SELF ASSESSMENT REPORT (SAR) FORMAT

DIPLOMA PHARMACY PROGRAM

FIRST TIME ACCREDITATION

(November,2019)

SAR Contents

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<div align="center">**PART A: Institutional Information**</div>

1. **Name and Address of the Institution:**

2. **Name and Address of the Affiliating University/Board:**

3. **Year of Establishment of the Institution:**

4. **Type of the Institution:**

   University ☐
   Deemed University ☐
   Autonomous ☐
   Affiliated ☐
   Any Other (Please specify) ☐

5. **Ownership Status:**

   Central Government ☐
   State Government ☐
   Grant-in-Aid ☐
   Self financing ☐
   Trust ☐
   Society ☐
   Section 25 Company ☐
   Any Other (Please specify) ☐
   Provide Details:

6. **Other Academic Institutions of the Trust/Society/etc., if any:**

Name of the Institution(s)	Year of Establishment	Programs of Study	Location

7. **Details of all the programs being offered by the Institution under consideration:**

S.No.	Program Name	Year of Start	Intake	Increase in intake, if any	Year of increase	AICTE Approval	Year of Obtaining PCI Approval	Accreditation Status*
1.								
N.								

*** Write applicable one:**
- Applying first time
- Granted accreditation for two/three years for the period(specify period)
- Granted accreditation for 5/6 years for the period (specify period)
- Not accredited (specify visit dates, year)

- Withdrawn (specify visit dates, year)
- Not eligible for accreditation
- Eligible but not applied

Note: Add rows as needed.

8. **Name of the Program to be considered for Accreditation vide this application:**

9. **Total number of employees:**

A. **Regular Faculty and Staff:**

Items		CAY		CAYm1		CAYm2	
		Min	Max	Min	Max	Min	Max
Faculty in Pharmacy	M						
	F						
Non-teaching staff	M						
	F						

B. **Contractual Staff** (Not covered in Table A):

Items		CAY		CAYm1		CAYm2	
		Min	Max	Min	Max	Min	Max
Faculty in Pharmacy	M						
	F						
Non-teaching staff	M						
	F						

Note:
1. **All faculty whether regular or contractual (except Part-Time), will be considered. The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered. However, following will be ensured in case of contractual faculty:**
   a. *Shall have the AICTE prescribed qualifications and experience*
   b. *Shall be appointed on full time basis and worked for consecutive two semesters during the particular academic year under consideration.*
   c. *Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.*

CAY – Current Academic Year
CAYm1- Current Academic Year minus1= Current Assessment Year
CAYm2 - Current Academic Year minus2=Current Assessment Year minus 1

10. Total number of Pharmacy students in the institute:

Student Numbers	CAY	CAY*m*1	CAY*m*2
Total no. of boys			
Total no. of girls			
Total no. of students			

(Instruction: The data may be categorized in tabular form in case institute runs UG, PG and doctoral programs, Please prepare separate table for each level, if applicable)

11. Contact Information of the Head of the Institution and NBA coordinator, if designated:

    i.   Name:

        Designation:

        Mobile No:

        Email id:

    ii.   NBA coordinator, if designated:

        Name:

        Designation:

        Mobile No:

        Email id:

PART B: Criteria Summary

Name of the program: _____

Criterion No.	Criterion	Marks/Weightage
1.	Vision, Mission and Program Educational Objectives	50
2.	Program Curriculum and Teaching –Learning Processes	50
3.	Course Outcomes and Program Outcomes	60
4.	Students' Performance	75
5.	Faculty Information and Contributions	75
6.	Facilities and Technical Support	100
7.	Continuous Improvement	30
8.	Governance, Institutional Support and Financial Resources	60
Total		**500**

CRITERION 1	Vision, Mission and Program Educational Objectives	50

1.1. State the Vision and Mission (5)

(Vision statement typically indicates aspirations and Mission statement states the broad approach to achieve aspirations.)

1.2. State the Program Educational Objectives (PEOs) (5)

(*State the Program Educational Objectives (3 to 5) of the program seeking accreditation*)

1.3. Indicate where and how the Vision, Mission and PEOs are published and disseminated among stakeholders (15)

(Describe where (websites, curricula, posters etc.) the Vision, Mission and PEOs are published and detail the process which ensures awareness among internal and external stakeholders with effective process implementation)

(Internal stakeholders may include Management, Governing Board Members, faculty, support staff, students etc. and external stakeholders may include employers, industry, alumni, funding agencies, etc.)

1.4. State the process for defining the Vision & Mission and PEOs of the program (10)

(*Articulate the process for defining the Vision, Mission and PEOs of the program*)

1.5. Establish consistency of PEOs with Mission of the Institute (15)

(***Generate a "Mission of the Institute – PEOs matrix" with justification and rationale of the mapping***)

PEO Statements	M1	M2	....	Mn
PEO1:				
PEO2:				
PEO5:				

Note: M1, M2, ..., Mn are distinct elements of Mission statement. Enter correlation levels 1, 2 or 3 as defined below:

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High)

It there is no correlation, put "-"

Note: In this document wherever the term 'Process' has been used its meaning is process formulation, notification and implementation.

CRITERION 2	Program Curriculum and Teaching –Learning Processes	50

2.1.   Delivery of Syllabus Contents and compliance of the curriculum (5)

(State the contents of the syllabus; about the course/learning material/content/laboratory experiments/projects etc. also mention identified curriculum gaps, if any)

2.2.   Adherence to Academic Calendar (10)

(Demonstrate notified academic calendar & its adherence)

2.3.   Initiatives in teaching and learning process (15)

(Implementation of teaching-learning process and Initiatives in improving instruction methods, the quality of laboratory experiments with regard to conduct, record observations, analysis and continuous evaluation, encouraging bright students, assisting weak students etc. The initiatives, implementation details and impact analysis need to be documented)

2.4.   Initiatives related to Hospital and other related interactions (10)

(Give details of the industry/ hospital involvement in the program such as industry/other-supported laboratories, partial delivery of appropriate courses by industry experts and/or collaborative initiatives with the hospitals etc. Mention the initiatives, implementation details and impact analysis)

2.5.   Initiatives   related   to   skill   Development   programs/industry   internship/ training/hospital pharmacy (10)

(Mention the initiatives, implementation details and impact analysis)

CRITERION 3	Course Outcomes (COs) and Program Outcomes (POs)	60

3.1. Establish the correlation between the courses and the Program Outcomes (20)

(NBA defined Program Outcomes as mentioned in Annexure I)

3.1.1. Course Outcomes (05)

SAR should include course outcomes of one course from each year of study, however, should be prepared for all courses

Note: Number of Outcomes for a Course is expected to be around 6.

Course Name: Ciii Year of Study: YYYY – YY; For ex. C202 Year of study 2019-20

C202.1	<Statement>
C202.2	<Statement>
…	<Statement>
C202.N	<Statement>

Table – 3.1.1

C202 is the second course in second year and '.1' to 'N' are the outcomes of this course.

3.1.2. CO-PO matrices of courses selected in 3.1.1 (two matrices to be mentioned; one per year from 1st & 2nd Year) (05)

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C202.1									
C202.2									
…									
C202.N									
C202									

Table 3.1.2

Note: *Correlation levels 1, 2 or 3 as defined below:*

1: Slight (Low)   2: Moderate (Medium)   3: Substantial (High)

It there is no correlation, put '-'

3.1.3. Course-PO matrix of courses for all two years of study (10)

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C101									
C202									
…									
….									

Table 3.1.3*

Note: *Correlation levels 1, 2 or 3, as defined below:*

1: Slight (Low)   2: Moderate (Medium)   3: Substantial (High)

It there is no correlation, put '-'

∗It may be noted that contents of Table 3.1.2 must be consistent with information available in Table 3.1.3 for all the courses.

3.2. Attainment of Course Outcomes (20)

3.2.1. Describe the assessment processes used to gather the data upon which the evaluation of Course Outcome is based (10)

(Examples of data collection processes may include, but are not limited to, specific exam/tutorial questions, assignments, laboratory tests, student portfolios (A portfolio is a collection of artifacts that demonstrate skills, personal characteristics, and accomplishments created by the student during study period), internally developed assessment exams, etc. It is expected that each theory subject taught should impart specific knowledge and make a foundation for a set of Basic Concepts related to it. Similarly the laboratory experiments should have some predetermined and predefined skills which can be developed during the study)

3.2.2. Record the attainment of Course Outcomes of all courses with respect to set attainment levels (10)

Program shall have set Course Outcome attainment levels for all courses.

(The attainment levels shall be set considering average performance levels in the University/Board examination or any higher value set as target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the course outcomes of a course in addition to the performance in the University/Board examination)

Measuring Course Outcomes attained through University/Board Examinations

Target may be stated in terms of percentage of students getting more than the university/board average marks or more as selected by the Program in the final examination. For cases where the university/board does not provide useful indicators like average or median marks etc., the program may choose an attainment level on its own with justification.

Example related to attainment levels Vs. targets: (The examples indicated are for reference only. Program may appropriately define levels)

Attainment Level 1: **60%** *students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 1"*

Attainment Level 2: **70%** *students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 2"*

Attainment Level 3: **80%** *students scoring more than University/Board average percentage marks or set attainment level in the final examination is considered to be attainment of "Level 3"*

- *Attainment is measured in terms of actual percentage of students getting set percentage of marks.*

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

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

Measuring CO attainment through Internal Assessments: (The examples indicated are for reference only. Program may appropriately define levels)

Target may be stated in terms of percentage of students getting more than class average marks or set by the program in each of the associated COs in the assessment instruments (midterm tests, continuous evaluation and final examination as mapped with the COs)

Example

Mid-term test 1 addresses C202.1 and C202.2. Out of the maximum 20 marks for this test 12 marks are associated with C202.1 and 8 marks are associated with C202.2.

Examples related to attainment levels Vs. targets:

Attainment Level 1: **60%** *students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 1"*

Attainment Level 2: **70%** *students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 2"*

Attainment Level 3: **80%** *students scoring more than 60% marks out of the relevant maximum marks is considered to be attainment of "Level 3"*

- *Attainment is measured in terms of actual percentage of students getting set percentage of marks.*

- *If targets are achieved then the C202.1 and C202.2 are attained for that year. Program is expected to set higher targets for the following years as a part of continuous improvement.*

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

Similar targets and achievement are to be stated for the other mid-term tests/internal assessment instruments

Course Outcome Attainment:

For example:

Attainment through University/Board Examination: Substantial i.e. 3

Attainment through Internal Assessment: Moderate i.e. 2

Assuming 80% weightage to University/Board examination and 20% weightage to Internal assessment, the attainment calculations will be (80% of University level) + (20% of Internal level) i.e. 80% of 3 + 20% of 2 = 2.4 + 0.4 = 2.8

Note: Weightage of 80% to University/Board exams is only an example. Programs may decide weightages appropriately for University/Board exams and internal assessment with due justification.

3.3. Attainment of Program Outcomes (20)

3.3.1. Describe assessment tools and processes used for assessing the attainment of each PO (10)

(Describe the assessment tools and processes used to gather the data upon which the evaluation of each the Program Outcome is based indicating the frequency with which these processes are carried out. Describe the assessment processes that demonstrate the degree to which the Program Outcomes are attained and document the attainment levels)

3.3.2. Provide results of evaluation of each PO (10)

Program shall set Program Outcome attainment levels for all POs.

(The attainment levels by direct (student performance) and indirect (surveys) are to be presented through Program level Course-PO matrix as indicated).

PO Attainment

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
C101									
C102									
…									
….									
….									
C209									
Direct Attainment									
Indirect Attainment									

C101, C102 are indicative courses in the first year. Similarly, C209 is final year course. First numeric digit indicates year of study and remaining two digits indicate course nos. in the respective year of study.

- Direct attainment level of a PO is determined by taking average across all courses addressing that PO. Fractional numbers may be used for example 1.55.

- Indirect attainment level of a PO is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

Example:

1. It is assumed that a particular PO has been mapped to four courses C1O1, C1O2, C2O3, C201

2. The attainment level for each of the four courses will be as per the examples shown in 2.2.2

3. PO attainment level will be based on attainment levels of direct assessment and indirect assessment

4. It is assumed that while deciding on overall attainment level 80% weightage may be given to direct assessment and 20% weightage to indirect assessment through surveys from students(largely), employers (to some extent). Program may have different weightages with appropriate justification.

5. Assuming following actual attainment levels:

Direct Assessment

C101 –High (3)

C102 – Medium (2)

C203 – Low (1)

C201 – High (3)

Attainment level will be summation of levels divided by no. of courses 3+2+1+3/4= 9/4=2.25

Indirect Assessment

Surveys, Analysis, customized to an average value as per levels 1, 2 & 3.

Assumed level - 2

PO Attainment level will be 80% of direct assessment + 20% of indirect assessment i.e. 1.8 + 0.4 = 2.2.

CRITERION 4	Students' Performance	75

Item	CAY	CAY*m1*	CAY*m2*
Sanctioned intake of the program (*N*)			
Total number of students admitted in first year (*N*1)			

Year of entry	Number of students admitted	Number of students who have successfully graduated	
		I Year	II Year
CAY			
CAY*m1*			
CAY*m2*			
CAY*m3*			
CAY*m4*			

CAY: Current Academic Year
CAYm1: Current Academic Year minus 1
CAYm2: Current Academic Year minus 2 = Last Year Graduate (LYG)
CAYm3: Current Academic Year minus 3 = Last Year Graduate minus 1 (LYGm1)
CAYm4: Current Academic Year minus 4 = Last Year Graduate minus 2 (LYGm2)

4.1. Enrolment Ratio (Admissions) (20)

Enrolment Ratio= N1/N

Item (Students enrolled at the First Year Level on average basis during the period of assessment)	Marks
>=90% students enrolled	20
>=80% students enrolled	18
>=70% students enrolled	16
>=60% students enrolled	12
>=50% students enrolled	08
<50% students enrolled	0

4.2. Success Rate (Students graduating in minimum stipulated time of two years) (20)

SI= Number of students graduated in minimum stipulated time)/ Number of students admitted

Average SI = Mean of success index (SI) for past three batches

Success rate score = 20*Average SI

Item	Last year Graduate	Last year Graduate Minus1	Last year Graduate Minus 2
Number of students admitted			
Number of students graduated			
Success index (SI)			
Average SI			
Success rate			

4.3. Academic Performance (Percentage of marks scored) (15)

Academic Performance score= 1.5*Average API

Academic Performance Index(API) = ((Mean of Final Year Grade Point Average of all successful Students on a 10 point scale) or (Mean of the percentage of marks of all successful students in Final Year/10)) x (successful students/number of students appeared in the examination)

Successful students are those who passed the courses in the stipulated period.

Academic Performance	CAY	CAY*m*1	CAY*m*2
Mean of CGPA or Mean Percentage of all successful students (X)			
Total no. of successful students (Y)			
Total no. of students appeared in the examination (Z)			
API = x* (Y/Z)	AP1	AP2	AP3
API =(AP1 + AP2 + AP3)/3			

4.4.   Placement and Higher Studies (20)

Assessment Points = 20 × (x + y)/N

Item	Latest Passed Batch	Latest Passed Batch Minus 1	Latest Passed Batch Minus 2
Total No. of Final Year Students (N)			
Number of students placed in Industries/ Hospitals/ Government sector through on/off campus recruitment or opted for Entrepreneurship(x)			
No. of students admitted to higher studies (y)			
x + y			
Placement Index : (x + y)/N			
T = Average of (x + y)/N			
Assessment = 20 X T			

Name of the Faculty Member	Qualification			Nature of Association (Regular/Contractual)	Designation	Date of Joining the Institution	Date of Leaving the Institution	Currently Associated (Yes/No)	Whether drawing salary as prescribed by the concerned State Government in the respective cadre (Yes/No in case of contractual faculty)
	Degree (highest degree)	University	Year of Graduation						

Note: Please provide the above table for last three academic years including Current Academic Year.

5.1. Student-Faculty Ratio (SFR) (15) + Availability of HoD/Principal (5); (20)

No. of Students in Diploma 1st Year= **d1**
No. of Students in Diploma 2nd Year= **d2**
D = Total no. of students in diploma programs running in the department

No. of Students in UG 1st Year= **u1**
No. of Students in UG 2nd Year= **u2**
No. of Students in UG 3rd Year= **u3**
No. of Students in UG 4th Year= **u4**
UG1 = Total no. of students in the UG program

No. of Students in PG 1st Year= **p1**
No. of Students in PG 2nd Year= **p2**
p1.1= no. of 1st year students in 1st PG program
....
....
....
p1.2= no. of 1st year students in 2nd PG program
PG1= Total no. of 1st year students in all PG programs running in the department

P2.1= no. of 2nd year students in 1st PG program
P2.2= no. of 2nd year students in 2nd PG program
....
....
....
PG2= Total no. of 2nd year students in all PG programs running in the department

(Note: No. of students in other programs being run in the department (For example: For Pharm.D 6 year program provide number of students for all 6 years)

No. of Students = Sanctioned Intake
(The above data to be provided considering all the programs of the department)
S=Number of Students in the Department = D1 + D2 + UG1 + PG1 + PG2
F = Total Number of Regular Faculty Members in the Department

Student Faculty Ratio (SFR) = S/F

Year	CAY	CAYm1	CAYm2
d1			
d2			
D	**d1+d2**	**d1+d2**	**d1+d2**
u1			
u2			
u3			
u4			
UG1	**u1+u2+u3+u4**	**u1+u2+u3+u4**	**u1+u2+u3+u4**
p1.1			
P1.2			
…..			
PG1	**p1.1+p1.2+….**	**p1.1+p1.2+…..**	**p1.1+p1.2+…..**
P2.1			
p2.2			
….			
PG2	**P2.1+p2.2+…**	**P2.1+p2.2+….**	**P2.1+p2.2+….**
Total No. of Students in the Department **(S)**	**D + UG1 + PG1+ PG2**	**D + UG1 + PG1+ PG2**	**D + UG1 + PG1+ PG2**
No. of Faculty in the Department **(F)**	**F1**	**F2**	**F3**
Student Faculty Ratio (SFR)	**SFR1=S1/F1**	**SFR2= S2/F2**	**SFR3= S3/F3**
Average SFR	**SFR=(SFR1+SFR2+SFR3)/3**		

Note:

1. **All faculty whether regular or contractual (except Part-Time), will be considered. The contractual faculty (doing away with the terminology of visiting/adjunct faculty, whatsoever) who have taught for 2 consecutive semesters in the corresponding academic year on full time basis shall be considered. However, following will be ensured in case of contractual faculty:**
    a. *Shall have the AICTE prescribed qualifications and experience*
    b. *Shall be appointed on full time basis and worked for consecutive two semesters during the particular academic year under consideration.*
    c. *Should have gone through an appropriate process of selection and the records of the same shall be made available to the visiting team during NBA visit.*

2. **Depending upon the No. of programs in UG and PG the above table has to be updated accordingly. For Ex: if UG="0" and PG="1". The table may be prepared for only one PG program.**

Marks to be given proportionally from a maximum of 15 to a minimum of 10 for average SFR between 20:1 to 25:1, and zero for average SFR higher than 25:1. Marks distribution is given as below:

$< = 20$	-	15 Marks
$< = 21$	-	14 Marks
$< = 22$	-	13 Marks
$< = 23$	-	12 Marks
$< = 24$	-	11 Marks
$< = 25$	-	10 Marks
> 25.0	-	0 Marks

Note: If the institution is running only Diploma Pharmacy program, calculation of SFR would be as follows:

N=No. of students = 2x (first year approved intake)

F= Total Number of Regular Faculty Members in the program

Year	N	F	SFR = N/F
CAY			
CAYm1			
CAYm2			
Average SFR for three Academic years			

HOD/Principal is to be over and above 1:20 ratio. 5 marks to be awarded for availability of HOD/Principal for all the academic years, otherwise 0 marks.

5.2. Faculty Qualification (20)

$FQ = 2* (10x +7y)/F$ where x is no. of faculty with M. Pharma and y is no. of faculty with B.Pharm with 3 years teaching/professional experience. F is no. of faculty required to comply 1:20 Faculty Student Ratio (no. of faculty and no. of students required to be calculated as per 5.1)

5.3.   Faculty Retention (20)

No. of regular faculty members in CAYm3=   CAYm2=   CAYm1=   CAY=

Item (% of faculty retained during the period of assessment keeping CAYm2 as base year)	Marks
>= 90%	20
>= 75%	16
>= 60%	12
>= 50%	8
<50%	0

5.4.   Faculty as participants in Faculty Development/Training Activities (15)

• A Faculty scores maximum five points for participation

• Participant in 2 to 5 days Workshop/Faculty Development Program: 3 Points

• Participant >5 days Workshop/Faculty Development Program: 5 points

Name of the Faculty	Max. 5 per Faculty		
	CAY	CAYm1	CAY m2
Sum			
RF = Number of Faculty required to comply with 20:1 Student-Faculty ratio as per 5.1			
Assessment = 3 × Sum/(0.5 RF)			
Average assessment over three years (Marks limited to 15) =			

CRITERION 6	Facilities	100

6.1. Availability of adequate, well-equipped classrooms to meet the curriculum requirements (5)

(Facilities for conducting theory classes)

6.2. Faculty rooms (5)

(Conducive sitting place)

6.3. Laboratories including preparation room (wherever applicable), instrument/machine room and computer labs along with equipment and relevant facilities (50)

(Scientific Experiments Conducting/Computing facilities; availability, adequacy & effectiveness)

Lab Description	Batch size	Availability of Manuals	Quality of instruments	Safety measures	Remarks
……..					
…….					
……..					
……					

Note: Give a separate table for Instrument room and Machine room listing all the instruments/equipment present with their make and model, existence of SOPs and Log Books for individual equipment.

6.4. Drug Museum (10)

(Type & quality of collection in the museum with proper labeling and display)

6.5. Medicinal Plant Garden (10)

(Area, demarcation, temporary/permanent arrangement, planting of plants under the shade in demarcated areas, adequacy of the plants)

6.6. Provision of Jan Aushadhi drug store (5)

6.7. Adequacy and utilization of Machine Room (5)

6.8. Non-Teaching Support (10)

Name of the technical staff	Designation	Date of joining	Qualification		Other technical skills gained	Responsibility
			At Joining	Now		

6.8.1 Availability of adequate and qualified technical supporting staff for program specific laboratories (5)

(Assessment based on the information provided in the preceding table)

6.8.2 Incentives, skill upgrade, and professional advancement (5)

(Assessment based on the information provided in the preceding table)

CRITERION 7	Continuous Improvement	30

7.1. Improvement in Success Index of Students (10)

Items	LYG*	LYGm1	LYGm2
Success index (from 4.2.1)			

*Last year graduate and m1 & m2 indicate Minus one year and Minus two years respectively

SI= (Number of students who have passed from the program in the stipulated period of course duration)/ (Number of students admitted)

Assessment shall be based on improvement trends in success indices. Marks are awarded accordingly.

7.2. Improvement in Academic Performance in Final Year (10)

Assessment is based on improvement in:

Items	LPB	LPB$m1$	LPB$m2$
Academic Performance Index (from criteria 4.3)			

7.3. Improvement in laboratories (10)

New Facility created in the program during the last three years

CRITERION 8	Governance, Institutional Support and Financial Resources	60

8.1. Organization, Governance and Transparency (25)

8.1.1. Governing body, administrative setup, functions of various bodies, service rules procedures, recruitment and promotional policies (10)

List the governing, senate, and all other academic and administrative bodies; their memberships, functions, and responsibilities; frequency of the meetings; and attendance therein, participation of external members in a tabular form. A few sample minutes of the meetings and action-taken reports should be annexed.

The published rules, policies and procedures; year of publication and its implementation shall be listed. Also state the extent of awareness among the employees/students

8.1.2. Decentralization in working and grievance redressal mechanism (5)

List the names of the faculty members who are administrators/decision makers for various responsibilities. Specify the mechanism and composition of grievance redressal cell.

8.1.3. Delegation of financial powers (5)

Explicitly mention financial powers delegated to the Principal, Heads of Departments and relevant in-charges. Demonstrate the utilization of financial powers for each year of the assessment years.

8.1.4. Transparency and availability of correct/unambiguous information in public domain (5)

Information on the policies, rules, processes is to be made available on web site.

8.2. Budget Allocation, Utilization, and Public Accounting at Institute / Program level (20)

Summary of current financial year's budget and actual expenditure incurred (for the institution exclusively) in the three previous financial years.

Total Income at Institute/Program level: For CFY, CFYm1, CFYm2 & CFYm3

CFY: Current Financial Year, CFYm1 (Current Financial Year minus 1), CFYm2 (Current Financial Year minus 2) and CFYm3 (Current Financial Year minus 3)

For CFY

Total Income:				Actual expenditure (till …):			Total No. of students:
Fee	Govt.	Grant(s)	Other Sources (specify)	Recurring including Salaries	Non-recurring	Special Projects/Any other, specify	Expenditure per student

Note: Similar tables are to be prepared for CFYm1

Items	Budgeted in CFY	Actual expenses in CFY (till …)	Budgeted in CFYm1	Actual Expenses in CFYm1	Budgeted in CFYm2	Actual Expenses in CFYm2	Budgeted in CFYm3	Actual Expenses in CFYm3
Infrastructure Built-Up								
Library								
Laboratory equipment								
Laboratory consumables								
Teaching and non-teaching staff salary								
Training and Travel								
Miscellaneous expenses *								
Others, specify								
Total								

* Items to be mentioned.

8.2.1. Adequacy of budget allocation (10)

Justify that the budget allocated over the years was adequate.

8.2.2. Utilization of allocated funds (10)

State how the budget was utilized during the last three years.

8.3. Library and Internet (15)

8.3.1. Quality of learning resources (hard/soft) (10)
- Relevance of available learning resources including e-resources
- Accessibility to students

8.3.2. Internet (5)
- Name of the Internet provider
- Available bandwidth
- Wi Fi availability
- Internet access in labs, classrooms, library and other offices
- Security arrangements

Declaration

The head of the institution needs to make a declaration as per the format given below:

I undertake that, the institution is well aware about the provisions in the NBA's accreditation manual concerned for this application, rules, regulations, notifications and NBA expert visit guidelines in force as on date and the institute shall fully abide by them.

It is submitted that information provided in this Self-Assessment Report is factually correct. I understand and agree that an appropriate disciplinary action against the Institute will be initiated by the NBA in case any false statement/information is observed during pre-visit, visit, post-visit and subsequent to grant of accreditation.

Date: **Signature, Name and Designation**

Place: **of the Head of the Institution with seal**

ANNEXURE I: PROGRAM OUTCOMES

1. Pharmacy Knowledge: Possess knowledge and comprehension of the core and basic knowledge associated with the profession of pharmacy.

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

3. 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 wellbeing.

4. 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).

5. 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.

6. 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.

7. 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.

8. 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.

9. Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change. Self-assess and use feedback effectively from others to identify learning needs and to satisfy these needs on an ongoing basis.