



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF ROYAL COLLEGE OF PHARMACY AND HEALTH SCIENCES C-30100

**Berhampur
Orissa
760002**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	ROYAL COLLEGE OF PHARMACY AND HEALTH SCIENCES Berhampur Orissa 760002	
2.Year of Establishment	2003	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	1	
Programmes/Course offered:	5	
Permanent Faculty Members:	35	
Permanent Support Staff:	43	
Students:	523	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Catering to the needs of the populace of adjoining area 2. Eco-friendly green campus 3. Good infrastructure with enthusiastic faculty	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 10-05-2023 To : 11-05-2023	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. RANJIT SINGH	Vice Chancellor,Shobhit University
Member Co-ordinator:	DR. SACHIN S LADDHA	Director,Punyashlok Ahilyadevi Holkar Solapur University Solapur
Member:	DR. ABHAY DHARAMSI	Dean,PARUL INSTITUTE OF PHARMACY VADODARA
NAAC Co - ordinator:	Dr. Ruchi Tripathi	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum
1.4	Feedback System

Qualitative analysis of Criterion 1

The institute is affiliated to Biju Patnaik University of Technology, Odisha and approved by Pharmacy Council of India (PCI). The curriculum offered by PCI does not permit the academic flexibility though the institute is at liberty to add specific skill-based courses for the benefit of the students at large. The institute follows few innovative pedagogical initiatives, efforts on improving the academic performance of learners. Few short-term training programs are offered for the students to make them Job ready Graduates. Academic calendar is followed as per the norms of affiliated University. Limited activities like seminars, workshops, Field Visits are organized. Soft skill training on the areas of communication, group discussion, interpersonal relationship, team building and career guidance need to be focused more. Extra-curricular activities like sports and games need to be improved with a provision of good playground. The institute offers one Undergraduate and four Post Graduate Programs and Diploma in Pharmacy. Gender equality is observed by providing enough opportunities to girl students. NSS activities need to be implemented which can inculcate human values and ethics. There is a feedback mechanism followed by the Institution by collecting feedback from all stakeholders (Students, Alumni, Teachers and Employers) but needs to be improved in terms of analysis and action taken. The institute should encourage the students to undergo NPTEL, MOOCS, SWAYAM etc. courses for better learning experiences.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Student Teacher Ratio
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences using ICT tools
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website and attainment of POs and COs are evaluated
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institute shows good student enrolments against the sanctioned strength. The institution participates in the Centralized Admission Process as per the rules laid down by the State Government. The college follows reservation criteria for various categories as per State Government Rules and takes admission against SC/ST/OBC/TFW/other categories. Students' enrollment from neighboring states and PAN India needs to be strengthened. Reasonable percentage of girl students are admitted there by maintaining gender equality. Learning difficulties faced by the students are identified, conducted remedial classes but needs to be strengthened. Student centric learning methods such as experiential, seminars, group discussions, project work, field visits, and study tours need to be improved. It was observed that a limited number of career guidance programs and other training programs are conducted to improve the employability of students. Integrating various ICT tools, smart class rooms with audio-video facilities are available but needs to be improved.

The library has limited E-learning resources and remote access facilities such as E-books, E-Journals to students were not present. The seating and stacking areas in library need to be enhanced. The mentoring of students is present to enhance the learning difficulties and other problems. There are total of 35 full time teaching faculty and 5 part time teaching faculty with appropriate cadre ratio. Limited efforts are observed on overall improvement for holistic growth. Few students have qualified GPAT examination. The grievance redressal mechanism to address is in place. The student satisfaction survey indicates the satisfaction of students on their learning and teaching methods. The assessment and attainment of course outcome and program outcome are not in place. Calibration of equipment to be done periodically. Few equipment was found to be not in working condition. It is mandatory to equip the chemistry labs with functional fume hood with exhaust fan. More fire extinguishers must be placed at appropriate places. It was observed that gas supply in the labs were provided with cylinder kept open in the lab which doesn't comply the safety norms, hence centralized gas system needs to be provided.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.1 QIM	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.
3.4.2 QIM	Awards and recognitions received for extension activities from government / government recognised bodies
3.5	Collaboration

Qualitative analysis of Criterion 3

Limited research activities, handling sponsored research projects were observed. There is no research funding from the management for encouraging young researchers. The faculty institute members have published limited research papers, but overall, the scholarly publications in good reputed peer reviewed journals are negligible. Alumni meet is organized by the institute once annually. The Alumni association has been registered in 2023. Few workshops on research methodology, intellectual property rights, entrepreneurship are conducted but there is no documentary evidence on the number of students turned to be entrepreneurs out of these efforts. Limited number of extension activities are undertaken for sensitizing the students to address problems faced by the local community. As a part of social responsibility, the institute organises important programs on prevention of sexual harassment, road safety, health and hygiene. Collaborative activities for research, faculty exchange, students exchange and internships need to be improved. Six MOUs have been signed, but the outcomes of these MOUs are limited. The MOUs with other reputed institutions, universities, industries and corporate houses must be executed to help the students for enriching their knowledge.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection
4.4	Maintenance of Campus Infrastructure

Qualitative analysis of Criterion 4

The institute has necessary infrastructural facilities for teaching learning process. The total campus measures 2.5 acres while built-up area is of 8779 sq. meters. There are adequate number of class rooms, including ICT enabled SMART class room. The library is subscribed to DELNET with internet facility. However, there is no documental evidence on accessing E- resources by the students through remote access. The data on utilization

of library by the students is in place. The funds allocated and utilised for library needs to be improved. The examination section and IQAC are existing as per the requirements, however IQAC needs to be strengthened. There are boys and girls hostel within the campus with mess facility. Though animal house is present, but not as per the norms and is poorly maintained. The facilities for cultural, sports and games need to be improved. The IT infrastructure of the institute including computers, WIFI facility and power back up facilities are available but need to be updated. Funding allocation for maintenance of building needs to be improved and formalized. Medicinal garden is available.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.4	Alumni Engagement
5.4.1 QIM	There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Qualitative analysis of Criterion 5

The institute facilitates the students for scholarships provided by Govt. It was observed that capacity building and skill development initiatives are in place but need to be strengthened. Some students have received / secured medals in university/state/national events. It was observed that the Institution facilitates student representation and participation in co-curricular and extra-curricular activities. Inter collegiate competitive events need to be organized more frequently. Limited alumni participation in academic and other activities is observed. Better efforts are required to connect all alumni in identifying the curricular gaps, teaching learning process improvement and infrastructure development. There should be a mechanism for submission of online students' grievances. On campus placement drive needs to be strengthened.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance
6.2	Strategy Development and Deployment
6.2.1 QIM	The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures and Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Qualitative analysis of Criterion 6

The governance reflects the vision and mission of the institute; however, the documentary evidence on implementation of vision and mission and processes involved are missing. The quality policy measures should include research culture and research development by the faculty, motivation, improving the competency of faculty and optimum usage of infrastructure. The institute encourage teachers to participate in conferences/workshops and present their research findings, but there is limited allocation of funds for sponsoring the teachers for these activities. The institute follows the service rules/recruitment and procedure laid down by the affiliating university. Few in house professional development programs have been organised by the institute for faculty and staff. The IQAC conducts meeting annually which needs to be increased.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.1 QIM	Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years
7.1.4 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic diversity and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)
7.2	Best Practices
7.2.1 QIM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The institute is housed in an environment that provides security at vintage points and under CCTV surveillance. The Institution gives priority for gender equality, safety and security of students. Sexual harassment prohibition committee and anti-ragging committee are functional. Separate common rooms for boys and girls are available. The institute has facilities for alternate sources of energy and energy conservation measures which include solar system. The institute has facilities for solid waste management, E-waste management, rain water harvesting system, waste recycling system and hazardous chemicals management. Green campus initiatives include use of bicycles, ban on plastics, landscaping and plantation. The documentary evidence on various audits on energy and environment is not available.

Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Overall Analysis

Strength:

The institute offers the PCI curriculum and is affiliated to Biju Patnaik University of Technology. The institute has adequate infrastructural facilities, good student enrolment against the sanctioned intake. Institute facilitates students for scholarships as per the Govt. norms. Priority for gender equality, safety & security for students is provided. The institute has a blend of young and experienced faculty.

Weaknesses:

The institute follows limited innovative pedagogical initiatives; efforts on improving the academic performance of students must be there. Research activities should be augmented. No research funding from the management for encouraging young researcher is available. Though the faculty members have published research articles, but overall publications in peer reviewed journals are very limited. Alumni participation in academic and other activities is limited and the meeting is organized once in a year. There is a need to purchase sophisticated equipment to inculcate research culture and improve research ecosystem.

Opportunities:

Industry-academic interactions must be improved. The institute should encourage interdisciplinary research. Value added courses are to be included. Capacity building and skill development initiatives like soft skill, communication skill, ICT and computing skills will significantly help the students. The provision of seed money for research, quality improvement programs shall encourage faculty. All the teaching and non-teaching staff may be brought under group insurance scheme. The institute can go for more collaboration with the industry.

Challenges:

Few professional development programs are organized for faculty and staff. More MoU with reputed institutions, universities and industries are expected to help the students for enriching their knowledge and placements. Funds for research activities from various funding agencies must be fetched.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- More co-curricular activities like seminars, workshops, field visits are to be organized.
- Value added courses may be included to enhance employability.
- Soft skill training on the areas of verbal and written communication, group discussion, inter-personnel relationship, team building, life skill and career guidance need to be focused more.
- Intercollegiate competitive functions need to be organized more frequently. The students participation in other college functions should be encouraged.
- Research papers, patents, books/book chapters etc. be encouraged and rewarded. Research ecosystem needs to be strengthened.
- Seed money to be provided to faculty members to initiate research activities. The faculty should submit projects for funding.
- Group insurance and other welfare measures for all the stake holders need to be put in place.
- Good play ground needs to be provided for outdoor sports. Hostel facilities such as recreational and indoor sports need to be improved.
- Institute website with more information for better dissemination of information and transparency should be continuously updated.
- Aseptic room to be modified as per norms. The laboratories infrastructure should be upgraded.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. RANJIT SINGH	Chairperson	
2	DR. SACHIN S LADDHA	Member Co-ordinator	
3	DR. ABHAY DHARAMSI	Member	
4	Dr. Ruchi Tripathi	NAAC Co - ordinator	

Place

Date