



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHILKUR BALAJI COLLEGE OF PHARMACY

**RVS NAGAR, AZIZ NAGAR(POST), NEAR TS POLICE ACADEMY, MOINABAD
ROAD, HYDERABAD, TELANGANA 500075
500075**

www.chilkurbalajipharmacy.com

SSR SUBMITTED DATE: 15-05-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chilkur Balaji College of Pharmacy was established in the year 2007 by highly reputed Srinivasa Educational academy, Chittoor, keeping in view huge demand of qualified personnel in the pharmaceutical industry. The academy is established in the year 1991, presided by **Dr. R.Venkataswamy**, a recipient of prestigious 'bharatha Jyothi' award. He is a Philanthropist and Educationist and successfully running **23 Institutions** under the '**Srinivasa educational academy**' in various streams of education. CBCP promises to play a key role in producing highly skilled professionals for trade and industry. Ever since it was established, Chilkur Balaji College of Pharmacy (CBCP) has been successful in imparting efficient methodological and practical oriented Pharmacy education to the students with excellent infrastructural facilities meeting the requirements specified by statutory bodies viz., AICTE & PCI along with the affiliating University JNTUH. The college is situated very near to the Hyderabad city in a campus of 3.5 acres of green eco friendly environment, presently offering the following Courses with maximum intake viz., B.Pharmacy, Pharm.D and M.Pharmacy 2 Specializations (Pharmaceutics, Pharmaceutical Analysis). CBCP has dedicated two multistoried blocks with built up area 4762.78 Sq mts providing state of art facilities viz., ICT class rooms, well equipped Laboratories, Library with good collection of titles and e-books, Computer Labs, Sport facilities (Indoor & Outdoor). The students are provided Industry based or Practice based training with its MoU with various reputed Pharmaceutical Companies, Labs and Hospitals.

Vision

To evolve into a premier academic institution, recognized for its contribution to the pharmaceutical industry and the society through excellence in teaching, learning, academic achievements, research and entrepreneurship.

Mission

Transforming the pharmaceutical education through academic rigour, practical orientation and outcome based teaching.

Imparting technical education that encourages independent thinking that develops strong domain of knowledge, hones contemporary skills and Positive attitudes towards holistic growth of young minds and preparing graduates to be lifelong learners with strong analytical, entrepreneurship and leadership skills.

Undertaking impactful research addressing local, national and global issues and developing incessant "Industry – Institute" relationships that promotes research activities and employability of the graduates that can contribute to the economic and technological development of the region, state and the Nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institute Infrastructure: The institute has well ventilated and spacious ICT facilitated classrooms, laboratories equipped with updated and sophisticated instruments, library with rich volumes of tiles, latest configured computer labs, Wi-Fi enabled campus.

Faculty: The institute has a blend of dedicated experienced faculty, and committed, young qualified team of faculty and with prospective academic and research milieu. The institute encourages the faculty members to involve actively in R&D activities. The faculty members besides supervising the students to involve in research work, guides them to publish their articles in peer reviewed journals as well as encouraging them to participate in various workshops, conferences and seminars on National and International front. Retention of the faculty members is a key factor that depicts the Management well being administration.

Faculty QIP Initiatives: As a part of faculty quality improvement program, seminar/workshop for faculty members for their overall development and updation. Faculties were being encouraged to participate in various professional activities organized by other institutes/Universities. They will be given financial assistance to present in various workshops and seminars.

Training and Placement: The institute has proactive Training and Placement facility to train the students in meeting the professional tasks by justifying their salability factor to grab good positions with decent salaries. Mock interviews are organized through placement cell in shaping up the students to face any off-campus and campus interviews.

Students Potency : CBCP being premier and senior institute in the state, right from inception fortunately studious students were opting our institute through counseling. As well Non- English medium background students were taken care in improving their communications skills by various intra-institute activities viz., Seminars, Pharma Ignite, sports, Festival and Traditional Day celebrations etc. for their overall development. Students were regularly encouraged to participate and present review and research papers in local and national conferences.

Institute Collaborations: In order to facilitate better professional outreach for the students, the college has entered MoU with few industries and hospitals, so that field trips and industrial visits and internship programmes go on smoothly every year.

Institutional Weakness

Lack of funded projects: The institute is yet to begin carrying out funded projects, which are a means of modernisation of the labs and equipments.

Faculty needs to shift focus from teaching alone system and focus more on advanced research opportunities.

Curriculum and examination system is provided by the affiliating university, where the institute freedom for incorporating required modifications is restricted.

Fee structure is subsidized and limited and zero grants in aid from Government also affects the growth plans of the college.

Institutional Opportunity

There is Scope for institute - industry interaction for sharing of opportunities that may augment better practices in teaching and research.

This also is associated with possibility for enhanced industrial and hospital training, consultancy services and placements.

To start an exclusive Research and Development wing and to provide technology services to the industries.

College potency depends on its faculty competence and readiness which can be improved by conducting FDPs, encouraging presentation of research work in various national and international conferences by providing financial support.

Institutional Challenge

Transforming the outlook of students from exam point of preparation to subject point and setting goals for higher education and research became a challenge especially after COVID 19.

Collaborating with any National / International institutions for academic and R & D activities.

Improvisation of the placements every year, meeting the demands of the current industry.

To take up latest Teaching- Learning methodologies in reaching the desired professional outcomes.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Chilkur Balaji College of Pharmacy (CBCP) strictly adheres to the curriculum provided by the Pharmacy Council of India and the affiliating University JNTUH in all components of delivery of curriculum. The institute has a well organized system of Lesson planning and execution which are thoroughly checked by the Heads and countersigned by the principal. Reference Books and their latest additions, Study Learning materials in the form of Hand written Notes, PDF's and PPT's were made available to the students in online and offline mode. CBCP adopts universal practices for betterment of teaching – learning, meeting the employability concerns, providing add-on skill development programmes in behavioral and social concerns, improving human values etc. Choice Based Credit System is being followed for maximum programs that facilitate the students to choose the core and open elective subjects and other activities of their professional concern. Communication Skills, Career inclination Programmes, in the curriculum were included under curricular aspects. Co-Curricular activities such as field visits, off campus projects and internships at hospitals along with Seminars, symposia, project presentations by the students are encouraged, planned with due support from the faculty and the Principal. Committees which are headed by different faculty members for each of the above mentioned aspect are maintained. Respective faculty members will take care of the activity starting from planning till the filing of the report. Academic year is planned in such a way that various curricular programmes that promotes faculty Knowledge in a unhindered environment without hustle of unnecessary rush. CBCP also initiates various programmes concerning overall personality development for a better physical, mental, emotional and spiritual

wellbeing of the student through yoga events as well by annual cultural meet and sports activities. The varied technical acquaintance of the faculty is an added advantage in elevating the curriculum output through offering detailed courses on cross cutting issues like gender, environment and professional ethics. Feedback on curriculum is collected timely from the students, teachers and parents and any concerns within the purview of the institute are promptly addressed.

Teaching-learning and Evaluation

The admission process is transparent, made as per the policy of the State Government and affiliating University. B.Pharmacy and Pharm.D admissions UG are made on merit basis based on EAMCET and reservation policies are strictly followed as per the roster. M.Pharmacy course admissions are made based on GPAT test and also PGCET. The details of admitted list is made available to all the stakeholders in the college website.

At CBCP, the Teaching – learning and evaluation system is transparent so that no jeopardy can happen in the process, which strictly gives a sense of responsibility towards studies in the students. Students of many different backgrounds like rural and out of state students (students from Assam, Bihar) were admitted and were taken care of adequately by the faculty such that subject is properly imparted to them. Students were identified as different groups like slow learners and advanced learners and appropriate system is followed in a methodical approach. Care is exercised not to differentiate between the students on the basis of caste, sex, socioeconomic background, learning abilities or any other aspect. Holistic growth of student as a whole is focused through mentorship, at a ratio of 15:1. Student faculty ratio is always maintained around 13:1 in last five academic years. A blend of well experienced teachers, doctorate holders, scholars, as well as freshers were available. Besides class room teaching and laboratory training, advanced skill improvement activities are taken up like Technical paper presentations by students, Seminar deliberations, Group discussions and Debates, quiz competitions remedial classes. Lesson plan and its execution are scheduled in advance and followed thoroughly. The effectiveness of the teaching learning process is evaluated at the end of the academic session and reflected by the CO-PO attainment. The Internal evaluation system is strictly done as per the guidelines and the internal exam results are announced within seven working days after commencement of Examination. External examination procedures are as per the examining authority i.e, university guidelines which are on par with that of Statutory bodies. The total examination process is transparent under the controller of Examinations, JNTUH.

Research, Innovations and Extension

The institute has a customary approach in promoting research activities by maintaining research environment among the faculty, UG and PG students. Projects works that are part of curriculum are planned in the institution and collaborative research is made use of in certain cases where the facilities are not available in the college. A R&D Committee monitors the proposals of research, and coordinates and facilitates all research activities. CBCP has good and well equipped laboratories with separate central instrument room and machine lab, animal house to cater to the needs of researchers. Timely any required equipment also procured to improve the research culture in the institute. Faculty has free access to institutional online data base, 'DELNET' purchased and renewed by the institute, so that they can freely assess many National and International journals. Institute regularly promotes interdisciplinary research so that a prospective output is expected with a good team work by Faculty. Faculty and students are regularly encouraged to participate and take part in various technical events like seminars, international conferences. Institute collaborations have contributed positively to undertake

various research projects in diverse areas of the pharmacy, and had also enhanced work culture, academic and research knowledge of faculty and students. The institute ensures that participation of all the students in various extension activities. Library is facilitated with various research National and International journals as well e-journals regularly. Three of our faculty members had been awarded PhD degree during their tenure in the college and three faculty members are pursuing part-time research work for their Ph.D degree.

Infrastructure and Learning Resources

Chilkur Balaji College of Pharmacy has more than 4500 sq. ft of builtup area with all the infrastructural facilities to cater to the needs of its stakeholders. All the programmes are supported by ICT class rooms, well equipped and sophisticated laboratories. The library is facilitated by for DELNET e-library services. Regular monitoring and upgradation of library is done by Institutional Library Committee. CBCP has two computer labs with more than 75 computer systems with configurations ranging from Pentium 4 CPU. The institute also focuses on electrical energy conservation and green channelling with plants. Well established maintenance systems are there for maintenance of the infrastructural facilities and the equipment. The institute Management continuously tries to upgrade the infrastructural requirements to meet the emerging trends in pharmacy education. The whole campus is Wi-Fi enabled.

Student Support and Progression

Chilkur Balaji College of Pharmacy caters majorly to students belonging to middle economic strata of the society. In order to ensure that students are not kept away from quality education due to financial constraints, the institution ensures to maximize the scholarships offered by the government. An average of 79% of total students avail scholarship benefit from the government. Class Orientation programs were conducted yearly for new admitted students besides various soft skill development, communication skills improvement, stress management and research methodology. In an attempt to impart life skills to the students, capacity building and skill enhancement programmes such as Soft skill training, career guidance training are being conducted in the institution. Being a healthcare institution, it is imperative that training related to healthcare sector be provided to the students. In this context, various events such as health up camps in surrounding villages, door-to-door health awareness campaign are regularly conducted. The institution has always believed in imparting knowledge in its domain area with the surrounding locality and has effectively conducted extension activities in the neighbouring villages for benefit of its villagers. The institution encourages the students to be involved in majority of the decision-making processes without fear of being judged. In order to bring about all round development of the students, various cultural and sports events are organized from time to time. institution follows a zero tolerance policy towards any kind of harassment and has effective checks and balances in place for the same in tandem with the policies prescribed by the statutory authorities.

Governance, Leadership and Management

The institute has a distinct vision and mission policy that addresses the desires of all its stakeholders. A well defined organizational structure involves expertise individuals in administration and academic aspects. The Governing Body under the guidance of members from the educational society and University Nominee involves in policy decisions of the Institute. Various initiatives have been taken by the Management to extend e-governance and also promote a culture of collective and prospective management. Information pertaining to the institute, details of faculty and information regarding Study Learning materials were available on the college

website and were updated regularly. Steps has been taken by the institute to for continuous growth, execution and improvement, through decentralization of responsibilities through various committees framed by identifying institute requirements and entrusted the responsibility to fulfill them to the total capacity. The respective committee members are given complete freedom and adequate guidance from the head of the institute. The management of the institute is good and interactive which is always enthusiastic in fulfilling the requirements of the institute, promoting the distinction both in academic, industrial and clinical fronts. Various institutional committees are regularly reviewed strategically through internal and external audits. A methodical system is proactive to segregate, document, assemble, and analyze in addressing the feedback mechanism by maintaining high degree of confidentiality. Continual efforts have been made by the institute to augment the professional improvement of teaching and non-teaching staff. Hands-on programs on various instruments are provided to non-teaching staff. Faculty members are regularly encouraged to attend seminars, conferences, workshops, and FDPs. Teaching and Supporting staff were provided with transport facility and females can avail paid maternity leave.

Institutional Values and Best Practices

Chilkur Balaji College of Pharmacy identifies the thrust areas and makes necessary efforts uncompromise on quality of teaching-learning process. The institute has successfully introduced mentorship programme to raise the overall standards of the students. The institute has made effective collaborations with the industry helps to enhance the learning opportunities and also to provide greater practical exposure to the students.

The institute encourages participation of students in various extra-curricular and co-curricular events which helps to blend the complete personality of the person along-side a perfect professional growth. The Institute plans and conducts various activities at appropriate time to boost awareness about issues of national interest like paying homage to Indian army who were passed away in Terrorist Attack and extending solidarity to the Molestation victims. Awareness on Fundamental responsibilities, Rights of Citizens and any other constitutional issues were addressed by organizing Traditional day during National and State festivals as well on birth and death anniversaries of the great Indian personalities.

Also various activities towards environment sustainability like plantation of trees, rain water harvesting, energy conservation etc were regularly practiced. Energy conservation is ensured by using LED bulbs and less power consuming fans in the classrooms. The institute has best etiquette of morals being followed by students and the staff as well.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHILKUR BALAJI COLLEGE OF PHARMACY
Address	RVS Nagar, Aziz Nagar(Post), Near TS Police Academy, Moinabad Road, Hyderabad, Telangana 500075
City	Hyderabad
State	Telangana
Pin	500075
Website	www.chilkurbalajipharmacy.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Chandra Sekhara Rao Baru	040-9493539631	7032088118	-841320229	cbcpedu.org@gmail.com
IQAC / CIQA coordinator	T Indira Priyadarshini	040-7382359503	8179456707	-8413202295	cbcpedu.org@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

Date of establishment of the college	01-01-2007			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Telangana	Jawaharlal Nehru Technological University		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/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	19-07-2021	12	Nil
AICTE	View Document	02-07-2021	12	Nil

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RVS Nagar, Aziz Nagar(Post), Near TS Police Academy, Moinabad Road, Hyderabad, Telangana 500075	Rural	3.14	4762.78

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy	48	Intermediate	English	60	60
PG	Pharm D, Pharmacy	72	Intermediate	English	30	30
PG	MPharm, Pharmacy	24	B Pharmacy	English	12	7
PG	MPharm, Pharmacy	24	B Pharmacy	English	12	8

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	3				7				30			
Recruited	2	1	0	3	2	5	0	7	12	18	0	30
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	2	1	0	3	2	5	0	7	12	18	0	30
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						18
Recruited	9		9		0	18
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						18
Recruited	9		9		0	18
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	4	4	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	4	4	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	5	0	12	18	0	37

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	4		0		4

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	26	3	0	0	29
	Female	36	0	0	0	36
	Others	0	0	0	0	0
PG	Male	18	2	0	0	20
	Female	27	0	0	0	27
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	8	5	2	4
	Female	8	7	3	8
	Others	0	0	0	0
ST	Male	2	0	5	1
	Female	0	2	1	2
	Others	0	0	0	0
OBC	Male	27	41	27	38
	Female	37	23	17	27
	Others	0	0	0	0
General	Male	13	6	1	5
	Female	19	6	5	12
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		114	90	61	97

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Chilkur Balaji College of Pharmacy (CBCP) always strives for a multidisciplinary approach in its academic as well as co-curricular activities. Students are encouraged to undergo minor/major projects in the Multidisciplinary/ Interdisciplinary mode by formulating teams from different courses. Students are also encouraged to formulate teams from different disciplines to participate in various events like Conferences and Seminar, Medical Camps & Blood Donation Camps, Health Awareness Programs, revision of its curriculum for students admitted in session 2018-19 and on wards. We are planning to collaborate with other colleges.
2. Academic bank of credits (ABC):	The Academic Bank of Credit concept is yet to be implemented in our Institution. For this purpose, the Institute has constituted a committee in March 2022 to prepare a path for effective integration of ABC in its academic programs Action Plan for further implementation under NEP 2020.
3. Skill development:	CBCP Hyderabad is imparting training to the students on new techniques by using various instruments like: HPLC, FTIR, Multi-station Compression Machines. Students of CBCP are presently being given hands-on exposure to practical subjects through mini projects, in which students identify their skills to develop some mini-projects and learn the concepts through experiential learning and soft skill development programmes.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. Field of pharmacy especially is relied upon the knowledge of ancient and traditional medicine system of India, Ayurveda and Unani. Several projects are being carried out in the institute on effectiveness of herbal medicines. The students are made acquainted to the subject using local language terminology. The institute is planning to convert few subjects of first year UG course into local language. Cultural ethics of Indian systems are being imparted in the institute by means of various programmes. We encourage the faculty and students to apply for the online courses like MOOC.
5. Focus on Outcome based education (OBE):	College is implementing OBE for various programmes specially in B.Pharmacy, Pharm. D and

	<p>M. Pharm courses. We have well defined Program Outcomes (PO), Program Educational outcomes (PEO) and Course Outcomes (CO) on our website and prominent places in the departments. Students are assessed as per OBE attainment model. The process outlined above would be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, if necessary.</p>
6. Distance education/online education:	<p>Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode of education called as 'PHYGITAL' combining online and offline resources. Faculties are encouraged to offer MOOC courses at CBCP, which promotes the blended learning system of learning. How ever all the distance courses will be offered as per PCI norms.</p>

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
163	163	158	148	135
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
391	381	377	337	256
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	120	120	120	120

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
99	65	56	43	42

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
31	38	34	36	23

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
31	38	34	36	23

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 14

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
4363400	10527031	1379537	3152912	3585378

4.3

Number of Computers

Response: 80

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Chilkur Balaji College of Pharmacy (CBCP) is affiliated to Jawaharlal Nehru Technological University Hyderabad. As such JNTUH provides the scheming and execution of curriculum for all its Under Graduate and Post Graduate course based on the regulation of regulatory bodies PCI and AICTE New Delhi and based on the critical assessment of proposal by all the stake holders, members of Board of Studies design the curriculum of each subject. The university has provided a curriculum on semester basis. The institution thoroughly follows the curriculum of Jawaharlal Nehru Technological University Hyderabad. However, for effective implementation of the curriculum, the institution is carried out through the following steps:

A. Precontrive:

1. Time tables for curriculum delivery, schedule of examinations are planned well in-advance. The faculty are assigned with the subjects as per their specializations and informed well ahead.
2. Course files are prepared in advance comprising of the calendar of events, syllabus, question bank, assignment bank and books for reference at the beginning of each semester.
3. Number of copies of required books will be made available in the library based on the recommendation of concerned faculty.
4. Required chemicals for the labwork are sought from the faculty and the chemicals will be procured.
5. Log books are maintained to record the usage of all instruments and equipment in the laboratories. Maintenance of equipment and instruments is regularly carried out. The stock of chemicals, apparatus and glassware is checked at the end of each semester.

B. Effectual Implementation

1. Academic calendar will be made available to the students.
2. The students are enrolled in various extension activities such as NSS etc.
3. Distribution of academic teaching diaries at the very beginning of the session to the faculty is a regular practice.
5. Effective implementation of curriculum as per the academic planner is recorded in the work diary of each staff member which is scrutinized by the principal on regular basis.

6. Inviting renowned academicians to deliver guest lectures on recent technological aspects

Evaluation of students through regular class tests, and sessional examination.

1. Assessment of practical records/ journals

2. Different academic delivery modes like traditional form (Lectures, Tutorials, Laboratories), ICT enabled teaching (Power point presentation, Seminars, Webinars, Use of software program), blended learning that includes lecture with online videos, team based learning that includes model making and chart preparations etc. are used.

4. The student's centric methods such as participative learning, learning through group projects, discussion during practical labs, assignments, and problem-based learning through case studies etc. are adopted for curriculum delivery.

C. Interpretative Survey and Criticism Measures:

1. Regular class-wise faculty meetings are conducted by the principal to review the action plan of teachers, the results, attendance, etc.

2. The class teachers collect the different type of Continuous Assessment (CA) tests planned to be conducted by each faculty for theory and practical.

3. If any divergence is observed from the stated plan of action, then remedial actions and strategies are devised to cover the gaps.

4. If needed extra classes are conducted as per the necessity of the students.

5. The college organizes various seminars, workshops, development programs and also encourages faculty members to interact with outside world for effective completion of curriculum

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

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

The institutional level Continuous Internal Evaluation (CIE) comprises two internal assessments held for the students in accordance with the curriculum provided by the parent university. The students are made to prepare and submit a minimum of two course wise assignments. Unit-wise slip tests are conducted by the individual faculty in each subject and student performance is evaluated and followed up by the faculty on regular basis. The two internal assessment marks are uploaded to the university, which carry a weightage

of 25% in total assessment. Semester end question papers of all previous years, course wise, year wise and semester wise are maintained in the library. The Project viva voce is conducted for courses in which projects are carried out.

All the activities are carried out based on the Academic Calender. At the initiation of academic year, the university constructs and issues “Academic Calendar” containing the pertinent data concerning teaching learning schedule, list of holidays, dates of internal examinations and date of closure of instruction days, semester End examination. The academic calendar is constructed so that teachers should notice all the activities in connection with continuous internal evaluation process and exhibited in the principal’s office. The students’ academic progress is tracked regularly by embracing the strategy of continuous internal evaluation, seminars, project work and semester end examination. The internal assessment is monitored by the principal regularly. For the execution of internal assessment process, an examination committee is molded at the college level which monitor overall internal assessment process.

The examination branch conveys the list of students registered for end semester examination to the university. Generally the university sends the enrolled list of students for examination, who are from another college in cluster. After receiving enrolled list of the students from the university, the college prepares seating arrangement charts and list of invigilators.

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

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

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

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 75

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

Response: 3

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

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

Response: 18

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	4	3	2

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

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

Response: 25.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
129	100	100	75	50

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

1.3 Curriculum Enrichment

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

Response:

To address certain cross cutting issues such as gender issues, Environment and sustainability, human values and professional ethics, the syllabi relevant to Professional Ethics, Gender, Human values are prescribed by the university. The curriculum is so designed so as to provide access to programmes/workshops which provide in depth and additional knowledge regarding the issues.

Professional Ethics:

Students are introduced to Professional ethics by sensitizing them during the orientation day ceremony. The curriculum assimilates subjects like pharmaceutical jurisprudence to bring awareness in professional, moral and social commitments. These courses impart basic knowledge on important legislations related to pharmacy profession in India. Also the students are acquainted to code of ethics of Pharmacist in relation to his job, trade, oath of Pharmacist. It furnishes particulars regarding the prevention of cruelty to animals by giving CPCSEA guidelines while carrying out animal experiments, breeding and stocking of animals. Furthermore, the Narcotic drugs act included in the syllabus teaches how to control drug abuse and prohibition of opium cultivation. For staff, the Code of Conduct committee meetings are held in which the procedural policies for professional etiquettes are discussed.

Gender: Our institution encourages both male/female students for all events. No gender discrimination is tolerated at any level. Male and female students take part in events such as Cultural days, Ganesh festival, Street Play on various issues, Rangoli competition, Personality Development and Yoga.

Human Values: The following events are observed to sensitize the staff and students towards the mentioned human value:

Respect: Teachers Day & Gurupurnima are celebrated to showcase the respect of students towards their teachers. It also makes the teachers realize that they are in a noble profession and should uphold the dignity of the same in words and actions.

Compassion: Save the girl child campaigns and International womens day are celebrated to make the female students realize their potential and to sensitize the male students to be compassionate towards the ladies in their life. College organizes health camps every year in order to create awareness of general health among the villages nearby. Moreover, as a part of community service, college organizes blood donation camps to motivate students and employees to donate blood.

Environmental and Sustainability: A subject called environmental sciences is incorporated in the curriculum to emphasize the value of environmental education, natural resource and their conservation. It is the scientific study of the environmental system and the status of its inherent or induced changes on organisms. It includes not only the study of physical and biological characters of the environment but also the social and cultural factors and the impact of man on environment. Staff and students are encouraged to be sensitive towards their role in Environment protection. Every year Tree plantation drives are conducted in the institution and students of green club help in the event. The organisation develops an attitude of concern for the environment by conducting Haritha haram programme and Swachh Bharat as a part of environmental pollution control and strives to attain harmony with nature.

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

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

Response: 2.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	5	4	4	4

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

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

Response: 64.45

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

Response: 252

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: B. Any 3 of the above

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

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

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

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

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

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 82.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	75	103	102	115

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
114	114	120	120	120

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 78.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	74	102	102	107

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

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

Response:

Strategies adopted for student Improvement:

1. Remedial classes are organized to clarify doubts.
2. Re-explaining of critical topics for improving performance.
3. Daily attendance is reported to the parents through SMS and Phone calls.
4. Motivational classes are conducted to improve the mental ability of students to analyze problems and to encourage student to regularly attend classes.
5. Additional details are given in each class regarding the topic.
6. Students can discuss their personal issues with teachers for proper guidance.
7. Career counseling sessions are provided to students regarding various fields in which pharmacy students can do wonders.

Methods to Identify Advanced learners and Slow learners:

Continuous internal evaluation of the students in the form of class tests and viva voce is done on regular basis to identify the low and the advanced performers.

Performance of the student in the sessional examinations/ end-semester assessments, continuous monitoring of academic performance of each student by respective mentors and feedback from the faculty members who teach the class is also taken into account.

Steps taken for advanced learners

Advanced learners are continuously encouraged to strive for higher goals by providing them additional inputs for better career planning and growth like:

Preparation classes and assessment modules for the GPAT examination are conducted.

The students are encouraged and guided to present classroom seminars, and participate in seminars and conferences and present on various advanced topics other than the syllabus.

They are motivated to access latest online journals, reference materials and help them to understand the emerging trends in their field of study.

Also they are encouraged to participate in, group discussions, technical quizzes etc.

They are encouraged to take specialized training through certificate courses.

Such students are appointed as student representatives at the department level committees to develop leadership skills.

The Institute responds to the learning needs of the low performers by:

Follow-up of the problems encountered during learning by the student through mentoring sessions is done and students are helped to overcome.

The students are counselled and provided solutions for problems during mentoring sessions.

Tutorial classes and group discussions within small group of students for few difficult subjects are conducted.

Remedial Sessions: Remedial sessions for slow learners are organized on a weekly basis for specific subjects in order to ensure that slow learners can also progress in the course and stay at par with others.

Slow learners requiring more practice and focus on English communication and aptitude proficiency are given additional classes to improve them in these aspects.

Course material and the question bank is provided to the students.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 13:1

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

The institution ensures that learning is made interesting for students, and classes are made more illustrative and intelligent.

Experiential learning

The students learn the subject experientially through the practical sessions and observing the concept practically. The practical sessions in each individual subject are meticulously planned in the beginning of the semester to see that relevant practical is conducted after teaching the theory conceptually. Also students gain from different learning exercises, similar to lab-postings, workshops, tasks, Internships, Industrial and clinic visits.

Integrated/interdisciplinary learning

Being an expert course, adaptability to move starting with one order then onto the next isn't accessible in college class. Therefore the pharmacy courses are interdisciplinary in nature.

The B.Pharmacy and Pharm.D. Courses are essentially interdisciplinary in nature. Most of the subjects that carry essence of pharmacy field are studied in both programs.

All the PG divisions are engaged with enhancing skills in different B.Pharmacy subjects. The organization advances and supports multi/interdisciplinary examinations for the students. The majority of the PG project works and paper publications are inter-departmental.

Participatory learning

As a part of curriculum, UG and PG students should submit research projects. Pharm.D students take part in patient counselling during the regular hospital visits. The college organizes Quiz competitions and Classroom-Seminars, Group Discussions, Surveys, Exhibitions, Elocution-Competitions, Essay-Writing Competitions, Seminars and Workshops, e-newsletter, altogether serve to improve the nature of the learning that the student encounters within the campus.

Self-directed learning Patient-centric learning

With the advance of ITC, Internet, case discussions and most recent books, institution is trying to improve student's self-directed learning and patient-centric learning.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

ICT empowered showing practices are given by all the employees of the organization. Different advances are taken by the establishment to progress from ordinary/conventional study hall into an e-learning climate. This is accomplished by consistently sorting out online courses and urging them to use e-learning assets by giving Wi-Fi office, ICT empowered e-study halls.

The following e-learning assets are widely utilized in the institute

Computers

PPT Presentations

Charts & Diagrams

Specimens & Models

Poster presentations

Audio visual presentations

OHP /LCD Presentations

Internet facility is given to the computer systems in the offices and the staff room and the faculty is urged to utilize and download most recent data in the separate subjects in order to provide ICT empowered classes.

Computers:

Students and faculty are using computer for E-learning process for literature review searching articles, journals and for searching the related drug information online, preparing powerpoint and prezi presentations. Each system is connected with internet facility. The updated soft wares are installed in the system for effective learning.

OHP /LCD Presentations:

These tools are used to help the students for realistic experience for clinical based subjects. These are helpful for better understanding by pictorial representation. Faculty are encouraged to take classes using PPT presentations. Pharm.D, M.Pharm, B.Pharm students are utilizing the tools for case presentation studies and for project evaluation(VIVA).

Charts & Diagrams:

Charts and diagrams are displayed in the respective labs. These provide useful information about equipment available in the labs and their working, and provide info on the experiments conducted. These charts are used to improve understanding ability of experimental concepts. Charts were selected to suit the purpose and also drawn by the students and those charts and diagrams prepared by the students are also displayed. Charts are available in labs like human immune system, human muscular system, plasma membrane fluid mosaic model, cell cycle, human arterial system, human venous system, human nervous system, human skin, H.I.V. structure and life cycle, pharmacology and its sub-divisions, and

instrumentation of major equipments etc.

Specimens & Models:

These are used to provide realistic experience of anatomy concepts. These models are displayed in the respective labs. Faculty members explain the concepts during their practical session. Specimens like human eye, liver, intestine, kidney, brain and ear are available. Models like Human skeleton, various types of bones, male reproductive system, female reproductive system, human kidney, human ear, endocrine system, lungs with heart and larynx and diaphragm, R.N.A. model, heart, brain, human lungs, animal cells, D.N.A. model.

Poster presentations:

Students and staff members are continuously encourages the poster presentations in various seminars, conferences, workshops in national and international level.

Audio visual presentations:

Audio visual presentations like slide tape presentations, short films on specified topic, Recorded CD's for the subjects are made available for the students.

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

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

Response: 14:1

2.3.3.1 Number of mentors

Response: 28

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 7.01

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

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

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 4.69

2.4.3.1 Total experience of full-time teachers

Response: 145.3

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

2.5 Evaluation Process and Reforms

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

Response:

The Institution follows the academic calendar given by JNTUH. Beginning of every semester, academic calendar will be circulated by HOD'S to their respective department faculty. Drafted academic plan is circulated among all the staff and printed as Academic Calendar from Affiliating University is shared. As an introduction, every one of the divisions would be approached to come out with a provisional planning to be examined in the Academic Monitoring Cell. The academic timetable endorsed by the Principal/IQAC would be followed carefully as all the staff individuals are engaged with the planning interaction. The semester academic plan, both hypothesis/pragmatic, text and reference books for that subject, and furthermore are clarified by the subject educator at the beginning of semester.

The University schedule is shown on the notification board in the principals chamber and the equivalent is accessible in the website which gives tentative dates of intrernal and University Exams, public holidays etc.

Assessment happens at two levels:

1. Internal
2. External

The overall guidelines are given by the university and the Institute follows the rules set by the Affiliating University and PCI with respect to assessment measure.

The internal and external marks for Pharm.D. is 30 and 70 individually for both theory and practical's. For M.Pharm (PG) and B.Pharm (UG), it is 25 and 75 checks separately for both theory and practical.

In every semester, two internal examinations and one compensatory re-session test are led for B.Pharm. For Pharm.D. three internal evaluations are directed and best two of the three will be taken for consideration.

Question papers and answer scripts, chosen records and manuals are duly protected following standard procedures. Students can apply for revaluation/retotaling for university examination if she/he is not satisfied with the results or if any doubts regarding their marks. They can apply for retotaling/revaluation to the affiliating university.

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

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

Response:

The system to manage assessment related complaints is straightforward, time bound and efficient. The examination branch of the institute has the redressal cell to probe into objections concerning inside evaluation. The cell contains exambranch head, HOD, one supporting staff picked. The student can apply to the cell for any peculiarity in his evaluation of paper. The redressal cell coordinates a meet and calls understudies and hears his/her say and gives the appropriate decision which is confining on all. The redressal of objections as for evaluation in both inward examination and institute appraisal is through the going with connection.

At the organization level:

A three-stage complaint redressal component is accessible to review the complaints of the understudies concerning inward assessments.

First Stage – At the concerned teacher level: By giving re-corrected answer contents to the students by the teacher, the understudy can explain to clear their questions/complaints, assuming any.

Second stage – At Convener Examination Cell: in the event that the student isn't fulfilled at stage one, he/she can move toward the Convener, Examination Cell who forward the solicitation to concerned HOD of the division who is needed to inspect the case exhaustively and roll out appropriate improvements whenever justified.

Third stage–At the Principal level: In the event that the understudy is distressed with the choice even at the Convener Examination Cell/HOD level additionally, he/she can offer recorded as a hard copy to the Principal who assigns a Professor/Associate educator other than the concerned instructor to glance in to the complaint. The educator so assigned, thus, will look at the complaint basically to do equity to the understudy. The result is disclosed to the understudy with reasons and that choice is conclusive.

At University level:

Every student is entitled for apply for revaluation/re-totalling in principle subjects by paying the fee and endorsed through the Principal to the University. The University takes up every single such application and reevaluates the contents through subject instructors. Not with standing, if there is no improvement, previous marks will be retained for the students regarding inward assessments.

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

2.6 Student Performance and Learning Outcomes

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

Response:

COURSE OUTCOMES (Cos)

Mechanism of Communication:

The College has clearly stated learning outcomes of the Programmes and Courses. The following mechanism is followed by the institution to communicate the learning outcomes to the teachers and students.

Hard Copy of syllabus and Learning Outcomes are available in the Departments for ready reference to the Teachers and Students.

Learning Outcomes of the Programmes and Courses are displayed on the walls outside each Department.

Soft Copy of Curriculum and Learning Outcomes of Programmes and Courses are also uploaded to the Institution website for reference.

The Importance of the learning outcomes has been communicated to the teachers in every IQAC Meeting and College Committee Meeting.

The students are also made aware of the same through Tutorial Meetings.

PROGRAMME OUTCOMES (POs)

Mechanism of Communication :

1. Pharmacy Knowledge: Possess knowledge and comprehension of the core and basic knowledge associated with the Profession of Pharmacy, including biomedical sciences; Pharmaceutical sciences; behavioral, social, and administrative pharmacy sciences; and manufacturing practices.

2. Planning Abilities: Demonstrate effective planning abilities including time management, resource management, delegation skills and organizational skills. Develop and implement plans and organize work to meet deadlines.

3. Problem analysis: Utilize the principles of scientific enquiry, thinking analytically, clearly and critically, while solving problems and making decisions during daily practice. Find, analyze, evaluate and apply

information systematically and shall make defensible decisions.

4.Modern tool usage: Learn, select, and apply appropriate methods and procedures, resources, and modern pharmacy-related computing tools with an understanding of the limitations.

5.Leadership skills: Understand and consider the human reaction to change, motivation issues, leadership and team-building when planning changes required for fulfillment of practice, professional and societal responsibilities. Assume participatory roles as responsible citizens or leadership roles when appropriate to facilitate improvement in health and well-being.

6.Professional Identity: Understand, analyze and communicate the value of their professional roles in society (e.g. health care professionals, promoters of health, educators, managers, employers, employees).

7.Pharmaceutical Ethics: Honour personal values and apply ethical principles in professional and social contexts. Demonstrate behavior that recognizes cultural and personal variability in values, communication and lifestyles. Use ethical frameworks; apply ethical principles while making decisions and take responsibility for the outcomes associated with the decisions.

8.Communication: Communicate effectively with the pharmacy community and with society at large, such as, being able to comprehend and write effective reports, make effective presentations and documentation, and give and receive clear instructions.

9.The Pharmacist and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety and legal issues and the consequent responsibilities relevant to the professional pharmacy practice.

10.Environment and sustainability: Understand the impact of the professional pharmacy solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

11.Life-long learning: Recognize the need for, and have the preparation and ability to engage in dependent and life-long learning in the broadest context of technological change.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSOs are clearly defined by the Institute for B.Pharmacy, Pharm.D and M.Pharmacy Programmes.

File Description	Document
Past link for Additional information	View Document

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

Response:

COs- POs ATTAINMENT

- 1.The Program Outcomes (POs) and Program Specific Outcomes (PSOs) are accomplished through curriculum.
- 2.Course Outcomes (COs) are defined for each course and they are mapped to POs and PSOs.
- 3.A set of performance evaluation criteria is used for quantitative assessment of COs.
- 4.Every COs POs mapped by the following levels.

CO-PO mapping.

Syllabus - CO mapping.

Questions - CO mapping

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

2.6.3 Average pass percentage of Students during last five years

Response: 68.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	51	37	33	27

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

2020-21	2019-20	2018-19	2017-18	2016-17
104	76	66	43	46

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

Document

List of endowments / projects with details of grants

[View Document](#)

e-copies of the grant award letters for sponsored research projects / endowments

[View Document](#)

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

Response: 3.23

3.1.2.1 Number of teachers recognized as research guides

Response: 1

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem

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

Response:

The college has developed an ecosystem for innovation and advancement in the pharmacy field by inculcating, development of skill & promotes research through well-defined policies and procedures. The college also encourages creation and knowledge transfer by establishing MoU with external Agencies. The institute has a Research and Development Cell which encourages the faculty members to do minor and major research projects using existing facilities.

Chilkur Balaji College of Pharmacy staff also consists of PhD holder's, alumnus students. The management extends its cooperation in terms of financial support, incentives for good research work. The Researchinstitute has a research committee in place and it supports the students and faculty in encouraging creative thoughts.The committee adheres to the Research Policy and assures of zero tolerance to plagiarism.

The Research Committee, monitors regularly and modifies the requirements and facilities useful for Research work and screens them. The research proposals were initially screened for soundness of hypothesis by the experts of research committee, discussed thoroughly and then allowed to worked upon.

The institution has exceptional labs and Central instrumentation room. Training and Placement Cell of the college is well in place and focuses in connecting the industry with academia. The main motto of the cell is to have collaborative activities in research area and train students to for industrial/ field visits and campus interviews.

Objectives:

- The Cell initiates and encourages the students to participate in different expos and fairs, and to nurture them technically.
- Encourages research culture in staff and students.
- Persuades students and staff to have innovative ideas and for product development.
- It ensures publication and presentation of research papers at various national and International Conferences.

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

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	0

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

3.3 Research Publications and Awards

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

Response: 4

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

Response: 4

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

Response: 1

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

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

Response: 0.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	9	02	0	0

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

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

Response: 0.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	0	4	0

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

3.4 Extension Activities

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

Response:

The College has made its noteworthy contribution to the society and environment by making a participation to promote College-Neighborhood-Community network. Major emphasis is given on student engagement, service orientation and holistic development of students contributing to good citizenship. Team of Faculty members from all departments along with NSS Unit employs students in various community development programmes. It includes organization of cultural events, seminars/workshops/training, awareness programs, blood donation camps, and other such programs. The institute has well established NSS unit which promotes holistic development of the students by involving them in various activities. This leads to increased concern towards community & hospital services, healthcare and social responsibility. Rural India has been facing uncleanliness, unhygienic conditions, malnutrition and the most important problem is open defecation. Lack of cognizance regarding these is highly noted among the villagers. The institute has one faculty member who critically monitors the involvement of each and every student in various social activities, besides also tracking the achievement of students

The student council also finalized and monitors various social activities to be conducted throughout the year. Some of the initiatives undertaken by the institute include:

1. Blood donation camp was conducted in the campus and altogether 29 students and staff donated.
2. Awareness program on social issues like AIDS awareness, eradication of superstition through rallies.
2. Multiple health camps were conducted in surrounding villages, solutions to common health issues were advised, villagers were counseled on awareness about rationale use of medicines. The villagers were given medicines and aids like waist support belts.

The institute ensures the involvement of the community in its outreach activities. Many of its social outreach activities are conducted with due support from local governing body.

Working in an organized environment with other individuals, inculcate features like leadership skills, negotiation, communication, management of conflict etc. Such programmes sensitize the student volunteers towards the social issues and take challenges of the lesser privileged sections of the society. Involvement in these extension and outreach activities the students develop critical thinking skills and time management. Working outside the college campus and with diversified social groups of peoples allows students to gain more self-confidence, autonomy, and appreciation for others. These activities help them to become good leaders and well-mannered.

The college also celebrates various national festivals like independence day and republic day. The college observes days like teachers day, international women's day, students day and carries out appropriate activities. The college also promotes social and religious events, prominent to the culture of the state like bathukamma, bonalu, ganesh nimajjanam and christmas as well.

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

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

Response: 1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 9

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	3	0	0

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

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

Response: 86.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
428	314	653	120	82

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

3.5 Collaboration

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	3	0	2

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

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

Response: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	1	1	1

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Infrastructure has been facilitated in such a way that ensures its greatest ideal utilization according to JNTUH University, PCI norms.

Our infrastructure set up consists of spacious classrooms, and labs constructed to free facilitation of the movement of chemicals, instruments and personnel. The college has an ICT enabled seminar hall with seating capacity of 150 and two more small 50 seated seminar halls, spacious library, staff rooms, and rest rooms on each floor. The management makes every attempt to meet best standards in facilitating the stake holders to prevail in the state and at public level assessments, become capable to serve mankind.

Students are prepared and encouraged to utilize profoundly sophisticated instruments like All Purpose Equipment, HPLC, UV Spectrophotometer, Tablet punching machine, Tablet coating machine, Disintegration and Dissolution apparatus, Karl fisher Titrator, soxhlet apparatus etc.,

The management has consistently guaranteed accessibility of satisfactory needs and guarantees ideal use of foundation by carefully arranging the utilization of all of its resources for the most part to serve its students and staff. The institute is secured by a substantial concrete wall and CCTV cameras are installed for security and wellbeing.

The administration has given our establishment facilities like furnished office rooms, individual rooms for HODs, refreshment rooms for staff and separate women's common room.

The Institute has appropriately kept up SOPs for advanced instruments and screens the utilization through log books. Computer labs are furnished with a satisfactory number of PCs with LAN connectivity.

The institution has a total of 14 class rooms facilitated with Wi-Fi, 4 equipped with ICT facilities, and a total of 12 labs which are Wi-Fi enabled. Separate labs for PG courses for each branch are available.

The following facilities are available:

Pendrives and other general media are accessible for the utilization of staff. The institute has 80 computers, which are accessible and open to the whole workforce and the students. Students can get access to the available online e-journals and e-books. The institute has a subscription with DELNET, which students and staff can access.

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

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

Response:

Sports and games are a spirited part of the educational process. The college empowers and upholds the students for co-curricular and extracurricular exercises. For the general character improvement of its student's, the institute makes a decent climate of scholarly, sports and social exercises.

The campus has immense Playground for outdoor games like Volleyball, Throw ball, Cricket, KhoKho, Kabaddi and etc., Indoor games made available in premises like Carom, Chess, Badminton, etc. Institute arranges the yearly games week. Students are encouraged to take part in college games. Sports championships are given to students to keep up the spirit and encourage them to participate in different games. The sports exercises are useful to keep students actually and intellectually solid.

The College has the following accompanying facilities to direct games, games and social cultural occasions.

Indoor Games:

Carroms, Chess, tennikoit

Outdoor Games:

1. Volley ball Court 2. Badminton Court 3. Cricket ground 4. Kabaddi Court 5. Throw ball Court 6. Kho-Kho Court

Cultural Activities:

To encourage and sustain the secret talents among the students, consistently the institute arranges different social occasions. Students are encouraged to take part in different social exercises like Batukamma, bonalu, ganesh nimajjanam, traditional day etc.

For empowering students towards social exercises, the institute coordinates numerous events like dance (group and solo), singing, rangoli, poster making, painting, quiz etc., Refreshments and Lunch is given to students and staff for different occasions. The institute has a major stage which is well prepared and is utilized for leading yearly functions and different social exercises.

Public celebrations like Independence Day and Republic day are celebrated in the grounds.

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

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

Response: 57.14

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 8

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
4363400	10527031	1379537	3152912	3585378

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

4.2 Library as a Learning Resource

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

The library assumes a critical part in bestowing education; it is the asset center point for knowledge. The library in Chilkur Balaji College of Pharmacy is structured for the convenience of the students and staff. Adequate facilities including internet with free downloading is given to the students and staff.

The library has a Library Advisory Committee (LAC). The committee has Principal, HODs and Librarian. The committee is proposed to plan and facilitate the execution of the essential methods for the working of the library. It takes up the way toward distinguishing, arranging, and acquiring the books, journals, manuals etc.

It guarantees the users of the library to stay up with the technological developments. The Open Access System is continued in our library, where users are permitted to go straightforwardly to the Racks and select their preferred books and submit the same in the issue counter.

Separate e-library is additionally accessible with facilities viz., e-journals, e-books etc., To facilitate national and international networks and libraries for sharing of data and records and for gathering, putting away and spreading data and by offering computerized services to the users.

Reference books are maintained for students and staff separately.

Library has a collection of official compendia viz., Indian Pharmacopoeia, British Pharmacopoeia, United States Pharmacopoeia and Matrandale. The library gives facilities for self-study, research information collection and assemblage.

Newspaper stand for daily newspaper reference is mounted and updated daily. Question papers of Sessional and University Examination are accessible for as far back as 10 years, for students' reference.

All books are bar coded and a reference ID is given. The issues and returns are also digitized. There is a different section reference area for Books, Journals, Thesis of M. Pharm and B. Pharm and Pharm. D projects were accessible in the library.

DETAILS OF THE LIBRARY:

Total area of the Library (in Sq. Mts.) – 170

Total seating capacity – 100

Clear and prominent display of floor plan; adequate sign boards are displayed.

List of library staff with their qualifications

1.Mr. Suryanarayana M.L.I.Sc.

Total number of Books	4659
Total number of titles	1577

File Description	Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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

Response: 81569.2

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
55079	139579	50812	127919	34457

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 1.42

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

Response: 6

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute has a central office to work with ICT empowered instructing and learning.

Computer labs are being fortified by new infra by supplanting the outdated hardware. The organization updates its PC components occasionally whenever it is required.

Yearly financial plan is allotted for support of Computers modifications. Satisfactory amount is spent to refresh and update the PCs.

The entire campus is given Wi-Fi with bandwidth of 20 Mbps and unreservedly open to every one of the students and staff.

Institute has a separate Computer lab along with a digital section in the library just as personal PCs are given to all the staff in their particular chambers that are associated through LAN. The computer lab comprises 60 PCs while the library has 10 PCs and other at various divisions.

Almost all the PCs are upheld and introduced with different, most recent software needed for scholastic purposes.

The institute is consistently updating the IT facilities including the Wi-Fi earlier we had a 10 Mbps

connection which was upgraded to 20Mbps.

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

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

Response: 5:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
4363400	10527031	1379537	3152912	3585378

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

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

Response:

Response:

The Institute has a powerful and methodical component and strategy for consistent monitoring, maintenance and housekeeping and optimal utilization by physical, academic and support facilities, services, and equipment on the campus.

Adequate Budget is allotted yearly to meet the maintenance requirements. This establishment is following an arrangement of regular maintenance of building, infrastructure, electrical, sanitary, gardening and technical repairs of the laboratory equipment / instruments by calling various vendors on contract basis from time to time.

The institution has an engineering section to regulate the support of structures, electrical hardware, gardens, and etc., The college central office continually monitors civil, electrical, plumbing, and carpentry maintenance related issues.

There is a group of full time Technicians dedicated to the campus, Supervisors, Carpenters, Electricians and a Supervisor to organize and manage the upkeep work. Separate manpower is accessible for watering the plants and keeping up the garden.

The maintenance department makes consistent physical rounds and completes overhauling/fixing wherever necessary and required. Safety rounds are also done by the top administration and guidelines are given for changes/ improvements in the facilities.

The year wise annual maintenance contracts, different systems for maintenance, fixes related jobs are recorded and maintained in separate documents. Their corresponding payments are also documented, which generally reflects in audited statements.

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

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 46.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
168	161	166	155	142

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

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

Response: 0.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	2	1	1

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

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Link to Institutional website	View Document

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

Response: 0.36

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	0	0	0	0

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

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

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

Response: 5.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	2	5	3	1

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

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

Response: 20.2

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

Response: 20

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

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

Response: 37

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	0	1	1	2

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	0	2	4	4

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

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be

counted as one) during the last five years.

Response: 0

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

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

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

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

Response:

In Chilkur Balaji College of Pharmacy we make sure that in every major aspect of decision making, the idea of student is considered into account. As a result, freedom of expressing the ideas without fear and skill of raising a doubt or question in a professional manner is been habituated in the students, The idea of Democracy is implanted in student's mind. This practice makes the student to be more professional and responsible, which is much needed in today's challenging world.

Our institution has formed various students' welfare committees. This committees strive to improve communication between students, staff and management and also improves students' personal development and education. Leadership qualities in the students are inculcated by organizing and taking part in various activities and events held at college.

The student council members are as follows:

- Principal – Chairman
- Student welfare officer-nominated by principal
- Class representative from all the years of B. Pharmacy, M. Pharmacy and Pharm D
- Sports representative
- Culturals representative
- Girls representative

List of few committees where students' involvement and representation is seen:

- Cultural committee: - It is responsible for all cultural events and participation of students in college and intercollegiate events.
- Sports committee: - The sports committee will take care that the students and staff be a part of sports activities conducted in the year. This committee plans major sport events within the college and sees that students take participate in intercollegiate events.
- Anti-ragging committee: - This committee assures a healthy environment in college premises and strictly sticks to the rules and regulations of Anti-ragging imposed by apex body.
- Library advisory committee: - The Library advisory committee looks after all the facilities of library like books, journals etc.
- Medicinal garden committee:-The medicinal garden committee ensures that all the medicinal plants are taken care of and make sure that they are always green.
- National service scheme committee: - This committee is responsible for arranging various NSS activities which will uproot the empathy among students and make them responsible for their civic duties.

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

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

Response: 427.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
449	506	801	151	232

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

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of

the institution through financial and/or other support services**Response:**

Alumni is one of the growing strengths for Chilkur Balaji College of Pharmacy. Alumni who are working in different sectors like research, community pharmacy, regulatory affairs, clinical data management, quality assurance, quality control, production shares their experiences and motivate the students to choose the right career path of interest.

Alumni who have qualified competitive exams, guide the present students there by improving their confidence levels.

The institution arranges alumni sessions with younger generations for exchange of technical knowledge and to know the importance of soft skills.

Alumni regularly help the students in their research work.

Apart from guiding the students Alumni also supports the management by providing their feedback on curriculum, learning process and updates the management regarding the career opportunities.

The members of the Alumni Association will have regular interaction sessions with the Principal, the management, and the staff members for the overall development of the college.

With the help of various social platforms, the institution and its students are in regular contact with the Alumni.

File Description	Document
Upload any additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document
Link for any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Chilkur Balaji College of Pharmacy (CBCP) has a distinct vision and mission that depicts and meets the expectations of all its stakeholders. CBCP has a dedicated and determined team at all levels involved in imparting quality and proficiency centered Pharmacy education and anticipates generating aspirational students to well trained professionals by inculcating ethics, human values, attention and apprehension through updated education, which is the essential at the present scenario.

The Vision and Mission of the institute is:

Vision

To evolve into a premier academic institution, recognized for its contribution to the pharmaceutical industry and the society through excellence in teaching, learning, academic achievements, research and entrepreneurship.

Mission

Transforming the pharmaceutical education through academic rigour, practical orientation and outcome based teaching.

Imparting technical education that encourages independent thinking that develops strong domain of knowledge, hones contemporary skills and Positive attitudes towards holistic growth of young minds and preparing graduates to be lifelong learners with strong analytical, entrepreneurship and leadership skills.

Undertaking impactful research addressing local, national and global issues and developing incessant "Industry – Institute" relationships that promotes research activities and employability of the graduates that can contribute to the economic and technological development of the region, state and the Nation.

QUALITY DOGMA:

1. To provide essential organizational infrastructure at all levels for ensuring systematic and ever upgrading level of education in Pharmacy and Research and to encourage Pharmacy students in a way to transform them to proficient and comprehensive pharmacists globally.
2. To train the students beyond the level of class room teaching by conducting skill improvisation oriented Workshops and Certificate Programmes with credits.
3. To organize Community Pharmacy activities viz., Health Awareness Programmes for the local public by organizing Health Camps.

4. To instigate and encompass the students and staff members on eco-friendly practices that changes the work culture of individuals, so as to be dedicative, proactive and disciplined.

Reflection of Institutes Mission and Vision in the leadership of the institute:

The visionary Management is preemptive in executing various strategies for the overall compliance of stake holders. implements the strategies with respect to Professional and co-curricular activities. Principal in the capacity of ex-officio member of the governing body and as chairperson for institutional committees acts as point of contact between the management and faculty as well between staff and students. All work plans are articulated in line with quality policy with the effective involvement of Faculty under the guidance of the Principal and subjected to execution. The Vision and Mission of institute are in tune with the intents and outcomes of Pharmaceutical education with systematic planning and its effective execution certainly reflects the institutions efforts in achieving its objectives and goals.

The perspective plan of the Institute for the next five years includes accreditation, escalating research capacity, attaining precise level of excellence in all professional activities, more collaborations with national and international institutes of high repute for higher studies and student exchange Programs.

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

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

Response:

Participative management is the main strength for the institution. Management, staff and students actively participate in the events held in the institution. Institution has and follows various committee's for smooth running of the institution like Anti-ragging committee, Library committee, IQAC committee, Placement committee, NSS committee, Research committee etc.

Participative management approach has been the institute strategy all the way involving entirely the stake holders viz., teaching staff, non-teaching staff, students and while making any crucial institutional decisions at all levels, so that all the stake holders concerns will be taken into consideration in coming up with an amicable output.

The college governing body is a multifaceted conglomeration of expertise members having representation from the cross section of the society comprising President, Secretary and Correspondent, Joint Secretary, Nominee from University, Principal of the college, a Senior faculty member and also subject experts from various fields related to pharmacy. Governing body members of the management meets every half yearly and discusses institution activities and extends required guidelines for the improvement of the education quality. The Principal along with academic council is responsible for the academic and administrative functioning of the institute

Keeping in view of all the stakeholders, more on students, an effective administrative system is structured and the over-all organization of the Institutional Management is categorized as academics and administration. The Institute has instituted various committees at institute and department level for the effective functioning of the organization. The Principal chairs the meetings of various committees viz., Academic monitoring Committee (AMC), Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Grievance Redressal Cell, Placement Committee, Research committee and bring about submissions and recommendations from faculty

Various committees and Departments at individual level conduct meetings periodically and the respective proceedings are documented. The outcomes of the meetings are fetched to the principal/IQAC notice.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Response:

Chilkur balaji College of Pharmacy (CBCP) has well defined organization structure directed by Governing Body (GB) and is instituted as per the by-laws of concerned authority. The GB works with pertinent statutory bodies, outlines the thrust areas and implements effective administrative and academic policies for overall development of the Institute along with its stakeholders. Role and responsibilities are clearly demarcated for GB, CDC, IQAC and various academic and administrative committees.

Administrative Instructions and Regulations: It consists of

Recruitment policies for teaching and non-teaching staff.

- Eligibility criterion clearly described as that of Statutory Body PCI.
- Teacher: student ratio maintenance for UG/PG,
- Selection and appointment of Principal/Teachers/Administrative staff as per the sanctioned posts

Service Rules and Regulations: Includes

- Promotion Attainment Policy
- Service Book Maintenance
- Assessment Criteria for of Teaching Faculty Work

- Increment Guidelines
- Rules for Termination of Employee Services
- Code of Conduct,
- Disciplinary Proceedings and its implementations.

Faculty Accountabilities Includes

- Teaching and Training Activities
- Assessment and Evaluation
- Design of Outreach Activities and its Implementation
- Research and Consultancy Activities
- Administration and Extension Services.

Leave Rules: Guidelines are demarcated for Employees to avail Casual Leave , Earned Leave, Medical Leave, Study Leave, Maternity Leave

Few instances where the college exhibited deployment of strategic plan and planning to improve further are

1. To accomplish and sustain exceptional academic results by constituting various academic committees to ensure..

- Proper academic planning and conduct
- Implement and analyze feedback on teachers /teaching
- Follow up action on irregularities
- Meeting the needs of slow learners and execute remedial activities.

2. Emphasis on Student Centric Learning Process- by..

- Conduction of Class Seminars and group discussion on a topic of subject.
- Poster presentation competitions
- Painting Competitions relating to Profession
- Evaluating of Professional and Soft skills
- Assessment of ability to answer questions of external examiner.
- Clerkship and Internship Training through case studies and their interpretation
- Co-operative learning Procedure by consolidating small groups working together with a learning task followed by evaluation through their participation ability in group discussions and debates etc.

3. Improving research facilities- by...

- Promoting faculty members to apply under QIP/FIP/ CEP/funded research grants
- Encouraging Faculty to submit proposal to management for procurement of sophisticated instruments.
- Subscribing more National/International journals in the Library

4. Research Ability Inculcation in faculty and students- by...

- Encouraging and aiding faculty to register for Ph. D Programs

- Guiding faculty to organizing or attending Conferences/Seminars/ Workshops/Webinars/ /FDP/QIP
- Insisting Faculty for Peer reviewed Research publications etc.

5. Enriching Communication/Presentation skills among the students by conducting personality development events, Elocution and Assay Writing Competitions.

6. Augment student's participation in Community Pharmacy & Extension activities- through various activities under NSS unit like

- Health Checkup Camps,
- Swatch Bharat Abhiyan Promotion,
- Women empowerment Activities
- Gender Equity Programs
- Organizing awareness activities about health issues like AIDS/Chronic Disorders.

7. Quality Assessment through National Accreditation agencies like NAAC/ NBA /ISO for Institute Accreditation and Certification

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

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

Response:

Chilkur balaji College of Pharmacy (CBCP) has a well-organized hierarchical edifice to upkeep any executive proceedings that are vibrant and trustworthy with its commitments and can support effective resolution making. Institution upholds intelligibility in organizational structure to execute processes that are reliable with effective resolution. The college has well defined organization structure directed by Governing Body (GB) and is instituted as per the by-laws of concerned authority.

The organization lends itself to institutional capacity and educational effectiveness through various committees. Keeping in view of all the stakeholders more on students an effective administrative system is structured and the over-all organization of the Institutional Management is categorized as academics and administration. The Institute has instituted various committees at institute and department level for the effective functioning of the organization.

The Principal chairs the meetings of various statutory and nonstatutory bodies/committees viz., College Academic Committee (CAC), Internal Quality Assurance Cell (IQAC), Anti-ragging Committee, Grievance Redressal Cell, Malpractice Prevention Committee, Placement Committee, Research committee The Principal, Academic Director and HODs, with the assistance of faculty members, evaluate the progress

accomplished and complications faced by various committees. The operative motto of the institutional bodies was not only dynamic but also proficient in generating perceptible outcomes. Apart from the existing, appointments and service rules along with procedures are followed thoroughly. Service rules has been clearly demarcated and circulated for Appointment of Faculty, Working Hours, Late Coming, Permissions, Leaves -Absence, Conduct - Discipline, Dress Code – Decorum and Departmental Responsibilities.

Pertaining to Institute development, the management has always been in receiving and regarding any opinions and proposals from the faculties in taking institution in advance. All the faculty members were entrusted suitable responsibilities in all the committees. Organizational Structure is established as per the hierarchy from top management to down the level evidently demarking the duties, responsibilities, accountability and authorities at each and every stage. Work culture of the Institute has been reinforced through the excellent team work involving the Governing Body of top management, Principal, Academic monitoring committee, HODs, teaching, non-teaching, and students. Vision, Mission and Quality Policy of the Institute has been very clear at any point of time in nurturing the institute as premier one in offering Quality Education.

The over-all structure of the Institutional Management is categorized as academics and administration. The intentions and roles of the committees are organized as per the guidelines of the head of the institution. Principal being the chairperson of all administrative and academic committees' monitors all activities of the institution in co-ordination with the Academic Director. Faculty members were being encouraged regularly to attend skill development AICTE/UGC sponsored FDP's, PCI QIP's and various professional activities to improve their expertise besides conduction of professional activities in campus on various timely topics of prominence. Faculty members were encouraged to get enrolled for Ph.D Programs and also have membership of Pharmacy Professional bodies like APTI.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The Institute Management provides / implements the following welfare measures to its employees - both teaching and non-teaching through:

1. Teaching Staff is provided with Registration Charges as financial assistance to participate in various professional programs viz., attending Conferences, Seminars, and Workshops FDPs etc.
2. Providing facilities to Faculty Member pursuing Ph.D to carry out research work
3. Various leave facilities for both teaching and Non-teaching staff: Staff members can avail the leave facilities as per the eligibility criteria and norms of CBCP management. Casual Leave: Employee shall be entitled to 15 days casual leave in an academic year. Special leave: Faculty attending any official meeting/conference/seminar/any other non-remunerative official work.

Earned Leave: The confirmed non-vacation teacher shall avail earned leaves.

Medical Leave: All the employees are entitled for Medical Leaves depending on the severity of illness

Maternity Leave: Conceived Female faculty with the minimum two years continuous service shall be entitled to maternity leave.

Permission/Movements: Depending on perseverance of the matter Principal/Faculty/Staff may leave the campus for personal reasons.

Provision of RO water.

Canteen facility for students and staff and a dedicated area for staff.

Festival advances to class 3 and 4 employees

Free Transport facility for Employees through dedicated College Bus from city to Institute.

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

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

Response: 8.41

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

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

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

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

Response: 0

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

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

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

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

Response: 2.27

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	2

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

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

Response:

Performance Appraisal of Teaching Staff:

CBCP has a well-defined performance appraisal system for Faculty Members. Faculty intending for promotion or increment / special increment required to submit their annual performance appraisal in prescribed format.

The performance appraisal document includes the

- 1.Details of professional experience with related supporting documents
- 2.Academic Contribution details including Result Analysis, Lab Record Assessment, Course File Completion, Updating & Record Maintenance, attaining Feedback from Stake Holders etc. Additional academic achievements like Fellowships, PG Diplomas, PhD awarded or PhD's guided.
- 3.Administrative Contributions details including Administrative responsibilities at the Institution and Department Level, Involvement in Students Counseling/Mentoring/ Motivation, Guest Lectures, Organization of any National / International Conference/Seminar/Workshops, Organization of any Institute Curricular/Co-curricular & Extra Curricular Activities, Accreditation Works, Late Coming Markings (if any)
- 4.Professional Achievements right from the beginning of their professional career and their relative

progress between the present position and proposed position during the year under review. The achievements include details of Research Publications, Paper Presentations, Guest Lectures, Professional Awards, Book publications, contribution of Chapters to text books, involvement in Research Projects,

5. Best Practices implemented in Teaching Learning Methodology, Initiatives / innovative measures in teaching and learning.

6. Future plans in terms of goals and their strategy for their achievements and contribution.

The performance of all the teaching staff are reviewed by the HODs, Principal and Management Representatives. Faculties were assessed based on their performance, examination results of the students and feedback from respective stake holders. At the ends of each academic year students appraise every faculty member on various descriptions like Teaching methods, Clarity in Expression, Completion of Syllabus in time, Involvement in Practical Training, Interaction with Students etc.

Feedback from students were thoroughly analyzed by the concerned team and communicated to the respective faculty to update/ improve / adapt as per the feedback. HOD's appraises the staff based on their work done vis-à-vis Research Publications, Paper Presentations in Conference/ Seminars/Workshops etc., besides overall performance of the students (Theory & Practical).

The Performance Based Appraisal submitted by the respective Faculty Member is verified, checked and appraised accordingly by the HODs, IQAC and the Principal.

Appraisal of Non-Teaching Staff:

Salary appraisal for non-teaching staff is done based on their work involvement, performance and contribution besides the feedback given by the HODs / Administrative Officers and through timely confidential reports obtained by the principal.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Response:

Internal Audit:

An Internal auditor is appointed for audit purpose on regular basis. Internal audit benefits to follow

effective financial transactions. For every quarter period the internal auditor conducts audit, performs scrutiny of all payments receipts, vouchers of the transactions, cash books, ledger account and all bank accounts in respective financial year.

External Audit:

An external auditor is appointed by the society, and accomplishes the statutory audit. A thorough exploration and substantiation of all transactions was carried out by auditors in each financial year. Based upon observations given by the internal auditor, external audit will proceed.

Final Audit Report:

Final Audits are documented in such a way that on different heads vis-à-vis salary payments, laboratory equipment expenditure, library expenses, building and infrastructure, sports facilities, maintenance expenses and other miscellaneous. External auditor report of the last year along with audited Balance Sheet, Income & Expenditure statement of the account is enclosed. Finalization of the account is completed in June/July and audited statements are prepared in June/July duly signed by the Principal, and respective chartered accountant. Auditors finally prepare and submit the Income and Expenditure statement, Balance Sheet and Depreciation statement.

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

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

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

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

Response:**Resource Mobilization:**

The major financial resources of institution were through the fee collected from the students. The fees charged to the students are strictly as per the fees approved by Telangana Admission and Fee Regulatory Committee (TAFRC). Slight possibility of resource mobilization happens through donations (if any) from the Management, Philanthropists and funds generated through professional consultancy services. In addition to these consistent resources, efforts are also made to mobilize additional finances to meet the institutional requirements. Merit scholarships, medals are instituted for honoring outstanding students out of the donations collected from individuals or institutions and Alumni.

The Management of the Institution readily backings financially as and when in times of financial inadequacies. Deficit has been accomplished by funding from parent trust. Effective Institutional mechanisms are available to monitor the effective and efficient use of financial resources. The institute has its own internal audit mechanism to process and monitor effective and efficient use of available financial resources.

Income Generation Sources	Expenditure
1. Tuition fees	1. Employees Salary
2. Donations (If any)	2. Administration Consumables
3. External funding(If any)	3. Labs Consumables
	4. Infrastructure development and maintenance
	5. Library books and Subscription of Journals
	6. Sports and recreation
	7. Electricity, Internet, water bills etc.
	8. Affiliation fees (PCI / AICTE/JNTUH)
	9. Miscellaneous

Ideal Utilization of Resources:

The institute has a well-planned budgeting system, with satisfactory resources for recurring expenses (e.g., salary, maintenance etc.), learning resources (e.g. books, journals, Industrial visits, Seminar and workshops), and developmental purposes (e.g., addition of new equipment, computers, consumables, furniture etc.).

Before the academic year commencement, Principal conducts meeting with all the teaching staff and instruct them to prepare the entire requirements for the year viz., Equipment/Chemicals/Glassware. After receiving, the requirements were sent to Store in-charge, Examination Cell In charge, Chief Librarian and Office superintendent and instructs them to prepare requirement at institutional level. Heads of Department in consultation with other faculty members and lab technician documents the individual departmental requirements and forward the proposals to the Principal. Principal through thorough consultation presents the requirements in governing body meeting for final approval. Every year at the end of academic year, Library books and Laboratory stock verification is done. The income & expenditure of the college is monitored by the Accounts department under Management and at the end of financial year the internal and external auditors perform the financial audits.

Apart from student's fee collection from the other sources of income are:

FDR Interest Bank Interest

Admissions/Lab/Library Fee

Adequate funds are allocated for FDPs, Class Orientation programs, Workshops, etc. to ensure quality in education. Appropriate funds are allocated for enhancement of the library facilities.

Adequate funds are utilized for development and maintenance of the infrastructure.

Software & Internet charges

Repair & maintenance

Printing & stationary

Equipment & Consumables

Furniture & Fixtures

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

6.5 Internal Quality Assurance System

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

Response:

Response:

The Internal Quality Assurance Cell (IQAC) was established at the Chilkur Balaji College of Pharmacy, Hyderabad. The IQAC Committee includes all stakeholders of the Institute, i.e. students, alumni, all Department and Section Heads also including the Library, Sports, Students Hostel, Examination & Evaluation, co-curricular and extra-curricular activities, members of the Management and Administration, and members of local community and industry experts.

The Primary aim of IQAC is

To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.

To create a good quality culture

To channelize the efforts and measures of the institution towards academic excellence.

Some of the functions expected of the IQAC are

Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.

Organization of workshops, seminars on quality-related themes and promotion of quality circles.

Development of Quality Culture in the institution.

Dissemination of information on the various quality parameters of higher education.

Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes.

Acting as a nodal agency of the institution for quality-related activities.

Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters.

In the recent years, the IQAC has recommended the following quality enhancement initiative

1. Strengthening of Institute Industry Interaction Cell (IIIC).
2. Establishment of Alumni association.
3. Encouraging Faculty participation in FDP.
4. Alumni interaction periodically.
5. Library enhancement and e-resource utilization.
6. Strategic Syllabus coverage with support of Study Learning Materials to slow learners.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made

for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Chilkur Balaji College of Pharmacy (CBCP) has strategic teaching learning process and has systematic methodology for progressing the activities. In an Academic calendar year, The Internal Quality Assurance Cell (IQAC) meets twice to review the Teaching and Learning Process. Institutional IQAC is responsible for developing, coordinating and monitoring academic activities and their assessment to the effect of improvement in faculty teaching and student learning. Academic Director, HOD's and senior faculty members of the Institute gathers often for the meeting chaired by the head of the Institution.

The Internal Quality Assurance Cell guides accordingly to initiate the professional activities by involving various departments and carries out internal audit for every department in each academic year. Institutional Academic Plan is confirmed well in advance before the semester commencement for all the courses. Institute has an effective internal communication system through physical circulars as well as through social media groups.

Outcomes:

IQAC intermittently assures the accomplishment of program outcomes of every course and program through...

i) Course Files:

A Course file is professional systematic compilation of each and every aspect pertaining to subject academic proceedings. As per the syllabus course file includes the details of topic completion, internal marks documentation and all other mandate aspects of the course. A detailed plan for every topic covered and the mapping of the exam questions with the course outcome is documented.

ii) Evaluation-System

A typical evaluation system with regard to IQAC reforms is given by Input Based Information to Outcome Based Education (OBE) with direct procedures i.e., teaching-learning process and Indirect procedures i.e., Mid exams, lab internal, external and End semester (University examinations) exams using various assessment tools.

Evaluation procedure for Outcome Based Education: The procedure of evaluation for OBE is as follows:

1. Internal (Mid) Examinations: Two Internal (Mid) Examinations are conducted for B.Pharm and M.Pharm students in each semester and Three Internal (Mid) Examinations are conducted for Pharm.D & Pharm.D(PB) students as per the university norms. The Mid- exam questions are mapped to the respective COs.

2. Internal Lab Examinations: Internal Lab Examination includes evaluation of laboratory skills through answering synopsis, performance of Major and Minor experiment followed by viva-voce by institute faculty.

3. External Lab Examinations: External Lab Examination includes evaluation of laboratory skills through answering synopsis, performance of Major and Minor experiment followed by viva-voce by external faculty deputed by the University.

4. End semester university examinations: Question paper for every course is provided by the affiliating university online. University Examination Branch will be declaring the results online within 2 months after conduction of external exams. The marks scored by the students are subjected to assess the attainment level of the respective courses. Institutional IQAC under the headship of its coordinator conducts periodical meetings with the Principal and HOD's and also with various institutional committees in an academic year. An academic review will be on all departments by collecting information on various academic activities, completion of course syllabus, students assignments, class seminars, and other professional activities.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Chilkur Balaji College of Pharmacy is committed to promote Gender equality and provides a safe and secured environment for all the students, which is free from oppression, threat, and abuse or ragging. The gradual empowerment of women, the percentage of women faculty and non-teaching staff maintained consistently has led to increase in admission of girl students over the years. This has been possible only due to imparting of quality education and safe/secure environment being made available. Awareness regarding gender related issues was created among the students through gender sensitization subject included in the curriculum. Apart from this, gender sensitization committee conducts awareness programmes by inviting guest lectures. The campus is under 24/7 CCTV-camera surveillance and regularly monitors for the safety of the girl students.

The mentor mentee system is operational in the institution. The mentors in particular are trained to keep a watchful eye over the students and any unusual activity is reported to the principal for addressing. The Anti Ragging committee and squad ensure that there are no incidences of ragging. Faculty often involves in counseling for the students regarding their personal problems, career guidance and any professional matters. Common rooms are allotted separately for the both genders when they are ill.

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

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

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

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

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

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

Response:

Response:

Chilkur balaji College of Pharmacy (CBCP) Management has taken several initiatives in maintaining campus clean and green with its eco-friendly policies viz., energy conservation, rain water harvesting, bio-hazard or waste management, plantation of trees, laying of lawns, e-waste management, etc.

In particular, our institute being an inherent part of health sciences tends to keep the environment green and pollution free, as well concern team of members efforts to their maximum capacity in managing several type of waste and residuals until their final disposal is done.

Our Affiliating University, JNTU Hyderabad has framed a course named Environmental Science which is a mandatory course for students of B.Pharmacy II year through which awareness about the environment and related issues with solution strategies is imparted. As per the guidelines of JNTUH we have been organizing many awareness programs on environment.

Solid waste management:

Chilkur balaji College of Pharmacy practices the separation of Solid Waste and its effective management in the campus. The waste bins are provided separately for dry and wet waste at every corner of the corridor, wash rooms and common room. Usage of one-sided paper is encouraged.

The Leftover food from the college canteen will be collected and send to the Cattle field in Aziz Nagar Village, which is very near to our institute.

Our management has given clear instructions to the canteen management to reduce the use of plastic and to encourage the use of steel utensils for serving food ..etc.

Liquid waste management:

The institute practices separation of waste water collecting from wash rooms and laboratories make in to fresh water by using RO plants. Operative reuse of waste water from RO plant is being used for flushing of toilets and watering the gardens.

e-waste management:

Institute has Tie-Up with aziz nagar gram panchayat, The electronic and electrical instruments under repair are given to the students during the lab sessions to dismantle and reassemble, which help in application oriented learning.

Waste Recycling system:

Recycling system handles the liquid wastes and makes it suitable for reusing. Rain water harvesting pits are constructed within the campus in an appropriate places which helps for preventing water lagging.

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

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

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

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

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

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

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

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

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

Response:

The institution is highly committed to promote a cultural harmony in the students, faculty and staff. The institute routinely engages in conducting a number of initiatives and activities focused on creating a more inclusive environment towards cultural events regardless of diversity and belief. Orientation sessions are conducted before initiating the academic year. Over 450 strength of students along with about 60 teaching and non teaching staff come from various cultural backgrounds representing diversity.

The institute adorns a festive look to celebrate Bathukamma, the state festival of Telangana. Many competitions such as 'Bathukamma' and 'Rangoli' display the enthusiasm and teamwork of the faculty. Themes based on the 'role of pharmacist role in society' are chosen for Rangoli competition. Students from different communities, religions, cultures, regions and language equally participate in these events.

To provide an inclusive environment i.e., communal, socio-economic etc., and to feel responsible towards protecting nature, and our Institute facilitates a healthy and eco-friendly environment. Tolerance and Harmony to cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Dussehra, Bathukamma Festival, Scientific Fest and Cultural Fest at Institute levels. New Year celebration brings in fun filled games and special food amplifies spirit of togetherness. Social connect with rural people residing in and around the institute is encouraged respecting the cultural, communal, socio-economic and linguistic values of the local people.

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

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

Response:

Response:

The course on “Constitution of India” introduced by the affiliating university JNTUH as a compulsory foundation course in B. Pharmacy Academic Year 2020-2021.

Students will be able to:

1. Discuss the growth of the demand for civil rights in India for the bulk of Indians before the arrival of Gandhi in Indian politics
2. The intellectual origins of the framework of argument that informed the conceptualization of social reforms leading to revolution in India.
3. The circumstances surrounding the foundation of the Congress Socialist Party under the leadership of Jawaharlal Nehru and the eventual failure of the proposal of direct elections through adult suffrage in the Indian Constitution. Discuss the passage of the Hindu Code Bill of 1956. The Institution organizes various activities for sensitization of the students and employees for inculcating values, rights, duties and responsibilities for being responsible citizens of India. Institution conducts Debate competition on various topics such as, Human Rights and Responsibilities, National Integration of India to create awareness among students about different human rights and responsibilities of Indian citizen and national integration to protect fundamental rights, which will create an opportunity to live together in peace and prosperity. Institution organizes Swachh Bharath Abhiyan to create awareness about cleanliness in and around the campus. In addition, the institution also organizes blood donation camps to encourage students to contribute for public health. Institution celebrates the National Day of India, such as Independence Day and Republic Day, every year. These events begin with hoisting of the national flag by the Principal, Staff and Students. The different programs organized by the SIIP are National Constitution Day, Human Rights Day, Gandhi Jayanti, awareness program on fundamental duties and rights of Indian citizens.

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

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

1. The Code of Conduct is displayed on the website

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

Response: C. 2 of the above

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

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

Response:

Response:

Every year Chilkur Balaj College of Pharmacy celebrates various National and International commemorative days, events and festivals with a view to promote patriotism, concern for the community, human values, inclusiveness and spirit of camaraderie. Also celebrate birth/death anniversaries of the great Indian personalities. Our Institution is committed to promote ethics and values among students and faculty. Traditional day National Youth Day- The birthday of Swami Vivekananda 12th January Pongal Celebration- During Sankranthi festival Krishna ashtami celebrations Republic day- 26th January National Science Day-28th February International Women's Day -8th March International Day of Yoga – 21st June Haritha Haram Day Dr.Abdul Kalam Memorial Day-27th July Independence Day- 15th August Teacher's Day - Sir Sarvepally Radhakrishnan's Birth Anniversary- 5th September Gandhi Jayanthi- 2nd October Bathukamma Festival- During Dussehra

File Description	Document
Link for Geotagged photographs of some of the events	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for any other relevant 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:

Response: INSTITUTIONAL BEST PRACTICE -1 Title of Practice: CLINICAL & COMMUNITY PHARMACY TRAINING FOR PharmD. Objectives: Doctor of Pharmacy (PharmD) -6 Years professional pharmacy Doctoral programs, on completion of the graduation, is considered as a pre-PhD and Post Graduate professional doctoral degree, in addition a student awarded authorization to use the prefix Doctor (Dr) to his/her name. It was introduced to improve the healthcare at Clinical and Hospital pharmacy services in India, one among pharmacy services which are in direct contact with the patient healthcare system and authorized to take critical decisions at prescribed medications in inpatient prescription. Curriculum for the course include regular Pharmacy subjects as well as specific subjects like Pharmacotherapeutics and Clinical Pharmacy with sufficient exposure in Clinical Pharmacy services. The best part of this course is to raise the standard of Pharmacy Profession in India in terms of Pharmacy Practices as well as making Pharmacy degree acceptable to various other countries. The course curriculum is framed by Pharmacy Council of India (PCI) in such a way that it can meet international standards. PharmD curriculum based researches encompass a variety of determinants of health and their influence on patient outcomes and population health. Context: Few of the areas where the PharmD students are trained include, Ward round participation, Clinical postings, Training in medication chart review, Drug information, Patient counseling, Identification, Monitoring and Documentation of drug interactions, Medication errors and Adverse Drug Reactions in hospital and Clinical practice set-up, Total parenteral nutrition, Therapeutic drug monitoring, Improving patient compliance etc. The competence required to accomplish the clinical services for patients needs through indulgence of the subject. Many times it has been a practical concern that the physicians do not accept PharmD students to directly interact with the patients. To overcome this problem we had made and have been making continuous efforts in convincing the Hospital CEO/Superintendent/RMO about the preamble of the Course content and the importance of practical training at hospitals. Upon their permission, students were categorized to groups and assigned to a particular physician. Ward round participation time table was framed by our Faculty and after approval by CEO/Superintendent/RMO, students participate in ward rounds along with the physician and involve in the clinical duties along with the physician. Slowly, the students start understanding the procedure of ward rounds, the activities done during the ward rounds, case history discussion and patient counseling. Further, interactive sessions are conducted where the students are involved in discussion with physicians and other paramedical staff for better understanding about the case. The 6-year PharmD course provides intensive training in pharmacy practice and clinical pharmacy services. Graduates will study in detail about drugs for different diseases. Pharmacists will advise patients about dose, action and side effects Practice: Time Table for PharmD courses were framed in such a way that that II year & III year PharmD students goes to hospital once in a week, IV year PharmD goes to hospital twice in a week, V year PharmD students goes to hospital thrice in a week, whereas VI year PharmD it's a regular pattern that the students clinical training include Case studies, understanding the Prescription, Patient counseling, Case history recording (with permission), case presentations, drug information services, ward round participation etc. Evidence of Success: The Clinical & Community Pharmacy Training programme associated for PharmD course has been so effective in transforming the students... To provide patient care in co-operation with patients, prescribers, and other members of an interprofessional healthcare team based upon sound therapeutics principles and evidence-based data while taking into account about relevant legal, ethical, social cultural, economic and professional issues, emerging technologies, and evolving biomedical, pharmaceutical, social, or behavioural or administrative, and clinical sciences that may impart therapeutic outcomes. To manage and use resources of the health care system, in co-operation with patients, prescribers and other health care

providers and administrative and supportive personnel, to promote health; to provide, assess, and coordinate safe, accurate, and time sensitive medication distribution; and to improve therapeutic outcomes of medication use. To promote health improvement, wellness, and disease prevention in co-operation with patients, communities, at-risk population and other members of an inter-professional team of health care providers. To demonstrate skills in monitoring of the National Health Programmes and schemes oriented to provide preventive and promotive health care services to the community. To develop leadership qualities to function effectively as a member of a health care team organized to deliver the health and family welfare services in the existing socio-economic, political and cultural environment. Problems Encountered and Resources Required: At the start of these programmes especially at the hospital front we faced a lot of practical problems while convincing the were faced at the hospital in convincing the Hospital CEO/Superintendent/RMO for the permission to make the student participate in ward rounds, as the procedure involves physicians and para-medical staff. Initially every day we used to convince them and many times the hospital management denied the proposal irrespective of our MoU with them. There were many incidents where our faculty and students returned to the institute due to non-cooperation from hospital authorities. Many times we faced dissatisfaction representations from the parents even. In due course our continuous briefing efforts about 'the assistance what the hospital and physicians will get' had succeeded and gradually they agreed upon. We convinced them with lot many evidences in developed countries that due to Pharmacist intervention in hospital activities can profoundly decrease Medication Errors and also briefed them that "Prescription Auditing" carried by PharmD students can be highly appreciable in overcoming Drug-Drug interaction and Adverse Drug Reaction. Also, our PharmD students' documentation can be supportive for the Hospital in achieving NABH certification. Immediately, in the fifth year PharmD. students will not be capable of identifying DDI or ADR thoroughly, as it requires a lot of practice, subject knowledge, coordination with physicians and other paramedical staff members. As well we explained to them about the Poison information center, which refers to a specialized area of drug information where the students provide information on the toxic effects of an extensive range of chemicals including plant and animal toxins to the patients and visitors. Currently our institute Sri Indu Institute of Pharmacy has support from three hospitals in effective Clinical & Community Pharmacy Training for PharmD students. Students and Parents has been very much satisfied and the placement of students in various hospitals as Drug Medical Officers, Clinical Pharmacists, as well as Pharmacovigilance Officers in various Multinational companies and as Clinical Trial Coordinators in reputed Multinational Pharmaceutical companies depicts the efforts and success of the Institute in the area.

INSTITUTIONAL BEST PRACTICE -2 Title of the Practice: STUDENT MENTORSHIP PROGRAMME Objectives of the Practice: Chilkur Balaji College of Pharmacy (CBCP) adapted a successful practice of care and support centered initiative 'Student Mentorship' to methodically monitor the overall aspects of students, be it be personal aspects (if they wish) apart from their progress in various curricular and co-curricular aspects of academia. This initiative has been successfully implemented for the last 6 years. The Mentor system was acquainted with an impartial initiative to augment the understanding of all students towards the course content, teaching learning process, follow up of progress of student at Internal and External assessment guidance to rectify all their snags and resolving there up to. Context: Sri Indu Institute of Pharmacy (SIIP) is one of the senior and premier institute of the state offering various courses viz., B.Pharmacy, PharmD, and M.Pharmacy five specializations (Pharmaceutics, Pharmaceutical Analysis). The annual academic intake of all courses is about 115 students with an overall student count exceeding 400, who all hails from varied regional and socio-economic backgrounds. Students from rural background represent a major number in admissions of the institute. Timely it is equally important to identify non-English medium students and slow learners and take all indispensable steps to monitor them all the way and try to enhance their overall performance. It's an institute regular mandate to record the attendance of all the students in fixed proforma, identify shortfalls and initiate all the essential measures to

achieve an overall appreciable aggregate. It's a practical issue everywhere while resolving interpersonal issues among students with a word of advice and it's not feasible all the times, as some sensibilities matters. For which, the institute had initiated 'Student Mentorship Programme' by Faculty members to increase the conviction and assurance among the students and parents towards the institute. Various students related issues on a whole needs to be addressed by an exclusive approach without disturbing the regular academic schedules activities, for the said 'Student Mentorship Programme' was initiated. Practice: Faculty Members with overall experience greater than 5 years were selected for this Mentorship initiative. Principal, All HODs and other senior staff involved in administrative works apart from academic works were not included for the programme due to predefined professional tasks. On an average 15 students of one class will be attached to a staff member to be a mentor for that group. Mentors are quite different to that of conventional class coordinators since there will be more than one mentor for a single class where strength is about 60 for B.Pharmacy Course. Students Mentorship initiative is presently taken up for B.Pharm and PharmD course students as they join with a basic Intermediate background, where their level of mind maturity may not be sufficient enough to face some issues and may lead to unnecessary disturbances amongst the students due to their tender age. Hence the institute focused on B.Pharm and PharmD course students. The Mentor-Mentee system is designed in such a way that the mentor-mentee ratio should not exceed the volume of the mentor to monitor individual students. The mentor has to make assured that he monitors his mentees (students) by collecting all the required data (Students contact numbers and email ids, Parents contact details etc.) and regularly monitors them right from their attendance to their overall performance and activities during the day. A fixed proforma was designed and approved in IQAC, in which the Mentor maintains the entire information like attendance of students and informs to Head of Institute and to parents if the mentee has been irregular for more than 2 days without prior permission. It's an distinctive feature to state that Mentors diary is an highly effective tool for various monitoring, documenting and auditing purposes. It's the responsibility of the mentor to identify students with below par academic outputs and the mentor raises the request through proper channels to conduct remedial classes so as to improve their overall academic performance. As well, parents' regular interaction with the Mentor yields a fruitful outcome of the institute and its academic affairs. Evidence of Success: There are several aspects and incidences that give evidence for success of the Mentor-Mentee system. There are situations where few students were brought to the normal stage when they were in a decision to take extreme steps, let it be of personal cause. As well an exponential raise is recorded with respect to students' academic and overall percentages. Even the institute's performance with respect to External exams is commendable after successful implementation of the Mentor-Mentee system. Mentor system is about 'owning' and it was highly successful in attaining boundless conviction among the students and their parents not only in the institution but also augmented their awareness towards the vibrant and self-sustainable Pharmacy Profession.

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

7.3 Institutional Distinctiveness

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

within 1000 words

Response:

Response: Chilkur Balaji College of Pharmacy (CBCP) is affiliated to Jawaharlal Nehru Technological University Hyderabad. As such JNTUH provides the scheming and execution of curriculum for all its Under Graduate and Post Graduate course based on the regulation of regulatory bodies PCI and AICTE New Delhi and based on the critical assessment of proposal by all the stake holders, members of Board of Studies design the curriculum of each subject. The university has provided a curriculum on semester basis. The institution thoroughly follows the curriculum of Jawaharlal Nehru Technological University Hyderabad. Chilkur Balaji College of Pharmacy (CBCP) has a distinct vision and mission that depicts and meets the expectations of all its stakeholders. CBCP has a dedicated and determined team at all levels involved in imparting quality and proficiency centered Pharmacy education and anticipates generating aspirational students to well trained professionals by inculcating ethics, human values, attention and apprehension through updated education, which is the essential at the present scenario. CBCP is situated in sprawling green ecofriendly environment, presently offering the following Courses with maximum intake viz., B.Pharmacy, Pharm.D, and M.Pharm 5 Specializations (Pharmaceutics, Pharmaceutical Analysis). CBCP has dedicated two multistoried blocks with built up area of 7450 Sq mts providing state of art facilities viz., ICT class rooms, well equipped Laboratories, Library with good collection of titles and e-books, Auditorium, Computer Labs, Sport facilities (Indoor & Outdoor). CBCP and its counterparts has been very much instrumental in benevolent professional guidance to students who are selective to pursue their career in either ways i.e, Industry based or Practice based with its MoU with various reputed Pharmaceutical Companies, Labs and Hospitals. The Vision, Mission and the Quality Policy of the institute clearly outlines the Institute's idiosyncratic approach in terms of reaching the expectations of stake holders and addressing the challenges of the vibrant Pharmacy arena through its comprehensive orientation towards Pharmacy education. Continuous and effective co-ordination amongst all the academic and administrative activities with systematic planning and its effective execution certainly reflects the institutions efforts in achieving its objectives and goals. INSTITUTE BEST PRACTICES The Institutes' Vision and Mission declaration portrays its determined features through: The Institute makes sure that quality and Profession outlook based Pharmacy education and training to all the students irrespective of their basic studious levels by encouraging and nurturing them to be capable individuals who can face any challenges in the vibrant Pharmacy arena. The Institute and its policies has been certainly unbiased that all students equally gain expertise through in academic, research and extension activities by mandate participation in various classroom interaction, professional competitions, extra-curricular events, Community Pharmacy oriented service programs etc. The institute organizational structure has been planned accordingly by decentralizing the responsibilities to various institutional committees involving all the faculties so as to effectively reach the student community with the concern motto. All the resources of the institute viz., library, laboratories and other infrastructural facilities are accessible to all the students for effective utilization. The Institute organized various in-campus certification and bridge courses to all students besides remedial teaching for the slow learners. The Institute encourages all the faculty members to upgrade their subject acquaintance, abilities and research capabilities by regularly participating in various faculty development programs / workshops / seminars organized at different platforms. The Institute policy itself intends to nurture the students into decent individual's primarily good citizens of contemporary India with distinctive focus on self-restraint, ethical and moral principles and societal responsibility as a registered pharmacist. The institute timely adopts various innovative and multidisciplinary methodologies in education, training and research to accomplish the emerging needs of Pharmaceutical industry and also in several interdisciplinary areas. Mentorship activity at all class level enables a better teacher-student relationship besides monitoring academic and other issues of the students.

A transparent Student feedback system in the institute enables the administration to measure the progressive level of student satisfaction with regard to any modification or up-gradation in teaching, laboratory and other infrastructure facilities etc. Class Orientation programs were conducted yearly for new admitted students besides various soft skill developments, communication skills improvement, Graduate Training Programmes, Stress Management and Research Methodology. The institute provided a barrier free support to differently-abled / physically challenged staff and students. Career guidance regarding various competitive examinations is made available to the students at Training, Placement and Counseling Cell and the information is displayed timely at Notice Boards. Institute also provides additional support for the students participating in various extra-curricular activities. The institute identifies the thrust areas and makes necessary efforts uncompromised on quality of teaching-learning process. The institute has categorically responded to social and gender issues in its efforts to be in compliance with its stakeholders regularly. Various activities viz., plantation of trees, water harvesting, energy conservation, bio-hazardous and waste management, development of lawns, e-waste management etc.

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

5. CONCLUSION

Additional Information :

Chilkur Balaji college of Pharmacy is an academic institution striving to excel in academic and research perspectives, and provide holistic growth to all the personnel associated. College has initiated and successfully implementing measures like academics planning, continuous internal evaluation, mentorship program, signing collaborations with industries and hospitals, Co-curricular and extra-curricular events, industrial visits, field trips, organizing healthcamps, awareness camps and many others. The institute has implemented methodical systems to prevent discrimination on basis of gender, caste and provides a hassle-free environment where young minds can be nurtured and grow unhindered. The institute leadership constantly focuses on matters that are still to be improved, like implementing more measures to guide the students for appropriate higher education, to help staff to efficiently take up and work on innovative research ideas and to apply for research funding to various governmental and non-governmental organisations, to encourage staff to attend and organise more programs like FDPs, Seminars and National and International Conferences, Symposium that help in personal and professional growth of the faculty. The institute shall see that students are encouraged and duly supported and provided all the opportunities to improve their skill in both co-curricular and extra curricular activities through still improved mechanisms.

Concluding Remarks :

It can be concluded that Chilkur Balaji College of Pharmacy is a prospective organisation that continuously works towards achieving the preset goals, which are on par with the attributes set by the UGC or any other premier academic institution world wide. We take this opportunity to express thanks to NAAC authorities for the opportunity given to us for preparation and submission of SSR for Assessment and Accreditation.