place in the field of educational technology, the Institution, besides creating the relevant IT infrastructure has been organising orientation courses as and when needed. The RGUHS also conducts orientation and refresher courses to the faculty periodically to make them aware of technological developments in teaching, learning and evaluation. Question papers set in the university are sent to the Institution online half-an-hour before the starting of the examination. The answer scripts written by the students would be scanned and deposited in the University examination portal. Even the evaluation of answer scripts also is done in online mode as per the arrangements made and instructions given by the RGUHS. The results are also communicated through electronic means that is through email or by downloading from website. The Institution has created the necessary infrastructure for the conduct of external and internal assessment examinations including the installation of CCTV cameras in the examination halls.

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

4.3.2

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

Response: 10.31

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 59

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 17.74

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)

2021-22	2020-21	2019-20	2018-19	2017-18
12.38	8.59	11.79	13.17	16.52

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 23.22

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
243	120	110	92	50

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	View Document
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	View Document
Upload policy document of the HEI for award of scholarship and freeships.	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

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

Response: D. 1 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 6.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	54	32	34	23

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for 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: B. 3 of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 76.52

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
93	62	70	42	23

5.2.1.2 Number of outgoing students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
112	75	81	57	54

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 12.36

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	01	2	00

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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) during the last five years

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	0	0

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

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

Response: 8.4

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	11	15	10

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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:

With an intention to make use of the knowledge, skill and experience of alumni, the Institution has established Alumni Association and got it registered under Societies Act. It provides considerable financial and/or other support services to an Institution's growth. The Alumni Association can help in the following ways:

There has been a practice in the institution to take feedback from alumni with regards to infrastructure, admissions, teaching and learning, experiential learning, research and publication, especially on the curriculum followed. This feedback process is continuous, that is, as and when time comes. The formal feedback form is got filled once in a year when the annual Alumni meet is conducted.

Some of the Alumni members who are locally accessible are invited to the programmes like seminars, national and international dedicated days are celebrated. During that time they have assured some financial assistance in the form of cash and kinds.

The Alumni Association has the ability to fund current students' education by establishing scholarship and grant programmes. This can ease some of the financial pressure and assist make sure worthy students can afford a good education.

Mentoring and networking are two ways in which alumni can give back to the academic community and help current students succeed. They can also help set up meetings between students and experts in various fields.

Alumni who have achieved great success in their fields are invited to give seminars or guest lectures on a variety of topics. By doing so, they can get practical knowledge and understanding of how other fields function.

Internship and Job Placement: Alumni can help by placing students in internships at their companies or by helping them find jobs after graduation. Students' chances of getting jobs after graduation can improve dramatically as a result of this.

Reunions, professional networking events, and industry-specific conferences are just a few examples of the kinds of alumni engagement events that the Alumni Association can plan. These gatherings help people connect with one another and promote the exchange of ideas.

Institutional Advocacy Alumni can play an important role as advocates for their alma mater by spreading the word about the great work being done there. They can represent the school in a positive light and assist bring in new students, donors, and business associates.

The Alumni Association and the school must set up reliable lines of communication and keep the relationship robust. Methods such as newsletters, online communities, and social media sites can help keep old students in the loop. It is essential to develop a sense of pride and devotion among the alumni community by acknowledging and appreciating the achievements of alumni.

Institutional advancement and stakeholder unity can both benefit from the Alumni Association's wealth of information, experience, and connections.

Some of the alumni who are the successful entrepreneurs, administrators, and social workers, local and state politicians stand as role models are the students to emulate.

The Institution maintains the record of contributions made so far to inspire the prospective alumni to inspire the prospective alumni to have a regular touch with the Institution.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

1. National Education Policy 2020:

This NEP envisions to revamp the higher education in the country in terms of curriculum, teaching and learning, infrastructure development, research and publication, teachers' motivation, institutional and individual teachers' autonomy and the organizational and administrative restructuring. Large scale, multidisciplinary and skill oriented vocational education based on Indian ethics and constitutional values are the transformations conceived. Technological application in academic and administrative functioning is emphasized.

Keeping in view these aspects, the institution has initiated several measures. These include the establishment of strong and sturdy governing council with high profile professionals and philanthropists as members. The institution has opted to go for assessment and accreditation by NAAC to grow vertically and horizontally on qualitative lines. ICT applications and operation are encouraged in students, faculty, office staff in all their works and functions. It is contemplated to transform the institution into autonomous, one to have freedom to plan and execute various quality measures to make the graduates employable and ethically competent.

2. Sustained Institutional Growth:

The Mallige Education Trust, the sponsoring institution of this pharmacy college has created a state of the art infrastructure, teaching and learning environment, quality faculty and staff with professional commitment and system for stable financial growth. Academic and administrative measures initiated are attracting students from different regions and states. Teachers are continuously trained and motivated with welfare measures. As a result, the students enrollment, faculty and staff recruitment, pass and distinction percentage of students have been increasing year after year.

3. Decentralization:

The entire functioning of the Institution are divided into different tasks and activities and entrusted to the designated people having qualified and capable to effectively execute. Under the Institutional Governing Council, the academic and administrative wings are functioning. Principal is the overall authority to coordinate, control and motivate the faculty, staff and students. To ensure democratic management, some powers are delegated to the Vice-Principal, HODs and Faculty. Various committees are formed to assist the Principal in planning and executing the academic and administrative tasks. Decisions are taken collectively and implementation is as distributed and delegated.

4. Participatory Management:

Accomplishment of any task become easy and effective if the people working in an organization are trusted and allowed to work together. It is an opportunity to identify, apply and develop individual talents for institutional development. Keeping this in mind wherever it is possible faculty, staff, students, parents, alumni are made as members in different committees formed in the institution. In some of the committees like sports and cultural committee students only are the office bearers and independently plan and execute the events under the guidance of principal and faculty.

5. Institutional Perspective Plan:

It is clearly mentioned in NEP that every HOI should trace its development plan. This institution since from its inception has been preparing such plans.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Institutional bodies are operating effectively and efficiently, as evidenced by policies, administrative structure, appointment and service regulations, processes, etc. The Institute's Supreme Statuary, for Instance, Dr. A. C. Sreeram serves as Chairman of the Governing Council of Mallige College of Pharmacy. The Governing Council is responsible for the day-to-day operations of the college and is responsible for setting the agenda for all meetings. Specifically, it is the College's legal governing body. The composition of the Governing Council is established by the management. It adopts policy decisions and has the authority to examine the institution's performance and ratify a decision made at the previous meeting. In times of urgent requirements, the institute's needs and requirements must be approved by the Governing Council Chairman or the Chairman's designee. The Institute has various committees and they work in the comprehensive development plan of the Institute related to administrative, academic, curricular and co-curricular activities. The Management clearly defined the service rules and recruitment process and the role and responsibilities of the Principal. The Principal acts as a leader to percolate the

policy down the line and he is mainly involved in the promotion and development to meet the Institute Vision and Mission. Vice-Principal is majorly involved in academic, administration, overall monitoring and execution of the work assigned. The Vice Principal in turn calls HoDs to monitor all the records and documents maintained by respective Department. Head of the Departments conducts departmental faculty meeting, inform the laboratory technicians/attendees for the verification of stock and collect the requirements. HODs also engage in organizing departmental workshop/add on/certificate course/webinars/seminars/field visits in coordination with other HoDs.

Examination in charge and her team monitors and execute all examination related activities and smooth conduct of all types of examinations in the institute. Training and placement officer is engaged in preplacement and placement related activities. Research Director of the Institute is engaged in R&D, applying for funding; submit project proposals and IPR related activities.

Faculty members plan, schedule, and organize, co-ordinate and monitor theory and practical classes, perform the examination duties and co-curricular and extracurricular work allotted time to time, engages in the research activities, maintain the record of all academic activities and make available as and when required. The institutional strategic plans are driven through the various academic and administrative committees under the leadership of Principal. The staff and students have given the representation in these committees. Some of the committees are as follows:

1. Internal Quality Assurance Cell,
2. Academic Committee,
3. Antiragging committee,
4. NSS Cell
5. Purchase Committee
6. Examination Committee 7.R&D Cell etc.,

Regular meetings of various committees are conducted and decisions are taken. These decisions are implemented by the staff members for the overall development of the Institute and the students.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Institute recognizes service and dedication of teaching and non-teaching faculties and offers them various welfare measures. Staff welfare fund is existing in the institute to avail loan facility at nominal rate of interest. Medical leaves are provided to staff yearly on medical emergency as well as extra leaves are also granted in their need. The faculties are also granted special casual leaves and duty leaves for the purpose of higher studies, examinations, up gradation, or research work. For the benefit of faculty, employment provident fund and financial assistance for attending conferences are offered. The faculties who have completed doctoral degree, or published books or received patents are also rewarded every year with memento and certificate. Faculties are sponsored to attend faculty development programmes. Institute also recognized the contributions of non-teaching staff and felicitates them. A Performance appraisal system for teaching and non-teaching staff has been established to provide systematic employee evaluation across various performance dimensions and for quality improvement.

The Institute will look into various aspects like faculty qualifications, participation in FDP/training, seminars/conference/workshops acting as a resource person, externally funded projects, publications and patents. Adaptation and contribution to New Pedagogical Practices. Annually, the faculty fills and submits this report to higher authorities. Based on information provided by each faculty, the higher authority scrutinizes documentary evidence, and recommendations are given to faculty based on performance.

Non-teaching staff performance is evaluated based on their understanding of responsibilities, duties, their execution, advancement of knowledge, technical abilities, behavior with colleagues, students, and teachers, punctuality, attendance, accuracy and discipline. The HoDs forwards the form to the Head of

the Institution for evaluation and the Head of the institution based on the form, decides the annual increments in consultation with the Management confidentially.

The staff has been provided with free transportation facility, maternity leave, and staff has been given liberty to avail emergency leave and the same is registered in the deviation register of the Institute.

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

6.3.2

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

Response: 10.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	9	07	02

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes

(FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 21.53

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
18	5	2	10	10

6.3.3.2 Number of non-teaching staff year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Institution has various policies in place to motivate the faculty members to submit projects to the various funding agencies. The R&D cell encourages faculty to do R & D work. The Institute has short term and long term plans to mobilize resources from agencies like DST, SERB, VGST, University etc. Through industry institute partnership the institute has plan to raise the funds by solving industrial problems. The institute is having long term goal and planning to have MOUs with industries. Further, the institution relies on its own resources to operate. Each year, tuition and fees from students are the primary source of revenue to cover operating costs for the entire fiscal year. During the admission period, the fee schedule will be posted on the bulletin board in the Admissions area and the students who are seeking admission to various courses are informed to go through the student bulletin board. The Institution has a well set mechanism of internal and external auditing system comprising internal and external auditors. External auditing will be done by R. Chandrashekhar and Associates, Chartered Accountants, firm Reg. No. 006783S. Accounts and finance officer monitors the accounts and procedures of internal control of finance on a day to day basis. The submission of tax payments and income tax returns are being carried out regularly each year. Institute prepares books of accounts as per statutory requirement and maintains properly. Internal audit is carried out by the internal auditor appointed by the Trust. External auditor will do auditing at the end of the each financial year as per the government rules by competent and registered Chartered Accountants appointed by parent organization and the consolidated audit report will be given showing all the details of accounts, borrowings etc. The Auditor will look into various accounts related to purchase, expenditure and grants utilization and issue of Utilization Certificate and involve in the preparation of the financial statements of the Organization. There are no significant financial deficits and liability on the part of Parent Organization/Trust in the last 5 financial years.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The success of the institute lies in the continuous monitoring of the functioning of an organization through quality indicating framework (QIF). Now a day, Institute is also called the academic industry and the assurance of good quality products viz., students can only come through the effective implementation of academic, research and internally developed auditing system. The institute is much vigilant and working in this regard. Internal Quality Assurance Cell (IQAC) will observe executed plans and processes for the growth of the Institution. Few of such process which is being followed by IQAC can be like Academic Monitoring through IQAC, Feedback system from stake holders on teaching and

academic facilities, co-curricular activities, Program Outcomes attainment etc. IQAC monitors and encourages effective implementation of teaching learning process in the Institute and several things are like regular attendance of students, status of syllabus accomplishment, mentor mentee meetings, meeting decisions, tests, retests, presessionals and assessment of student's performance in internal examination, co curricular and extracurricular activities plan and execution. Most of the time, IQAC collect the feedbacks through online platform which helps to save the time required for assessment of data and taking necessary actions. Based on the response and data received from various committees at regular intervals, IQAC directs the concerned committees for further implementation of corrective measures. Many subunits like academic cell, examination cell, training and placement cell, grievance redressal cell and several others committee works under the umbrella of IQAC for timely execution of decisions. This also favors the delegation of powers and decentralization of decision-making process practice of the institute. Every cell is having its separate objectives and constitution which helps them for effective monitoring of progress related to the reforms implemented by IQAC. At the end of every academic year IQAC analyze the performance of institute in various fronts as result of newly implemented strategies. Institute follows outcome based education and henceforth the attainment of program outcomes (POs) is highest priority of the institute. The impact of efforts taken on a every single batch of graduates are recorded as direct and indirect attainment of POs. The syllabus is linked with course outcomes and ultimately related to program outcomes, as well as several co-curricular and extracurricular activities are in line to attain POs.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2. Academic and Administrative Audit (AAA) and follow-up action taken**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Participation in NIRF and other recognized rankings**
- 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The Institution has been making considerable strides in the past 5 years in attaining its goal of gender equity taking into account the constitutional norms and human values. For the purpose of conducting various activities relating to gender equity and sensitization the Institution has constituted a Women Welfare Committee with the Principal as Chairperson and women faculty, staff and students representatives as members. The Committee plans the annual events to be conducted on the campus for students and off the campus for general public in the neighbouring villages of the Institution. The participatory management principles are followed in the actual execution.

Various programmes like special lectures on the topics of Women dignity, laws relating to the women equality, decent respect to be shown to them in day to day life are conducted by inviting the dignitaries and activists in different walks of life. The students are guided and trained to conduct number of skits, presentation, cultural events, sports activities and community outreach programmes. The Institution, since is a co-education one, is having a best opportunity to educate and imbibe the cohesive and coexistive mode of living on the campus and in the community. For this purpose the Institution has been initiating several participatory programmes and activities where both boys and girls students together plan, conduct and take feedback on events that include academic activities like conduct of special lectures, seminars, group discussions, quiz programmes and sports and cultural activities. The Institution conducts the annual Sports and Cultural Fests where in it would be verified that whether the conduct of boys and girls is in accordance with the education given to them and awareness created is exhibited or not.

On the occasions of dedicated national and international days like International Womens' Day, the Institution conducts special lectures, seminars and group interaction like activities to create awareness about the Women's rights and the general duties of every citizen towards the respect and dignity to be shown towards Women. In the past five years, many such gender equity and gender sensitization programmes have been conducted in the Institution.

The Welfare committee conducts Gender Audit annually to ensure that what all activities work planned to conduct in the year with regard to gender equity and sensitization are satisfactorily executed or not. The report submitted by the committee would be discussed at the IQAC meetings to facilitate the further action taking with regards to further improvements. The Audit report includes the comments on the activities planned to be conducted, nature and mode of actual conduct, deficiencies if any and recommendations for the activities to be conducted in the next year.

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

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Mallige College of Pharmacy is one of the prestigious institutions of Mallige Education Foundation ®. The Mallige Education Foundation was established in the public interest of imparting pharmacy education to the desirous students especially from the rural and backward regions. It is with a vision to reach the higher education to the needy students and prospective practitioners on inclusive lines that is quality education at affordable costs. The following are the details of initiative taken and activities conducted in the past five years to create inclusive environment in the institution.

Tolerance and harmony buildings activities

Social, economic, linguistic and regional diversities are largely the causes for the conflicts and frictions. Creating tolerance and harmony among the students , faculty , staff, parents and general public is most important to have a congenial atmosphere on the campus and off the campus. Therefore the Institution has been conducting a number of programmes like special lectures, group events like cultural and sports activities, community outreach programmes , interactive session with religious heads and philanthropists as per the annual calendar of events available in the institution.

Social festivals like Ganesh Chathurthi, Saraswathi Pooja on Vasantha Panchami, Onam, Ugadhi where in all the students and faculty of the institution harmoniously participate at the invitation of each other groups.

National integration development programmes like Kannada Rajyotsava, Republic Day, National Mortiers Day like events are celebrated to inculcate the values of national integration and patriotism. Various sports and cultural activities conducted on this occasion to mark the event and bring together the students from diversity background. The Saraswathi Pooja programme is the most special event which

the Institution celebrates every year to create respect and reverence towards each other's religious and regional celebrations. The Institution has made arrangements for teaching the local kannada language for the first year students to make them acquaint with local language for entertaining day today transactions.

Constitutional values and obligation promoting activities

While the young students are pursuing their graduation course it is most important and pertinent to inculcating them the rights, duties, values and responsibilities of citizens of India as embodied in the Constitution of India. For this purpose the Institution has initiated several measures the past five years. These measures include the conduct of guest lectures by experts, presentation of skits on the campus and in the community, group discussions , celebrations of National events like Independence Day, Republic Day and Kannada Rajyotsava days. On these occasions the dignitaries invited brief the students on the pre and post independent India's history; social, economic , cultural and scientific contributions by Indians scholars, artists, players and social activists are highlighted. Matribasha Diwas is organized to bring the students from various ethnic groups on a single platform with different languages and culture together to showcase harmony and unity in diversity. Even to promote ethical values among students, World Pharmacist Day is being celebrated and Voter's pledge has been administered to create awareness on the One's rights and duties as a citizen of India.

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

Best practice - 1

1. Title: PRESENTATION SKILLS: SMART & CONFIDENT PRESENTATION METHOD

2. Introduction

For the best performance of pharmacy profession, academically and in practice, what is needed is the subject knowledge and practicing skills. It has been seen now a days that the outgoing graduates though very distinctive in securing academic marks are lagging beyond in getting job or self-employment. It is only because of the lack of presentation skills in them. Identifying and understanding the importance of this skill, the institution has taken interest to conduct the professional and personality development

program for student.

3. Objectives of the Practice

- To build presentation that create maximum impact and attract the audience
- To improve voice to greater effect
- To develop courage, presentation and communication skills among student community
- To enhance presentability during interview and conference.
- To reduce inferior complexity and to boost confident among job seekers as well as in higher studies
- To adopt and implement simple method to bring changes in their expressions of outgoing students
- To reduce anxiety, stress and fear during presentation and to make students highly focussed

4. The Context

Mallige College of Pharmacy, Bengaluru is admitting students from rural and low Socio-Economic background. Most of them were studied in regional languages in their previous schools and found to have minimal communication skills, inferior complexity and anxiety. Further, students in their classroom will not get the equal opportunity to present seminars and present papers in conferences. Due to huge number of students, giving equal opportunity of exposure to communication and presentation skills is challenging to faculty. Keeping all these in view, the Institute has implemented this programme.

5. The Practice

The programme has been implemented for UG and PG students. In this programme, students are advised to give video shots of the topic related to their course curriculum. While doing video presentation, it was instructed the students to use minimal or no audio visuals aid/text books/piece of paper. Three best video presentations will be shortlisted and suitably rewarded by the Head of the institution.

6. Evidence of Success

- Student satisfaction level: Feedback was taken before and after implementation of the programme
- Appreciation from employers

It has gained the appreciation of the faculties, staff, Management, Alumni and Parents. Some of the employees who have placed the students of our Institution have given the good feedback on these general and specific performance in their jobs.

7. Problems Encountered and Resources Required

- Implementation among large number of students
- Initial reluctance due to lack of technical skills and confidence
- Preserving large videos in place
- Time constraints in the analysis of huge number of video presentations and awarding

8. Conclusion

The programme went well in attaining the expected result. The objectives set have been partially

accomplished. It has given a right inspiration to promote the programme by ensuring that it access to all the students. The cooperation given by the Management, Principal, Faculty, Staff and Students was appreciable

Best practice - 2

1. Title: REMEDIAL CLASSES FOR SLOW LEARNERS

2. Introduction

For the best performance of pharmacists in their profession, student requires a complete knowledge and skill in subjects. To achieve the academic success of all the students, it is required to recognise the students with low capabilities of learning. Remedial classes are conducted for the students who are academically poor and trail behind in learning.

Students below 30% are considered as slow learners and counselled for attending the remedial classes. To meet the above objectives the Institution has been conducting remedial classes as a best practice.

In the remedial coaching classes, students were exposed to theoretical knowledge and practical skills by providing the needed information. As a part of remedial classes, explanation of definitions and concepts would be given in different units of subjects. Emphasis is given to solve model question papers and old question papers. They were also motivated during the class sessions. Study assignments were given as practices to improve their grades. Continuous assessment of students is arranged till the end of the semester.

3. Objectives

- To identify the weaker students from B.Pharm
- To identify the failure students subject wise.
- To strengthen their knowledge skills
- To provide easy notes/question bank/ Old question papers discussion

4. The Context

- Communication barrier in understanding the subjects
- Conventional slow learners
- Failure students
- Academic skill of the students in various subjects
- Concern of eligibility to higher classes

5. The Practice

- **Assessment of the Slow learning students:**

The Slow learner would be identified for each subject separately by respective subject teacher for all the semesters. Marks scored less than 30% in first sessional examination are identified as slow learners.

- **Conduction of activities for the Slow learners:**

- Provisions should be made in weekly timetable
- Individual academic counselling is done by concerned subject teacher.
- Voluntary participation by students
- Assignments for solving University question papers.
- Slow learners are counselled and motivated by the Mentors.

6. Evidence of Success

- Student satisfaction level : Students are asked to give feedback before and after the implementation of the programme
- Result analysis: Continuously students are monitored and assessed for their results and the improvement in the results in the failed subjects

7. Problems Encountered and Resources Required

- Time constraints
- Identification of weaker students among different classes
- Subjects allotment to faculty
- Justification/deciding of question bank and notes
- A Few students participation

8. Conclusion

It is the responsibility of faculty and Institution to ensure the access and equity in the academic rite of students to make them good professionals, academicians and researchers. The remedial coaching classes conducted in the Institution have been found useful to slow learners. These classes have been conducted during the after or pre class hours without disturbing the regular classes, the feedback taken from these students itself certify the success.

File Description	Document	
Best practices as hosted on the Institutional website	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:

1. Title: ICT implementation in the institution

2. Introduction

Information Communication Technology (ICT) application in teaching, learning, evaluation and general administration of Higher Education Institutions(HEI) is an inevitable aspects in the present context of technological development and globalization. Matching the technological applications implemented within the four walls of the classroom with that of outside environment is found important to make the students skill oriented. With the intention to imbibe such computer skills largely needed in teaching, learning and administration. The institution has initiated several measures in the past 5 years.

3. *Objectives*

The following are the objectives of ICT Implementation in the Institution.

- Developing the ICT equipment and instruments handling skills in students, faculty, and staff.
- Moving attune with the scientific and technological developments taking place the outside world.
- Visibly equipping the Institution with ICT infrastructure.

4. Context

The Institution is located on the outskirts of the Bangalore city. Majority of the students are from rural backgrounds. Their level of learning and understanding of the English language is very poor. As has been observed, large number of Pharmacy graduates, though very good in getting marks in their subjects are found lagging behind in the skills needed by the employer. There is a mismatch between what is expected by the employers and what is taught in the Institution. They largely lag behind in computer literacy. The apex authorities like All India Council for Technical Education (AICTE), Pharmacy Council of India (PCI) and Rajiv Gandhi University of Health Sciences (RGUHS) have made ICT use mandatory in teaching, learning, and administration. Therefore, it is inevitable to make arrangements for creating ICT infrastructure and training faculty, students and staff for its effective use. But for these, students who are prospective Pharmacy practitioners and teachers would be deprived of the most needed skills.

5. *Practice*

Efforts have been made to purchase computers, printers, projectors, CCTV cameras and other hardware and software. At present the institution has got 59 computers, 8 printers, 14 projectors and a smartboard. CCTV cameras are installed at different places like classrooms, corridors and in the campus. ICT tools like ChatGPT, QuillBot, Turnitin for Plagiarism check, ExPharma series, Slides AI for creation for PPT, Microsoft Word, Microsoft Excel, Microsoft Power Point are available in the Institution. Student and faculty are given training in the use of ICT equipment and instruments by the experts inside and outside Institution. Special lecturers are organized for this purpose. The Institution has its own website and Wi-Fi facilities with the bandwidth of 100 MBPS.

Now almost all the faculty, students and office staff know well the use of computers, printers and projectors. The faculty give Power Point Presentation in the classroom and use smart boards, create e-learning resources. Participate in webinars and research and review papers in e-journals. The office staff maintain books of accounts with the help of Tally software and correspond through E-mails. In the library OPAC (Integrated Library Management System) facilities are created for downloading e-books, e-journals and other study materials. Barcoding system is created for issue of books.

The RGUHS, while conducting examination sends question papers online half-an-hour before the students start writing examination. The downloaded question papers would be distributed to the students. After completion of the examination all the written answer scripts would be scanned and posted to the University portal.

6. Evidence of success

Due to the state of the art ICT infrastructure created in the Institution and encouragement given to the users, the Institution has earned a good name in the ICT implementation when compared to the other institutions. The students and faculty have become proficient in handling ICT equipment and instrument without causing any damage. As per the feedback obtained from some of the employers, who have placed the graduates of this Institution have appreciated their efficiency.

7. Problems encountered and resources required

The following problems were faced during the ICT implementation in teaching, learning and administration.

- Heavy investments in the context of Government policies on fee fixation.
- Frequent slowdown caused in servers.
- Students and faculty are still not serious about the ICT use in the context of teaching, learning, evaluation and general administration.

8. Conclusion

The initiatives taken by the Institution in creating an ICT environment within the building and on the campus have delivered the fruits. The students, faculty and the staff have become well versed in the use of ICT facilities and their applications. In spite of this, the Institution has a long way to go in making use of technological applications in academic and administrative functioning. It is the future plan of the management to accomplish it.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Mallige College of Pharmacy is engaged in imparting quality education and research in the North part of Karnataka. It has its foot print in this region since 2006. Institute has fifteen smart classrooms and fourteen laboratories for teaching learning activities. NSS unit of the institute is highly committed to social work and in the last few years, much activity has been conducted under NSS banner which was well appreciated by the local villagers. NSS is engaged in the promotion of community service, social and civic responsibility among students. The institution clearly focused on learning, teaching, exploration, service and creating ethics among students community. Apart from regular curriculum, students have been groomed in co-curricular activities. Students have been given ample of opportunity to attend workshops/conferences/seminars/guest lectures etc. To induce life skills among students, they are encouraged to take active role in health camps, awareness programmes and Swachh Bharat Abhiyan. Under Unaat Bharat Abhiyan, the institute has adopted five villages and village survey and social activities have been initiated with the grant provided by UBA flagship programme from Ministry of Education. Newsletter has been released quarterly by Pharmacy Practice Department which majorly support student and faculty articles. It also planning expand our institution and in the forthcoming years, institute will have model pharmacy and Jan Aushadi to provide medicines at an affordable price to the poor and economically backward community. To encourage communication skills among students, we have adopted Smart Presentation Method where in students are uploading video shots of their topics of interest from Pharmaceutical sciences. The Institution has dedicated faculty, state of the art infrastructure, well-equipped laboratories, library, separate hostels, transportation facility, a green eco-friendly campus. The Visitor's Book has been placed in the Principal office which speaks of the academic and administrative expertise of the Principal. The Head of the Institution is a Senate Member of the University and he was Chairman of BOS-PG for a period of three years, He is the President of Association of Principals of Karnataka and he is also involved in social activities. He is most dynamic and approachable personality with vast administrative skills.

Concluding Remarks :

The Institution is engaged in providing quality Pharmacy education to students. The Institute has maintained cordial relation with all its stakeholders, the Institution is striving to meet vision and mission by providing quality education and training to students. Institute is organizing conferences, valued added certificate courses, international conferences, GPAT coaching, use of ICT tools to benefit the student's community. NSS cell is organizing various activities and observing special days to develop ethical and social responsibility in students. Green campus, modern laboratories, eco-friendly environment make students learning easy. Assessment of feedback from stakeholders helps us to take action and to further implement in the Institution is given top priority. Management implements policies, systems as required by the statutory bodies to enhance the professional skills of students. MoUs with hospitals, pharmaceutical industries and educational institutions bridge the gap between industry and academia. Annual Sports and Cultural meet are organized to help to build team spirit, sportsmanship, gender equity and leadership qualities. In addition to these, students are given chance to exhibit their talents. All the activities organized by the Institute are student driven. Students are given opportunity to apply critical-thinking skills towards solving real-world problems.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : Answer After DVV Verification :13</p> <p>Remark : As per the revised data and clarification received from HEI, based on that the courses less than 30 hrs. should not be considered so DVV input is recommended accordingly.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>540</td><td>0</td><td>109</td><td>227</td><td>139</td></tr> </table> <p>Answer After DVV Verification :</p> <table border="1"> <tr> <td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr> <tr> <td>402</td><td>0</td><td>108</td><td>215</td><td>137</td></tr> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	540	0	109	227	139	2021-22	2020-21	2019-20	2018-19	2017-18	402	0	108	215	137
2021-22	2020-21	2019-20	2018-19	2017-18																	
540	0	109	227	139																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
402	0	108	215	137																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 136 Answer after DVV Verification: 113</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
40	21	43	43	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	10	11	4

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	43	43	43	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27	27	27	27	27

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.60	0.57	0.0	0.0	8.0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.60	0.57	0.0	0.0	0.0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.3.1 *Number of research papers published per teacher in the Journals notified on UGC care list during the last five years*

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	10	19	04	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	04	04	01

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3 *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*

3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	03	00	05	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	02	00	05	04

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

4.1.2 *Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years*

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6.34285	3.92333	26.36612	25.48794	80.56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

7.34	3.92	26.36	9.60	80.56
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58.07539	45.83698	60.14853	53.23670	61.42850

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12.38	8.59	11.79	13.17	16.52

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.2 *Following capacity development and skills enhancement activities are organised for improving students' capability*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. 1 of the above

Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.3 *Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
141	106	164	35	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	54	32	34	23

Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.1.4

The institution adopts the following for 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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : AS per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
93	62	70	42	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
93	62	70	42	23

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
110	63	71	55	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	75	81	57	54

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.2.2 *Percentage of students qualifying in state/national/ international level examinations during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	01	2	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	01	2	00

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1 *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) during the last five years*

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	6	7	03

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	0	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

5.3.2.1. Number of sports and cultural programs in which students of the Institution

participated year wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	16	25	25

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	1	11	15	10

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	12	07	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	0	9	07	02

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

6.3.3 *Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative*

training programs during the last five years

6.3.3.1. Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
44	16	08	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	5	2	10	10

6.3.3.2. Number of non-teaching staff year wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
05	00	05	05	05

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
05	05	05	05	05

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2. Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>611</td> <td>570</td> <td>531</td> <td>508</td> <td>433</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>608</td> <td>570</td> <td>530</td> <td>508</td> <td>433</td> </tr> </tbody> </table> <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 177</p> <p>Answer after DVV Verification : 184</p>	2021-22	2020-21	2019-20	2018-19	2017-18	611	570	531	508	433	2021-22	2020-21	2019-20	2018-19	2017-18	608	570	530	508	433
2021-22	2020-21	2019-20	2018-19	2017-18																	
611	570	531	508	433																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
608	570	530	508	433																	

2.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="190 258 976 381"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>40</td><td>39</td><td>35</td><td>39</td><td>32</td></tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="190 460 976 583"> <thead> <tr> <th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr> </thead> <tbody> <tr> <td>40</td><td>38</td><td>35</td><td>39</td><td>32</td></tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	39	35	39	32	2021-22	2020-21	2019-20	2018-19	2017-18	40	38	35	39	32
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40	39	35	39	32																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	38	35	39	32																	
3.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="190 718 976 842"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>64.52964</td> <td>51.23332</td> <td>86.89711</td> <td>78.88331</td> <td>142.11206</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="190 920 976 1044"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>57.16916</td> <td>49.02265</td> <td>72.41662</td> <td>75.41283</td> <td>98.01</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	64.52964	51.23332	86.89711	78.88331	142.11206	2021-22	2020-21	2019-20	2018-19	2017-18	57.16916	49.02265	72.41662	75.41283	98.01
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