



SELF STUDY REPORT
FOR
1st CYCLE OF ACCREDITATION

KAMLA NEHRU COLLEGE OF PHARMACY

**KAMLA NEHRU COLLEGE OF PHARMACY, NEAR BORKHEDI GATE, BUTIBORI, NAGPUR-
441108
441108**

www.knpharmacycollege.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE**

Executive Summary

Introduction:

Amar Sewa Mandal, a reputed education society of Nagpur was founded by Late Shri. Govindraoji Wanjari to impart quality education. The society has made remarkable progress over last 25 years, and is acknowledged to be one of the best in Vidarbha region. Kamla Nehru College of Pharmacy (KNCP), run by Amar Sewa Mandal Nagpur, was established in the year 2006 to impart graduation in pharmaceutical sciences and post-graduate courses were started in the year 2010. The management, teaching faculty and non-teaching staff of the college are committed to the noble mission of “Quality Education for All”.

KNCP is affiliated to Rashtrasant Tukadoji Maharaj, Nagpur University (RTMNU). KNCP is recognized by the State Government and approved by the Pharmacy Council of India, New Delhi. The college is a private self-financed organization and offers undergraduate programme (B. Pharm), post-graduate programme (M. Pharm) in Pharmaceutics and Pharmaceutical Chemistry and Diploma in Pharmacy programme (D. Pharm). KNCP is also approved by RTMNU as a Research Center for Doctoral program in Pharmaceutical Sciences.

The College is located on the National Highway No. 7, in the vicinity of MIDC, Butibori. The state transports as well as city buses ply frequently on the college route. The college is well connected by rail and air from near-by places.

Kamla Nehru College of Pharmacy strives to use a student-centric teaching-learning process. The College is equipped with modernized pedagogy and excellent infrastructure, which is upgraded periodically. The lectures are delivered in classrooms fitted with audio-visual smart technology. The college library houses over 10,500 books and have spacious well-equipped laboratories.

KNCP has defined the schedule and outcomes of the course clearly to offer certificate and value-added courses for the desirous students. College is leading on co-curricular fronts such as industry-academic interaction (including industrial visits for the B Pharm students, industrial projects for the M Pharm research work, industrial training for the faculty members and workshops for the multi-dimensional growth of the students and the faculty). KNCP also encourages the students to participate in extra-curricular activities and sports (such as cricket, volleyball, kabaddi, badminton etc).

Vision:

To develop well trained competent pharmacy professionals to meet the expectations of healthcare system.

Mission:

- To generate the infrastructure and facilities to provide quality education, practical skills and research in pharmaceutical sciences.
- To inculcate mind set for entrepreneurship and innovativeness to enrich the health care system.

- To create environmental, social, ethical and legal consciousness in the pharmacy students.

Program Educational Objectives (PEO's):

- A graduate in pharmaceutical sciences program will:

PEO1: have innovative mind set and knowledge to efficiently contribute to pharmaceutical research.

PEO2: be competent enough to effectively and successfully participate in all facets of manufacturing process of pharmaceuticals.

PEO3: be enriched with adequate therapeutic knowledge of the drug molecule to effectively contribute to the healthcare system.

PEO4: have ethically, and environmentally conscious behavior to serve the society.

SWOC

Institutional Strength :

- The college is beautifully located and is well connected through roads.
- The college have engaged and retained the experienced and highly qualified faculty.
- The college has well equipped infrastructure facilities like State-of-the-art laboratories, classrooms, and library. Innovative teaching-learning practices are followed.
- The laboratories are well planned, spacious, organized and well equipped. A central instrumentation room and machine room facility has been developed for undertaking laboratory scale and pilot scale studies. A planned and spacious animal-house is maintained for housing, breeding and testing of animals for experimental purposes.
- Computer, networking and reprographic facilities are accessible to the students and the staff during college hours as well as at extended hours during examinations.
- The college library has a collection of more than 10,500, textbooks and reference books covering core subjects in pharmacy as well as allied subjects.
- The college promotes co-curricular and extra-curricular activities for the students. Under the National Service Scheme the college promotes the students for enthusiastic participation for social causes. Economically weaker students are given scholarship by the management.
- Consistently good results of under-graduate and post-graduate program.

Institutional Weakness :

- The college needs a University and govt Sponsored Research projects.
- The college needs a mechanism to overcome lack of government funded projects and consultancy.
- The college faculty needs to enhance engagement in consultancy activities and focus on intellectual property.
- The college needs to strengthen the more productive activities in Alumni Association.
- To become "Centre of Excellence in pharmaceutical education" by UGC.

Institutional Opportunity :

- The industry-academic interaction can be taken to next level through co-development projects.
- The conducive environment of the college can be instrumental for inter-disciplinary research.
- Incubation center can be planned in the college to encourage the student/alumni/faculty towards start-up initiatives.

- Selected students from rural area can be promoted for workshops and trainings for developing a scientific temperament.
- MoU with National and International Research Institute and Universities

Institutional Challenge :

- How to attract the best faculty and best students, as the number of pharmacy colleges' increase in the neighborhood.
- How to enhance skills of the students to meet the continuously changing requirements of the pharmaceutical industry.
- How to increase the placement opportunities for slow learners.
- To cope up with new technologies and advancements in the ever changing pharmaceutical field.

Criteria wise Summary

Curricular Aspects :

Kamla Nehru College of Pharmacy (KNCP) Butibori, Nagpur is affiliated to Rashtrasant Tukdoji Maharaj Nagpur University (RTMNU). The college adheres to the Academic Policy and Academic Calendar of RTMNU. The college has adopted the Credit Based System with CGPA as prescribed by RTMNU.

RTMNU has been reviewing and revising the curriculum at regular intervals to meet the emerging trends. The college has a mechanism to take regular feedback on the curriculum from key stakeholders - students, teachers, parents and employer. Based on the feedback, the suggestions had been communicated to the RTMNU. In previous years RTMNU has revised the curriculum in 2013. The issues of gender equality, environmental sustainability, human values and professional ethics were incorporated in the curriculum of Rashtrasant Tukdoji Maharaj Nagpur University, Nagpur.

KNCP participates in Centralized Admission Process as per the rules laid down by Directorate of Technical Education, Maharashtra State for admission to B. Pharm, direct admission to Second Year B. Pharm and admission to M. Pharm with specialization in Pharmaceutics and Pharmaceutical Chemistry. 20% seats are allotted to the college for admissions. The college follows reservation criteria for various categories as per State Government Rules and take admission against SC/ST/OBC/Other categories / EBC Section etc.

From 2017 onwards the university has adopted the syllabus (harmonized across India) designed by the Pharmacy Council of India (PCI), New Delhi. The curriculum has been designed by the PCI by taking into consideration the demands of the society, suggestions from the stakeholders and the guidelines of regulatory bodies. The well-developed structure at KNCP allows for effective implementation of PCI curriculum and inculcates multidimensional knowledge. The application-oriented skill based certificate courses are offered to the students every year, to give them an opportunity to gain a competitive advantage.

Teaching-learning and Evaluation :

The college has highly qualified and competent teaching faculty appointed as per the norms of AICTE/PCI.

After the admission, the theory and practical classes are planned prior to commencement of every academic session. Regular class tests are conducted and assignments are given to improve students' learning. Practical sessions for equipment and instrument handling help the students to get more elaborated knowledge of the subject. The assessments are done by conducting sessional (Theory and Practical) examinations as per the guidelines of R. T. M. Nagpur University and PCI. The students are assessed on their learning abilities as slow and advanced learners. Accordingly efforts are taken by the college management and teaching faculty

to improve the performance of the students. The Grievances, if any, related to external assessment marks of the students are forwarded to the University through the college.

The students are mentored by faculty members in accordance to student's research aptitude, academic performance, career selection and need based psychological issues. The students are encouraged to participate in intercollegiate scientific conferences, seminars etc. and to participate in extracurricular activities to showcase their talent and develop team spirit.

The industrial visits, field visits and MoUs of KNCP with leading pharmaceutical industries help to bridge the gap between academia and industry. The research projects are designed in such a way that the student gets exposure to the different research areas.

The guest lectures and workshops organized by the college help to achieve academic flexibility and enable the students to search for better job opportunities. Lectures by guest faculty help the students to improve knowledge related to the subjects and improve their performance in placement interviews and competitive examination.

Research, Innovations and Extension :

The institute believes that research and education go hand in hand. For empowering research and innovation there are various committees like Research committee, Intellectual Property Rights (IPR) cell and Training and Placement cell. Research committee looks into every matter associated with motivation, facilities, guidance in research work.

Impact of Research and Development cell, in last five years,

- ICMR sponsored national conference: 40,000/-
- SERB-DST sponsored national seminar: 1,00,000/-
- Published more than 60 Research publications in reputed national and international journals.
- Signed MoU with 14 Pharmaceutical companies, 1 Hospital and 3 Academic Institution.
- Through functional entrepreneurship cell institute provided guidance to Several students.

Students participate in activities dealing with social and environmental issues under the guidance of NSS Program management Committee. They are motivated to participate in community health awareness and safety, and community service like Importance of healthy life, aids awareness rally and awareness program on swine flu, awareness about diseases caused by mosquitoes, awareness and motivation of students on health, sanitization and environment, awareness about air born diseases, and awareness about water born diseases. The college has conducted various extension and outreach activities (Total 52 activities in last 5 Years) and to some extent observed the impact of these activities on students like

1. Responsible and Good Citizenship
2. Emotional, Intellectual and Interpersonal Development
3. Development of Ethical Behavior
4. Holistic development and Social responsibility
5. National Integrity and community harmony
6. Personality development

In different collaborative activities, college encourages faculty and students to participate in various activities. In last 5 years, total 40 collaborative activities are conducted viz; industrial training, faculty exchange and industrial project of students.

Infrastructure and Learning Resources :

The Kamla Nehru College of Pharmacy has infrastructural facilities such as conference rooms, seminar halls, drugs museum, medicinal plants garden which are excellently maintained. These facilities are upgraded

according to the changing needs of education, requirements of AICTE, PCI and RTMNU.

The college has provision for wheel chair and has corresponding infrastructural modifications for differently-abled persons. These facilities allow easy access to the classroom and laboratories. The classrooms equipped with multimedia and audio-visual equipment and laboratories are equipped with functional equipments and instruments facilitate effective teaching/learning. Adequate ventilation is provided to the classrooms and laboratories to ensure the protection of the students. The students are trained and promoted to use sophisticated instruments like high performance liquid chromatography, spectrophotometer, and sophisticated equipments like multi-station tablet compression machine, fluidized bed processor etc. College also has an animal house that is maintained as per CPCSEA guidelines. The teaching faculty and administrative staff have been provided with individual cabin with computer and internet facility.

Every workplace in the college, including the faculty rooms, offices, computer labs, library and administrative offices, has JIO Reliance internet access through Wi-Fi connectivity. The learning process has been empowered with a rich library having a vast collection of over 10,500 books, national, international journals and magazines. The college library is equipped with Integrated Learning Management Systems (ILMS), Web OPAC (Online Public Access Catalogue). The college also has canteen facility and food vending machine for working breakfast/lunch. The students are free to use the common room facilities and sports facilities such as basket ball court, badminton/volley ball court, skating court.

Fire extinguishers are installed in all the laboratories and corridors of the college building. The campus is protected by concrete wall; CCTV cameras are also installed for security and safety.

Student Support and Progression :

Kamla Nehru College of Pharmacy provides financial support to the needy students by waiving the fees through Institutional non-government scholarship scheme. In addition to that government also offers scholarship and free-ship to categorized students. Umang (capability enhancement scheme) is practiced with an endeavor to empower the students to become an asset to KNCP and good service providers for the entire world. This scheme supports and facilitates the students in every aspect of their life with a special focus on soft skills to cater to the needs of the students. It acts as a stimulator for students in getting them ready for corporate world and become a responsible social citizen. The students are encouraged to showcase their latent talent and develop overall personality by participating in sports and cultural events at the intra and inter collegiate level.

The training and placement cell at KNCP provides inputs to students on the career opportunities and higher studies. The interviews are arranged by the training and placement cell for the students of B. Pharm and M. Pharm final year. Guidance is also provided to the students to explore innovative ideas. Alumni are the real well-wishers and remarkable stakeholder of any institution. A strong alumni relation creates word of mouth marketing among their social and professional networks. Alumni guide the fellow juniors about the realities in the pharmaceutical field.

KNCP has a grievance redressal, anti-ragging and internal complaint committee to listen and solve students' problems.

Governance, Leadership and Management :

Kamla Nehru College of Pharmacy has a distinct vision and mission to ensure a culture of high-quality education, practical skills suitable for industry, clinical orientation and research in pharmaceutical sciences. This vision of the college places emphasis on the ethics and value based healthcare system to serve the society. The strategic plans of the college are based on its vision and mission. It provides the direction and helps in decision making to achieve predetermined goals of the college. The short-term goals and long terms goals are included in the strategic plan which focus on academic excellence, quality of research work and infrastructure development etc. All stake holders are involved in the participative management for framing the policies; strategic plans, approval of the budget to provide funds for infrastructural development and

other facilities required for the college. The members of the teaching staff contribute in the Governing body, IQAC, Admission cell, Anti-ragging committee, Woman's cell, Academic monitoring, R & D cell, Examination monitoring, Grievance redressal cell, Regulatory co-ordination committee, Library, Cultural, NSS and Sports, Training and placement cell, Alumni and parents meet committee, Finance and purchase, Store, General maintenance committee etc by raising the concerns of the students of KNCP. The perspective plan covers academic process, infrastructure development, facility management, personality development and employability of the students.

Institutional Values and Best Practices :

Kamla Nehru College of Pharmacy is sensitive to “what we take from Mother Nature and what we give back to nature”. KNCP uses separate dustbins with colour code. The solid waste is handed over to Gram Panchayat for its disposal. The liquid waste from laboratories and lavatories are drained away to separate septic tanks. The biomedical waste from pharmacology laboratory and microbial waste from microbiology laboratory are incinerated. E-waste is handed over to authorized recycler/ dismantler. KNCP makes use of sustainable sources of energy such as solar energy and LED bulbs to save energy.

In view of probable water shortage in summer, KNCP has covered the ground with paving so that the rain water can percolate in the soil and enrich the ground water level. The students, staff of KNCP are encouraged to use bicycles, public/pooled transport and pedestrian friendly roads. The college campus maintains a healthy environment and is headed towards a plastic free zone. KNCP has ramps and lift which can be used by the students with special needs for easy access to classroom, laboratories and washroom. KNCP favors gender equality in curricular and co-curricular activities. The boys and girls have same uniform. KNCP organizes functions regularly on various commemorative days and invites distinguished speakers as chief guest.

KNCP has adopted some practices that deserve special mention. In the best interest of the students, the teaching faculty interacts with industry to learn new techniques (yet to be included in the syllabus). They utilize this knowledge towards the development of students to introduce current practices in pharmaceutical industry. Another KNCP practice worth highlight is called as Guru at Home. This scheme has been established to identify the strength and weakness of the students and for this Guru goes beyond the boundaries and reaches to home where they connect with family of students for personal counseling etc.

The students carry out mini research projects and get an opportunity to handle sophisticated instruments and equipments. The mini-project inculcates a research aptitude in the young minds. This distinctive feature of KNCP generates competency and professional confidence in the students.

Profile

BASIC INFORMATION

| | |
|--|--|
| Name and Address of the College | |
| Name | KAMLA NEHRU COLLEGE OF PHARMACY |
| Address | Kamla Nehru College of Pharmacy, Near Borkhedi Gate, Butibori, Nagpur-441108 |
| City | Butibori Nagpur |

| | |
|---------|--|
| State | Maharashtra |
| Pin | 441108 |
| Website | www.knpharmacycollege.ac.in |

Contacts for Communication

| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
|-------------------------|-----------------------|-------------------------|------------|--------------|------------------------|
| Principal | Jagdish R. Baheti | 726-1902022 | 9923380130 | 0712-2747853 | kncpbutibori@gmail.com |
| IQAC / CIQA coordinator | Pravinkumar B. Suruse | - | 9673277666 | - | pravinsuruse@gmail.com |

Status of the Institution

| | |
|--------------------|----------------|
| Institution Status | Self Financing |
|--------------------|----------------|

Type of Institution

| | |
|-----------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

Recognized Minority institution

| | |
|--|----|
| If it is a recognized minority institution | No |
|--|----|

Establishment Details

| | |
|--------------------------------------|------------|
| Date of establishment of the college | 28-06-2006 |
|--------------------------------------|------------|

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

| State | University name | Document |
|-------------|---|-------------------------------|
| Maharashtra | The Rashtasant Tukadoji Maharaj Nagpur 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 | 10-06-2019 | 12 | This approval from PCI is uploaded in February but in April two thousand twenty further we received approval up to academic year two thousand twenty two to twenty three |
| AICTE | View Document | 10-04-2019 | 12 | We have opted out of AICTE from this academic year as per Supreme Court Judgement for Pharmacy Colleges |

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 | Kamla Nehru College of Pharmacy, Near Borkhedi Gate, Butibori, Nagpur-441108 | Rural | 2.92 | 6601.43 |

ACADEMIC INFORMATION

| Details of Programs Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|-------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Program Level | Name of Program/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BPharm,Pharmacy | 48 | HSC | English | 246 | 246 |

| | | | | | | |
|----|---------------------------------|----|----------|---------|----|----|
| PG | MPharm,Pharmaceutics | 24 | B. Pharm | English | 30 | 17 |
| PG | MPharm,Pharmaceutical Chemistry | 24 | B. Pharm | English | 30 | 6 |

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 | | | | 4 | | | | 15 | | | |
| Recruited | 3 | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 6 | 9 | 0 | 15 |
| Yet to Recruit | 0 | | | | 1 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 1 | | | | 0 | | | | 0 | | | |
| Recruited | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

Non-Teaching Staff

| | Male | Female | Others | Total |
|---|------|--------|--------|-------|
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 21 |
| Recruited | 10 | 10 | 0 | 20 |
| Yet to Recruit | | | | 1 |

Technical Staff

| | Male | Female | Others | Total |
|---|------|--------|--------|-------|
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 4 | 1 | 0 | 5 |
| Yet to Recruit | | | | 1 |

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. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 0 | 0 | 3 | 0 | 0 | 1 | 1 | 0 | 9 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 9 | 0 | 14 |

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

| Details of Visting/Guest Faculties | | | | |
|---|------|--------|--------|-------|
| Number of Visting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | | 1 | 0 | 0 |

| Provide the Following Details of Students Enrolled in the College During the Current Academic Year | | | | | | |
|--|--------|---|----------------------------|--------------|------------------|-------|
| Program | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
| PG | Male | 5 | 0 | 0 | 0 | 5 |
| | Female | 20 | 0 | 0 | 0 | 20 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| UG | Male | 89 | 0 | 0 | 0 | 89 |
| | Female | 170 | 1 | 0 | 0 | 171 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|---|--------|--------|--------|--------|--------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 8 | 7 | 10 | 12 |
| | Female | 22 | 17 | 18 | 22 |

| | | | | | |
|---------|--------|-----|-----|-----|-----|
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 4 | 3 | 2 | 4 |
| | Female | 5 | 2 | 2 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 40 | 47 | 44 | 44 |
| | Female | 109 | 92 | 78 | 60 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 25 | 19 | 15 | 21 |
| | Female | 34 | 16 | 24 | 43 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 17 | 0 | 4 | 5 |
| | Female | 21 | 15 | 15 | 11 |
| | Others | 0 | 15 | 0 | 0 |
| Total | | 285 | 233 | 212 | 222 |

| | | |
|--------------------------------------|---------------------------------------|---|
| Provide the Following Details | | |
| Number of Programs | Self-financed Programs offered | New Programs introduced during the last five years |
| | 3 | 0 |

| | | |
|--------------------------------------|-----------------------------------|-----------------------------------|
| Provide the Following Details | | |
| Unit Cost of Education | Including Salary Component | Excluding Salary Component |
| 77859 | 77859 | 24338 |

QIF

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

Answer:

Affiliated to University:

Being affiliated institute, we implement the curriculum prescribed by RTMNU, Nagpur. Curriculum is revised after every three to four years. Institution verifies the syllabus at the start of the academic session with syllabus uploaded on University website. As per Pharmacy Council of India, the curriculum is designed, and reviewed (if needed) by the University, and then the affiliated colleges follow approved curriculum for teaching and learning process. The prescribed curriculum provides subject-wise details such as content, duration, working days, examination pattern and credit structure.

The curriculum is normally designed with an objective to inculcate basic knowledge of the various subjects, practical skill, rational thinking, industrial and professional training. In addition, the curriculum includes the projects at UG and PG level to induce innovative and entrepreneurial attitude in the students.

Planning for Curriculum Delivery

In order to achieve the above mentioned objectives, following well defined plan for effective implementation at UG and PG level has been evolved.

Academic Calendar:

Institute designs own calendar in the tune of the published University calendar before the start of the session including all curricular and extra-curricular activities. This calendar is strictly implemented however any variation is corrected in the same month.

An orientation program for first year B.Pharm students is conducted, the students are informed about the curriculum, its scope and objectives, its requirements, the lesson plan and academic program.

Subject allotment:

Subject allotment is decided in advance considering various aspects such as experience, results of previous semesters, interest of the faculty and specialization.

Teaching plan and lessons:

Lesson plans are prepared by the faculty for theory and practical's including content beyond syllabus.

Lecture notes are prepared by respective subject teachers to the teaching and learning system trouble-free for students and faculty.

In addition, curriculum-based seminars, symposiums, workshops are regularly conducted to enhance the research perspective, advanced knowledge and skill, to increase the competency and creativity of the students.

If needed, extra classes are conducted for the completion of the syllabus.

Course file:

Each faculty prepares own course file containing- academic calendar, individual time-table, syllabus, audio video lectures etc and are shared with students. This file also includes syllabus planning, syllabus completion report, lecture-wise notes, question bank, assignments, and content beyond syllabus.

A mentor looks after the problems and difficulties associated with curriculum of every student and try to resolve it in consultation with the respective teachers and conveyed to the guardian.

The analysis of the performance of every student the basis of regular class tests, assignments and sessional examinations in theory and practical, is regularly carried out.

IQAC:

IQAC monitors the academic activities on regular basis to ensure the proper execution of academic time table.

Review and Action taken:

Review is taken by HOD/Principal. Regular monitoring is done for daily academic schedule according to time-table and ensures teaching plan is strictly followed.

At the end of the semester, the Principal takes student's feedback to appraise the teacher's performance.

| 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

Answer:

Objective of Academic calendar:

As per the curriculum of Rashtrasant Tukadoji Maharaj Nagpur University, the academic calendar of college is prepared well in advance before the commencement of the classes. All the academic activities are planned and executed as per the academic calendar plan. Continuous internal assessment exams are also scheduled and conducted as per the plan. Assessment exams are scheduled as per the periodical entry in the web portal of RTM Nagpur University.

The college adheres to the academic calendar for the conduct of CIE:

1. The academic calendar is prepared for undergraduate as well as postgraduate courses before the commencement of every semester with reference to academic calendar of University.
2. It comprises of commencement of instructional activities as scheduled in the academic calendar.

The activities are as follows:

Induction and orientation program for new entrants of B.Pharm and M.Pharm course, Parents meet, Educational and Excursional Tours, NSS Camp, Local Industrial and Field Visit, Pharmacy Week Celebration, Sports week, Annual Social Gathering, Youth Day, Womens Day and Guest Lectures, and theory and practical examination for internal assessment dates.

3. Academic calendar which is prepared at the start of the semester is the backbone of various teaching-learning plans.
4. Academic calendar is displayed on notice boards, websites, and circulated to all the faculty members.
5. Subject allocation for the faculty members are done well in advance by Head of the Department so that, the respective teachers can make a lesson plans for theory and laboratory courses.
6. Teaching plan includes lecture hour, unit number, content of syllabus to be covered, methods of delivery, modern tools for the delivery of lecture, text book/reference book, papers and website referred etc.
7. Continuous monitoring of the academics is being done in the institute to keep an eye on the quality of the teaching and learning by Principal, Head of the Department and respective Class Coordinators.
8. Continuous counselling of students through the mentor mentee meetings, student feedback on teaching-learning, feedback for the change in the teaching methodology, discussion on the various facilities like transportation, library, etc., different modules of semester examinations and their progress in internal examinations.
9. In this way the institute refers the academic calendar to adhere the planned curriculum and other activities.

| 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

Answer: C. Any 2 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | View Document |
| Any additional information | View Document |

1.2 Academic Flexibility

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

Answer: 100

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

Answer: 3

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |

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

Answer: 11

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 3 | 3 | 3 | 2 | 0 |

| File Description | Document |
|---|-------------------------------|
| List of Add on /Certificate programs | View Document |
| Brochure or any other document relating to Add on /Certificate programs | View Document |
| Any 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

Answer: 63.15

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 258 | 222 | 201 | 78 | 00 |

| 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

Answer:

Being affiliated institute, we implement the curriculum prescribed by RTMNU, Nagpur.

| Sr. No | Course code | Cross cutting issues | Subject | Descriptions |
|--------|--------------------------|--|------------------------|--|
| 1 | BP 101T BP 201T | Gender Related Issues | Anatomy and Physiology | A lecture on physiological basis for behavioral and physiological differences between male and female is delivered at the start of the course by a senior professor under the subject head of Anatomy and Physiology. This lecture emphasizes the strength and weaknesses of both the gender. |
| 2 | BP206T | Environmental Sciences and sustainability | Environmental Sciences | Environmental Sciences (BP206T) is a part of curriculum so that the students become aware of the impact of the physical, social, biological, behavioral factors that inflict on environment. Also, to maintain the sustainability the use of plastic bags is prohibited by the students. All these |

| | | | | |
|---|--------------------|------------------------------------|--|--|
| | | | | activities are carried out under NSS activity. |
| 3 | BP 801T BP505T | Professional Ethics | Research Methodology Pharmaceutical Jurisprudence | To accomplish the professional ethical issues, a subject like Pharmaceutical Jurisprudence (BP505T) is introduced to inculcate ethical issues related to manufacturing, sale, distribution of drugs and cosmetics. The university has included the subject like Validation and Regulatory affairs (BP506T & BP606T) to promote professional ethics. |
| 4 | BP802T, BP804T | Human Values | Social and Preventive Pharmacy Pharmaceutical Regulatory Science | Human values are not inculcated in any subject but to promote human values seminars by Brahmakumaris Sisters are regularly organised by college for building up of human relationship and human values in students. |
| 5 | BP101T, BP201T | Health Determinants | Human anatomy and Physiology Pathophysiology and Clinical Pharmacy, Clinical Therapeutics | Regular medical checkups of students are conducted. Food habits, anemia, eye checkup, balanced diet for pediatrics, geriatrics and lactating women, Liver function test, kidney function test, body mass index, weight, etc are studied in the regular curriculum through various subjects like Human anatomy and Physiology (BP 101T & 201T), Pathophysiology (BP204T), and Clinical Pharmacy (BP 506T). By way of the seminar importance of vaccination, good food habits, yoga and regular exercise, normal values, deviation and their indications are inculcated in the students. |
| 6 | BP204T, BP 506T | Emerging demographic issues | Pharmacovigilance | Emerging demographic issues: During teaching we emphasize on stress management, so that the students could learn how |

| | | | | |
|--|--|--|--|---|
| | | | | to combat stress related to their studies and other issues. Vidarbha region is known for various diseases like malaria, sickle cell and malnutrition, HIV etc. students are made aware regarding what kind of diseases may be there in particular area and how they can prevent themselves. |
|--|--|--|--|---|

| 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 |
| Any additional information | View Document |

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

Answer: 85.01

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 110 | 107 | 93 | 103 | 108 |

| 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)

Answer: 62.46

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

Answer: 178

| 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*

Answer: A. All 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*

Answer: C. Feedback collected and analysed

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

2. Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Answer: 75.21

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15

73 69 64 75 80

2.1.1.2 Number of sanctioned seats year wise during last five years

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 96 | 96 | 96 | 96 | 96 |

| 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)

Answer: 60.67

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 25 | 25 | 29 | 29 | 20 |

| 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**

Answer:

Every year the college organizes orientation program at the commencement of session for newly admitted students. The program would help students and parents get familiarized with the college, curricular and co-curricular activities, facilities, rules and regulations etc.

The students are admitted to the course on the basis of merit through centralized admission process. The learning ability of each student to cope up with the pharmacy curriculum may be different.

Mechanism to identify slow and advanced learners:

To access the learning ability of each student the college conducts an examination after completion of admission process. The syllabus for this examination is based on the 11th and 12th standard. Based on the secured marks the students are identified as slow and advanced learner. Also, students are assessed through regular teaching in class room. The performance of students assessed in the class test, sessional examinations, viva-voce in practical's and group activities performed during laboratory hours. Also, the continuous monitoring and evaluation of academic and overall performance of each student by assigned mentors. The students are identified as slow and advanced learner on the basis of learning level assessment. The efforts are taken to improve the performance in sessional and end term examinations.

The college responds to the learning needs of the slow learners through:

- Counseling of the students and take an appropriate action for problems during mentoring sessions.
- Arranging tutorial and remedial classes for weaker students for few difficult subjects.
- Providing course material and the question bank to the students.
- In addition to above, from last two years we are practicing program called "Guru at Home" where for the identified weak/ average students, the teacher reach to their home and personally interact with parents of students and give personal counseling after knowing their problems.

| Facilities provided for slow learners | Facilities provided for advanced learners |
|---------------------------------------|---|
| Communication skill classes | Peer teaching |
| Remedial classes | Participation in extra-curricular activities |
| Psychological counseling | Participation in activities like paper Presentation, poster presentation, conferences, workshops and symposia |
| Question bank | Additional book facility |
| Notes | Hands on training of sophisticated instruments |
| Guidance on how to solve exam papers | |
| Mentor mentee scheme | |

The advanced learners are motivated by:

- Motivating the students for better performance in higher studies by mentors during mentoring sessions.
- Conducting test series and assessment modules for the GPAT examination.
- Motivating and deputing the students to participate in in-house, intercollegiate or state and national level poster competition
- Providing hands on training of sophisticated instruments and software
- Motivation for participation in various co-curricular activities and similar events.

Outcome:

- Improvement in final result of slow learners.
- Advanced learners have participated and presented papers/ posters in various intercollegiate seminar/ symposia.
- Some advanced learners have appeared and qualified in G-PAT examination.

| 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)

Answer: 11.88

| 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

Answer:

Student centric learning activities implemented by the faculty are as follows:

Experiential learning :

- The students perform theory -based experiments in the practical which help for experiential learning of topics in theory.
- In addition, subject based assignments, projects and dissertations are given to students for enhancing their creativity and self-learning capacity.
- Industrial visits are arranged.
- For easy and better understanding, live examples of day to day experiences are cited, explained in the context of the subject.

Participative learning

- Assignments are given to the students during laboratory hours like preparation of informative charts.
- The students are motivated to participate in co-curricular activities in college such as subject based quiz competition and poster presentation. In addition, the college supports their participation in intercollegiate competitions.
- Third and final year students undergo 08 weeks industrial training. During the industrial training, students get acquainted with the working of various departments in the pharmaceutical industry and they also get exposure to problems faced by the industry and the solution there upon.
- Friendly and interactive atmosphere is generated in the classroom so that the students fearlessly ask the questions, which are explained by the teacher until they understand. Their level of understanding is assessed by counter questions. If required teaching is further improvised for easy learning.
- Institute encourages students for participating in the oral and poster presentation competitions. Students of B. Pharm (UG) and M. Pharm (PG) are sent for oral and poster presentation competitions in National seminars/ conferences/ workshops/ symposium.
- Demonstrations on sophisticated instruments and software are organized by the college.
- Institute organizes guest lectures from industries or professional organizations for the students.

Problem based learning/ Project based learning:

To inculcate the critical thinking ability among the students the following problem based learning activities are carried out by faculty.

- Problem solving during classroom teaching and lab hours.
- Project work (Research work) is assigned to final year B. Pharm and M. Pharm students.
- Health counselling in local area are carried out by the students.

| 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.

Answer:

The followings are the innovative practices are applied in regular teaching:

- Use of online Videos, Power Point Presentations, online demonstrations during regular teaching.
- Animal experimentation through simulation for the subject of pharmacology.
- Use of software in regular teaching learning such as dissolution, optimization etc.
- Quick Response (QR) code system is used to display Standard Operating Procedure (SOP) of instruments in laboratories.

MOODLE Courses by Faculty

- Moodle an open source LMS is used for blended learning, wherein most of our faculties were enrolled in LEARN MOODLE BASIC 3.6 course and completed the course successfully.

GOOGLE CLASSROOM

- Teachers have prepared their google classroom and enrolled students in the same. This method has facilitated teacher student interaction along with online distribution of notes and communication of assignments.

DEVELOPMENT OF E-CONTENT

- The subject teachers have prepared their own you tube channel and developed videos based on syllabus for students.
- Teachers have generated Google forms and other evaluation methods for online assessment of students' knowledge.
- Teachers have developed various e-courses and questionnaires on different topics of Pharmaceutical sciences for students.

WEBINAR SERIES FOR PHARMACY STUDENTS

- Faculty members have conducted Webinar series on Pharmacy discipline for enrichment of domain knowledge of students.

VII. ATTENDED E-COURSES ORGANIZED BY SWAYAM

Faculty members have attended various online courses such as Online refresher programs in Pharmacy by ARPIT, other courses organized by NPTEL under SWAYAM platform by Ministry of Human Resources Development, Government of India.

Also, faculty members have attended MOOC'S courses to improve teaching methodology.

Outcome: The students were effectively engaged in active teaching.

| 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)

Answer: 11.88

2.3.3.1 Number of mentors

Answer: 24

| 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

Answer: 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 |
| Any additional information | 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)

Answer: 2.5

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 02 | 01 | 00 | 00 | 00 |

| 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)

Answer: 5.75

2.4.3.1 Total experience of full-time teachers

Answer: 138

| 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

Answer:

In the beginning of academic year, IQAC conducts meeting and finalize the academic plan and teaching plan. This academic plan is taken into consideration for the conduct of CIE. Routine class tests, assignments, open book tests and group activities etc are conducted by the respective subject teachers during their routine theory/practical hours. The examination committee coordinates for the in semester assessment/Sessional/University examinations. Invigilation schedule is communicated to all the staff via notice and circulars. Sessional question paper is prepared as per the guidelines of the university. The average sessional marks of the students are displayed on the notice board at the end of each term, before sending them to the university. The evaluation of sessional exam papers is made mandatory within fixed period of time (07 days) from the date of exam of the respective subject.

The internal assessment of Seminars and projects of M. Pharm are carried out at College. All the faculty members and respective guides evaluate the progress of students assigning marks.

As per the directives of Rashtrasant Tukadoji Maharaj Nagpur University, in Credit Based System (CBS) 20 % marks have been allotted for internal sessional examinations of theory and practicals. Two theory sessional examinations and one practical sessional examination are conducted per semester. Internal Assessment marks consist of average of two theory sessional examination. For internal assessment of practicals, the total of practical sessional marks and record average marks are taken into consideration.

As per directives of Pharmacy Council of India, internal assessments in CGBS pattern have allotted 25 % marks for all theory subjects and 30 % marks for practicals. The marks are distributed in theory sessional and continuous assessment marks. In CGBS pattern, two theory sessional and two practical sessional examinations are conducted per semester.

After conducting theory and practical examinations the calculated average marks of respective subjects are verified by Principal and submitted to University through online mode.

| 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

Answer:

When the college receives grievances regarding examination, the in-charge of examination has been given privileges to handle the matter with reference to nature of the grievances.

Internal assessment:

After every sessional examination the subject teachers show the evaluated answer books to the students and discuss the expected answers. Any grievance from the concerned student is sorted out by the subject teacher. If it is not resolved at teacher level then the matter is directed to HoD/ Examination incharge with timeline of seven days. Still, if the issue is not addressed, Principal intervene to the issue and get it resolved. Fortunately, no major grievances has been observed during last five years.

External assessment:

Students having grievances regarding external evaluation in any subject for the University examination assessment may go for reevaluation. Students have to submit their application through the Principal to the University.

In case of any grievances in sessional marks, the Principal appoints teacher of same subject to recheck it.

Methodology of Reassessment of valued answer books of University examination:

Students informed to the College regarding grievances if any related to University examination and with the endorsement of Principal College forwards their application to the University for reassessment of valued answer books.

| 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.

Answer:

The learning outcome (LO) and program specific outcomes (PSO) for all programmes offered by the institution are communicated to the teachers by circular, notices and through regular staff meetings by the principal.

Program Outcomes (PO) for the programs of our institute is structured as per National Board of Accreditation (NBA) guidelines.

It is as follows: **PO1:Pharmacy Knowledge, PO2: Planning Abilities,**

PO3: Problem Analysis, PO4: Modern tool usage, PO5:Leadership skills,

PO6: Professional Identity, PO7: Pharmaceutical Ethics, PO8: Communication, PO9: The Pharmacist and society, PO10: Environment and sustainability, PO11:Life-long learning.

Program Specific Outcome (PSO)

Program specific outcome is prepared by the institute to attain the attributes of POs.

It is as follows:

- The graduate of this program will be competent enough to participate effectively and successfully in all facets of manufacturing process of pharmaceuticals.
- The graduate of this program will be enriched with adequate therapeutic knowledge of the drug molecule to effectively participate in the healthcare system.
- The graduate of this program will have innovative mind set and knowledgably enriched to efficiently contribute to the research.
- The graduate of this program will have ethical, societal and environmentally conscious behavior.

Course outcomes (CO)

The course outcomes (CO) are prepared by individual subject teacher covering of syllabus from theory and practical's for each subject. The CO statements are drafted considering fulfillment of the Program Outcomes (PO) and Program Specific Outcomes (PSO) of the program.

Communication of CO, PO and PSOs

- The CO's prepared by respective subject teachers are reviewed, modified and finalized by HOD and Principal.
- The Course outcomes for the respective course (subject) are explained and circulated by subject teacher to students.
- It is also available on College website (www.knpahrmacycollege.ac.in) for information.

PO's and PSO's are displayed in Principal office, corridor, library and College website for information.

| File Description | Document |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | View Document |
| Upload any additional information | View Document |
| Past link for Additional information | View Document |

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

Answer:

Course Outcome Attainment

The course outcomes are prepared by individual subject teacher comprising syllabus from theory and practical for each subject. The CO's are prepared in view of attainment of Program Outcome and Program Specific Outcome of the College for the UG and PG pharmacy program. Data of attainment of Course Outcomes were collected from internal sessional examinations (theory, practical, seminars, assignments and presentations) and university examinations (theory and practical).

Internal Assessment:

Theory and Practical Sessional examinations which is conducted twice in a semester are used for attainment of course outcomes and program outcomes. Also, Assignments, class tests and final year projects were carried out by the students.

University examination: End semester examination (80 % Weightage) is conducted by the university. The target of Attainment levels (1, 2 and 3) are set for each individual course by the subject teacher for internal sessional examinations and University examinations.

Direct Assessments are carried out through direct examinations or observations of student knowledge or skills against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on University Examination and continuous internal evaluation.

Indirect Assessment is implemented by embedding them in Student Exit Survey.

Program Outcome and Program specific outcome Attainment

After defining course outcome, CO to PO mapping is carried out using self designed Microsoft excel format. The students exit surveys are also done and attainment of Program specific outcome (PSO) is calculated.

Indirect assessment of Program Outcome and Program specific outcome :

Questionnaire

1. How the program did prepared you to understand and apply the domain knowledge in manufacturing and evaluation of dosage forms?
2. As a Pharmacist, are you able to plan and apply pharmacy knowledge in your profession?
3. As a graduate by now do you think the pharmacy program gave self-confidence to you to effectively apply pharmacy practice in your profession?
4. Are you able to solve problems in manufacturing of pharmaceuticals using modern tools?
5. How well did the program prepare you to be a group leader?
6. How well you attended level to compete professionally as pharmacist?
7. How well did the program prepare you to perform ethical practices in pharmacy profession?
8. How did the program prepare you to communicate effectively?
9. How well did the program prepare you to meet the needs of society?
10. How well did the program prepare you to understand the issues of environment and to preserve the natural flora?
11. How did the pharmacy program prepare you be a life long learner?
12. How did the program made you well versed with all facets of manufacturing process of pharmaceuticals?
13. How well the program did enriched you with pharmaceutical knowledge of drug molecule and herbal medicaments?
14. How well the program did prepared you to contribute to innovative research in pharmaceuticals?
15. How well did the program prepare you to be a professional, ethical, social and environmentally conscious pharmacist?

| 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

Answer: 93.13

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 59 | 43 | 31 | 41 | 20 |

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 65 | 45 | 32 | 47 | 21 |

| File Description | Document |
|---|-------------------------------|
| Upload list of Programmes and number of students passed | View Document |

| | |
|--|-------------------------------|
| and appeared in the final year examination (Data Template) | |
| 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

Answer: 3.86

| File Description | Document |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | View Document |

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)

Answer: 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)

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 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 |
| Any additional information | View Document |

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

Answer: 8.33

3.1.2.1 Number of teachers recognized as research guides

Answer: 02

| 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

Answer: 0

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

3.1.3.2 Number of departments offering academic programmes

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1 | 1 | 1 | 1 | 1 |

| 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

Answer:

Innovative Practices for Transfer of Knowledge

The followings are the innovative practices are applied in regular teaching:

- Use of online Videos, Power Point Presentations, online demonstrations during regular teaching.
- Animal experimentation through simulation for the subject of pharmacology.
- Use of software in regular teaching learning such as dissolution, optimization etc.

I. MOODLE Courses by Faculty

- Moodle an open source LMS is used for blended learning, wherein most of our faculties were enrolled in LEARN MOODLE BASIC 3.6 course and completed the course successfully.

II. GOOGLE CLASSROOM

- Teacher have prepared their google classroom and enrolled students in the same. This method have facilitated teacher student interaction along with online distribution of notes and communication of assignments.

Incubation Centre for Creation

It is the R&D function that provides a platform for creativity and innovation to flourish in an Institute. Innovative breakthroughs have happened only because of painstaking efforts of the R&D function. Perseverant efforts are needed when one is in pursuit of research. Every failure in a R&D effort increases the pressure to perform.

Research essentially nourishes the tutorial program and such engagement helps teachers **to** stay at the leading edge , with advances in their own subject. It also sustains the interest in academic activities and widens the scope of learning. Importantly, it helps the institute to stand at the global level.

The R&D cell comprises of faculty members from various departments in the institute. This committee oversees the graceful and efficient coordination of research and development activities within the institute, thus fostering overall growth. A senior faculty heads this cell in the capacity of Head R & D. Principal KNCP is the executive head and The Head R&D is functional head of the cell and advisory to R&D processes to be carried in the institution to Principal KNCP.

Impact of Innovation cum incubation centre:

- ICMR sponsored national conference: 40,000/-
- SERB-DST sponsored national seminar: 1,00,000/-
- Published more than 60 Research publications in reputed national and international journals.
- Signed MOU with several Pharmaceutical Industries.
- Through highly functional entrepreneurship cell institute provided guidance to several students.

| 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

Answer: 10

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
|--|-------------------------------|
| Report of the event | View Document |
| List of workshops/seminars during last 5 years | View Document |
| Any additional information | View Document |

3.3 Research Publications and Awards

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

Answer: 0

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

Answer: 0

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

Answer: 2

| 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

Answer: 1.55

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
05 08 09 09 05

| 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

Answer: 0

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
00 00 00 00 00

| 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.

Answer:

Impact of Institutional Social Responsibility Activities on Students

Due to the real interest in serving the society and to figure for the poor and underprivileged people, the Institution encourages and promotes various welfare activities. the school has taken an initiative of working with the different sections of the society and addressing various health related challenges that are hindrances on the way of development.

As the youth of this country aspire for a far better life, as many them enter education institutions as first generation learners, they get exposed to a replacement world of ideas. Additionally to learning about the themes they need chosen to review , education must inculcate in them a way of social responsibility.

The young students who enter universities and colleges are energetic, curious and interested to form some contributions. Proper guidance and support by the institutions at this juncture can reinforce their ethical and social responsibilities. While many individuals in such institutions have undertaken innovative efforts, there has not been an adequate institutional mechanism for promoting an equivalent .

To achieve this goal and develop such standards altogether stakeholders, the school has conducted various extension and outreach activities and observed the impact of those activities on students as follows:

| Sr.No. | Type of the Activity | Name of the Activity | Impact on Students |
|--------|--|--|---|
| 1 | Social Responsibility | a.Tree Plantation b.Blood Donation c.Gram Swachhata Abhiyan d.Campus Cleaning | a. Responsible and Good Citizenship b. Emotional, Intellectual and Interpersonal Development c. Development of Ethical Behavior |
| 2 | Community Health Awareness, Safety Program and Community Service | a. Importance of Healthy Life b. AIDS Awareness Rally c. Awareness Programme on Swine Flu d. Awareness About Diseases Caused by Mosquitoes, e. Awareness and motivation of Students on Health, Sanitation and Environment f. Awareness About Air Born Diseases g. Awareness About Water Born Diseases | a. Social responsibility b.Development of Ethical Behavior c.Aware, Responsible and Healthy Youth d. Holistic Development |
| 3 | National Interest | a. Importance of Cleanliness b. Importance of Tree Plantation | Youth Sensitization to National Integrity and Community Harmony |
| 5. | Gender Equality | Womens Safety Drive | a. Personality Development b.Ready for Emergency Conditions c.Confidence Building |

| 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

Answer: 0

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.

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 00 | 00 | 00 | 00 | 00 |

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Answer: 33

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 8 | 7 | 3 | 8 | 7 |

| 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

Answer: 78.17

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 210 | 185 | 146 | 190 | 165 |

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

3.5 Collaboration

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

Answer: 40

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 15 | 12 | 05 | 05 | 03 |

| 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 |
| Any additional information | View Document |

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

Answer: 18

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
04 09 2 01 02

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

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.

Answer:

- The institution is having all infrastructural facilities as per the norms to support and facilitate teaching-learning process.
- The class rooms are spacious, ventilated and furnished with comfortable seating arrangement, Computer, LCD and Lecture Capturing System is made available to the teacher for audiovisual based teaching.
- Well equipped, Spacious, ventilated and well furnished seminar hall is available for larger gathering with electronic podium and necessary audiovisual system.
- The laboratories are well equipped with basic amenities like water, electricity and gas. There is enough working space in each laboratory. Besides these amenities ensuring the safety features, they provided fire extinguisher and fire safety system designed to fearless working in laboratories.
- Pharmacology labs and animal house is well equipped for physiological and preclinical learning.
- The alternative Power source is available at campus and having generator of 50 KV to provide the power backup.
- A well maintained medicinal plant garden is available for herbal medicine.
- A machine room for all unit and preformulation processes is available.
- A campus is Wi-Fi equipped.

DETAILS OF INFRASTRUCTURE

| Sr.No | Infrastructural Facility | Number | ICT Facilities |
|-------|--------------------------|--------|--|
| 1 | Classroom | 04 | LCD Projector, WiFi, Interactive Board |
| 2 | Tutorial rooms | 02 | LCD Projector, WiFi, Interactive Board |
| 3 | Laboratories | 14 | Well Equipped with all the necessary & Sophisticated equipments and amenities. |
| 4 | Computer room | 01 | 74 Computers with WiFi, LAN, dedicated Internet with 100 MBPS speed, Printer |
| 5 | Seminar Hall | 01 | LCD Projector, WiFi, LAN, electronic Podium with Audiovisuals. |
| 6 | Library | 01 | e-library with WiFi, LAN, dedicated Internet with 100 MBPS speed. |
| 7 | Office | 01 | Computers with WiFi, LAN, Printers, Scanner, Xerox machine etc. |
| 8 | Principal | 01 | Computer with WiFi, LAN, Printers, Scanner |

| | | | |
|----|---------------|----|---|
| | office | | |
| 9 | Faculty rooms | 20 | Computer with WiFi, LAN in each room |
| 10 | Central store | 01 | Computer with WiFi, LAN, Printers |
| 11 | Language Lab | 01 | 20 Computers with latest configurations installed with Language Laboratory software and headphones. |

| 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.

Answer:

- The Institution has a playground for various outdoor games like volley ball, basket ball etc. and a well equipped hall for indoor games like chess, carrom etc.
- The Institution has adequate sport accessories such as cricket kit, badminton rackets, valley ball, foot ball, carrom, chess etc.
- An auditorium equipped with audiovisual system, air cooling, autorecording stage for performing cultural activities and seating arrangement is available.
- Institution provides necessary infrastructural supports to celebrates various competitions and functions such as Annual Social Gathering, Ganesh festival, Freshers day and Farewell etc.
- The Institution has well equipped gymnasium with Tread Mills, Aerobics stepper, Cable Pulley Machine, Weight Machine, Free weights, abdominal crunches, Exercise ball etc.
- A well-equipped yoga centre is available.
- All the students and staff have a free and uninhibited access to all these facilities and activities.

Available infrastructure for Indoor and Outdoor sports

| Sr. No. | Facility available | Area/Size Sq. Ft. | Year of establishment |
|---------|------------------------------|-------------------|-----------------------|
| 1 | Sport Ground (outdoor games) | | |

| | | | |
|----|--|------|------|
| | a. Basket Ball | 6000 | 2020 |
| | b. Volley Ball | 2000 | 2006 |
| 2 | Indoor games (Carrom, Chess, Badminton) | 1000 | 2006 |
| 3 | Gymnasium | 1000 | 2019 |
| 4. | Yoga Center | 1500 | 2018 |

Available Facilities

| Sr. No. | Sport Facilities | Particulars | Quantity |
|---------|------------------|--|----------|
| 1 | Cricket kit | Cricket kit set (bat, ball, gloves, pads, stumps etc.) | 01 |
| 2 | Basket Ball | Ball | 02 |
| 3 | Volley ball | Ball, Net | 02,01 |
| 4 | Badminton | Rackets, Net, Shuttle | 04,01,02 |
| 5 | Carrom | Carrom board, Coins set | 02,02 |
| 6 | Chess | Chess board, coin set | 04,04 |

1. Cultural activities:

To explore and nourish the hidden talents among the students, every year institution organizes various cultural events. To boost stage confidence and leadership abilities, students are trained for anchoring of various events. Every year annual social gathering of college "Aroma" was conducted. College also motivates students to participate in all competitions such as elocution, quiz, patient counseling, essay writing, etc.

Details of Facilities for Cultural Activities

| Sr.No. | Facilities | Details | For events |
|--------|------------|--|---|
| 1 | Open stage | Open stage and pendal decoration. | Annual social gathering, Other day celebrations, Ganesh festival, Dance competition, Singing competition etc. |
| 2 | Auditorium | Equipped with LCD Projector, Music sytem and lightening. | For conducting events like Fresher party, Teachers day, Guest Lectures etc. |

| 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)

Answer: 66.67

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Answer: 4

| File Description | Document |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | 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)

Answer: 126.58

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 43.04 | 35.46 | 39.55 | 20.91 | 42.18 |

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

4.2 Library as a Learning Resource

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

Answer:

Library is the resource hub for knowledge and has a vast collection of books, journals, magazines, periodicals. Library has facilities such as Autolib software and OPAC (Online Public Access Catalogue) which is used by students & faculty for search of books by title/ author name etc. Separate reading room is available for undergraduate, postgraduate students and teachers. Separate e-library is also available with facilities such as subscription for e-journals, e-books.

The learning process is supported by a rich and voluminous library with all time internet facility for students and staff. Our library is supported by a more than 10000 textbooks, reference books, national/ international journals, periodicals and other readable articles online through internet.

Library is also supported with library software to guide students for easy issue and return of the books. It is constructed with the help of many expertise and immense hard work just for the improvement of students with recent knowledge.

Library has a seating capacity of more than 150 students at a time. 10 computers terminals with latest software and free internet facility are available for student use. Library is equipped with a printing and photocopying facility for the convenience of the students and well furnished to improve the comfort level. Internet facility with free downloading is provided to the students. More than 400 online journals, E-Books and other E-resources are available from NDigital library for the students through library subscription and national and international printed journals are made available for the students free of cost for their literature survey.

OPAC computerized system is provided to the students, which facilitates them to have a glance at the number of books available, number of issued books, new books added to the list which helps them to issue the correct book when required. In addition we have provided departmental library to individual PG departments of the institute for the smooth functioning. Library is spread over 1680 sq.ft. area having separate issue return section, reading section, reference section, computer online section.

Library has a free access system for the students where they can choose the book that is required by them for issue. Every student can issue maximum 2 books whereas final year students can issue 3 books to facilitate them for GPAT preparation.

Library also promotes the donation of the old used books by the faculty, students and alumni for more enrichment of the library and also develop the attitude of giving among the staff and the students.

Library is installed with Integrated Library Management System for smooth working of library that includes accessioning, issue return, OPAC, data generation, stock verification. Following is the details of the software provider.

- - LIBMAN (Master Soft ERP Solution Pvt. Ltd.)
- **Nature and extent of automation (fully or partially)-** Partially Automated
- **Year of commencement : 2018**

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

Answer: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library | View Document |

| |
|--|
| resources, Web interface etc (Data Template) |
|--|

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)

Answer: 1.4

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)

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0.30320 | 1.39434 | 3.78591 | 0.85201 | 0.64089 |

| 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 last completed academic year

Answer: 29.77

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

Answer: 92

| File Description | Document |
|---|-------------------------------|
| Details of library usage by teachers and students | View Document |

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Answer:

Dedicated computing facilities

Institute provides IT facility to student with 74 PC, printer 5, internet lease line 100 MBPS with Wi-Fi facility.

LAN facility

The institute has a structured LAN facility. Network is in 3 tier architecture comprising of the Core, Distribution & access. All the end users/workstations are connected through 10/100/1000 base ports. All the LAN attached users are connecting to the Access Switch Based on the VLAN and Security Policies associated to them as mentioned above. .

In order to access the internet from laptop, mobile devices, institute provides campus-wide seamless internet connectivity. All the Wi-Fi nodes are secured and are access controlled by the system administrator through the user ids of the devices provided by IT department of college.

Date of updation : 26/02/2020

Nature of Updation: Increases internet bandwidth from 10 to 100 MBPS

Speed of Internet : 100 MBPS

Details of Proprietary Software

| Sr. No. | Software | Make | Quantity |
|---------|---------------------------|------------|----------|
| 1 | Microsoft Windows 7 | Microsoft | All |
| 2 | Microsoft Windows XP | Microsoft | All |
| 3 | Microsoft Office 2007 | Microsoft | All |
| 4 | Quick Heal Total Security | Quick Heal | All |

Details of Computer

| Sr. No. | Particulars | Total |
|---------|---|----------|
| 1 | Total no. of Computers | 74 |
| 2 | Total no. of Internet pronet Wi-Fi points | 1 |
| 3 | Internet Broadband Connection | 100 MBPS |

Details of Hardware

| Sr. No. | Make | Configuration |
|---------|--------|--|
| 1 | HCL | Intel (R) Pentium (R), DualCPU E2200G, 2.20 GHz, 1GB |
| 2 | Dell | Intel (R) Pentium (R), CPU G3250G, 3.20 GHz, 2GB |
| 3 | Compaq | Intel (R) Pentium (R), 4CPU, 2.93GHz, 1.5GB |
| 4 | Benq | Pentium (R), Dual core CPU, E5700, 3GHz, 2GB |

Details of Printers

| Sr. No. | Make | Configuration | Quantity |
|---------|-------|---------------|----------|
| 1 | Canon | Canon 2900 | 5 |
| 2 | Canon | Xerox + Print | 1 |

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

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

Answer: 3.85

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

4.3.3 Bandwidth of internet connection in the Institution

Answer: A. ≥ 50 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Answer: 38.8

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 9.12 | 5.02 | 17.95 | 4.33 | 1.13 |

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

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

Answer:

The college does not have a separate maintenance department, but respective department look into the maintenance work of their laboratory is which they physically examine and then rectify the problem. Maintenance of all other amenities and support systems such as water, electricity, power back-up, internet, garden, sports ground etc. is done by college management.

Dry and wet cleaning of all class rooms, seminar hall, laboratories, faculty rooms, office, library, corridor and wash rooms is done daily.

Sophisticated instruments and equipment usage are monitored through log books. They are cleaned, calibrated and maintained on regular basis. Major equipments are installed with power backup.

Facilities in laboratories such as water taps, gas pipelines, and electrical fixtures are regularly checked by respective person.

Facilities like fire extinguishers and first aid kits are checked regularly and their refilling is done before their expiry date.

Animal house is provided with proper washing facilities and sanitation conditions. Animal rooms, corridors, storage spaces are properly cleaned with appropriate detergent and disinfectant. Washing and sanitation of animal cages, racks, and water bottles are carried out as per Standard operating procedure.

The gardeners are appointed for overall maintenance and care of Medicinal Plant Garden and amenity area.

The campus has Diesel generator with capacity 50 KV for management/regulation of electricity and voltage. Four RO plants are available.

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

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

Answer: 60.56

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 166 | 141 | 142 | 132 | 114 |

| 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

Answer: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 00 | 00 | 00 | 00 | 00 |

| File Description | Document |
|---|-------------------------------|
| Upload any additional information | View Document |
| Number of students benefited by scholarships and freeships 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*

Answer: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | View Document |
| Any additional information | 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

Answer: 51.14

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 187 | 165 | 136 | 73 | 44 |

| 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*

Answer: C. 2 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

Answer: 49.8

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
26 30 18 27 09

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

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

Answer: 140

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

Answer: 91

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

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

Answer: 13.55

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
11 01 06 03 01

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
58 40 22 38 09

| File Description | Document |
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| 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.

Answer: 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.

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
00 00 00 00 00

| File Description | Document |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | View Document |
| e-copies of award letters and certificates | View Document |
| Any additional information | View Document |

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

Answer:

Student council is constituted every year as per the provisions of Direction No 39 of Maharashtra Public Universities Act 2017. The president of student's council is an ex-officio member of College Development Committee of the college. In addition the elected or nominated representative of students' council is the member of College Development Committee. The purpose of student council is to empower the students in gaining leadership qualities and execution skills. The administration executes various co-curricular and extracurricular programmes by effective communication to the students with the help of the student's council. The student's council actively participates in organizing several activities such as seminars, workshops, annual social gathering, sports, Pre-GPAT examinations, various competitions in and outside the college. The college has various academic and administrative bodies that have student representatives in them. In addition, the council provides the active involvement of students in social activities such as NSS, tree plantation, health checkup, cleanliness mission rally and blood donation programmes etc. Various grievances are forwarded through the student council. The council encourages the students for intra and intercollegiate competitions, actively participate in organizing personality, communication skill

and various development programme under capability building and skill enhancement scheme for the welfare of the students. The council organizes alumni meet every year for the interaction of students with established alumni. The student council actively participates in organizing various activities- annual social gathering, Sports week, various NSS activities, Independence day, Republic day, Ganesh Festival celebration, Teacher's day, Pharmacist day, tree plantation, health checkup camp, Blood donation camp, Swachattaabhiyan rally, AIDS Awareness rally, Women's day. The council works as a bridge to communicate the views, problems and difficulties to the concerned authority in the administration.

Student council of the college sends one representative (University representative) to the university on behalf of the college to represent the various issues in university.

Student's council 2018-19

| Sr. No | Name | Designation |
|--------|----------------------|--------------------------------|
| 1. | Dr. J. R. Baheti | Chairman |
| 2. | Dr. M. C. Gunde | Teacher nominated by Principal |
| 3. | Mr. L. T. Thote | NSS Program Officer |
| 4. | Mr. AkashRautray | B.Pharm I Year |
| 5. | Ms. ApekshaMotghare | B.Pharm II Year |
| 6. | Ms. ShwetaJaiswal | B.Pharm III Year |
| 7. | Ms. Nikita Lidbe | B.Pharm IV Year |
| 8. | Mr. Akash Yedpalle | NSS In-charge |
| 9. | Mr. Laxman Galat | Cultural In-charge |
| 10. | Mr. Ranjeet Kannake | Student ST Category |
| 11. | Mr. Pranay Adkine | Student SC Category |
| 12. | Ms. Unnati Rathod | Lady Student Principal Nominee |
| 13. | Ms. Devyani Yenorkar | Lady Student Principal Nominee |
| 14. | Mr. Vikas Rathod | Elected |

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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)

Answer: 2

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 2 | 2 | 2 | 2 |

| File Description | Document |
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|------------------|----------|

| | |
|---|-------------------------------|
| Upload any additional information | View Document |
| Report of the event | View Document |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | View Document |

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Answer:

Alumni are the real well-wishers and remarkable stakeholder of the college. A strong alumni relation is an important to create invaluable word of mouth marketing among their social and professional networks. The association connects the current college students with alumni to provoke the opportunities that strengthen the bond for development. The alumni association is needed to fulfill the needs of academicians and professionals to connect a bridge between college life and career life. The alumni association of Kamla Nehru College of Pharmacy, Butibori came into existence in the year 2010-11 and registered as Kamla Nehru College of Pharmacy Alumni Association, Nagpur on 3 rd October 2019, Registration No. Nagpur/0000463/2019 under the chairmanship of Dr. J. R. Baheti, Principal, Prof. M. D. Godbole, Alumni Co-ordinator, Prof P. S. Raghatate, Member and many former students. The Membership fee for the Alumni member is Rs. 500 /- which includes the registration fee. Prof. M. D. Godbole, Secretary, organizes alumni meet once in a year. Alumni WhatsApp groups, mail id, mobile calls are available to connect with the alumni. The alumni have expressed their wish to generate an endowment fund for the benefit of poor students. In past, these alumni indeed enlightened the present students about the expectations of the profession and ways to meet those expectations. In some of the meetings it was suggested that those who are holding authority posts in the profession should provide training and placement opportunities to the present students. Further, as per the request of alumni, the college has already constituted the committee under the chairmanship of Principal to prepare constitution and to take further steps for its registration.

Mr. Nitin Yelne, alumnus of our college working as Production Executive, Snehal Pharma and Surgicals Pvt Ltd, Butibori, provided gift samples of Telmisartan, Amlodipine and Atenolol to carry out research project of the students. Mr. Nitesh Gujarkar, QA Executive, Zim Laboratories, Kalmeshwar, provided gift samples of Diclofenac Sodium and Paracetamol for practical purpose. Ms. Dipmala Choudhary, Mr. Lokesh Deshmukh helped the students to undergo in plant training and industrial project of M. Pharm students. Ms. Priyanka AWAREY, Ms. Priyanka Jaiswal, Ms. Nikita Trivedi, Ms. Zeba Shaikh donated books in departmental library. Mr. Nilesh Kallewar, Mr. Ishan Mallewar, Mr. Swapnil Mithe, Mr. Prasad Kathade, Mr. Shubham Chinchulkar, alumni has delivered lectures to interact students and share their knowledge and guide them in their career planning. Mr. Prasad Kathade, Mr. Nitesh Gujarkar, Mr. Sachin Sathawane, Ms. Kalpana Meshram, Mr. Lokesh Deshmukh, Mr. Chetan Sonar assisted students for placement and industrial training. Mr. Pradeep Raghatate donated Bookcase for the Library.

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

Answer: E. <1 Lakhs

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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****Answer:****Vision**

To develop well trained competent pharmacy professionals to meet the expectations of healthcare system.

Mission

- To generate the infrastructure and facilities to provide quality education, practical skills and research in pharmaceutical sciences.
- To inculcate mind set for entrepreneurship and innovativeness to enrich the health care system.
- To create environmental, social, ethical and legal consciousness in the pharmacy students.

Nature of Governance

The governance of Kamla Nehru College of Pharmacy is in sync with the vision and mission of the institute and is implemented as follows;

- The decisions of the Governing body are executed by the Principal for the development and day-to-day working of the institution.
- The committees constituted by the Principal are delegated to implement the decisions of the governing body. The committees are responsible for activities of IQAC, admissions, academic calendar, examinations, extra-curricular activities, library, student/staff welfare and store etc.
- The Principal regularly conducts the meeting of staff, students, parents, alumni etc. for their inputs and feedback on academic-cum-all round excellence.
- The teaching faculty follows the academic plan and provides quality education to the students. Distinguished persons from academics, pharmaceutical industry, spiritual and social institutions are also invited to enrich the academic, environmental, ethical, social, and health related issues.

Perspective plans

As the progress of the institute depends upon its perspective plans, it was initially framed and modified as required by the needs of the key stake holders. Having acquired better infrastructure, instruments, equipments, books in library and teaching and non-teaching staff, the college imparts quality education in pharmacy. To achieve the mission college has envisaged a perspective plan. The plan includes diverse areas such as facility, infrastructure development, academic process, research, personality development and employability.

Key stake holders are included in the participative management of the college of pharmacy:

- The Governing Body approves the policies, approves the budget, provide the funds for infrastructural development and other facilities required by the institution.
- The Principal of the college provides takes up the matter to the Governing Body, based upon the inputs from the college development and task specific committees.
- The task specific committees constituted by the Principal regularly interact with the students, parents, alumni and pharmacy professionals to discuss the issues and concerns.

Participation of the teachers in the decision making bodies of the institution

Teaching Staff have representation in different committees and cells like Governing Body, IQAC, Finance and Purchase Committee, Academic Monitoring Committee, Store Committee, Library Committee, Examination Monitoring Committee, Training and Placement Cell, Regulatory Co-ordination Committee,

General Maintenance Committee, R&D Cell, Anti-Ragging Committee, Woman's Cell, Alumni and Parents Meet Committee, Grievance Redressal Cell, Admission Cell, NSS and Sports, Cultural, Guest Lecturers etc. Teachers give their input related to teaching learning process, development of infrastructure facility, entrepreneurship development, startup program, training and placement for the development of institute during regular meeting of respective committees.

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

Answer:

The institution believes in participative management and involves all stake holders in decision making process. Principal of the institute is the administrative and academic head.

Decentralization

Following practice of decentralization exist in the institution.

- College Development Committee (CDC) has been constituted as per the directives of Maharashtra Public Universities Act, 2016
- CDC frames the policies and empowers the Principal for further implementation.
- The Principal delegate the administrative and academic power to Head of the Departments for the smooth working of the department and effective teaching.
- The HOD access and decides the infrastructural requirement of the section and monitor the teaching learning process by allotting the theory and practicals to the respective teachers.
- Academic Monitoring Committee frames academic calendar highlighting session activities, examination schedule, various curricular and co-curricular activities etc. It monitors progress in teaching learning process and reviews academic development.
- The Principal constitute committees headed by a senior teacher as the coordinator for the management of various activities.

Participative management

In order to cater the expectations of all stake holders, the institute involves them in the participative management as follows;

- The Governing Body participates in the management by framing the policies, approving the budget, providing the funds for infrastructural development and other facilities required by the institution.
- Input to the Governing Body is provided by the Principal which is based upon the input from stakeholders such as staff, students, parents, alumni and people from the profession.
- The Principal regularly arrange the meeting with these stakeholders to enlighten them with the progress of the institution.

Case study

Purchase of sophisticated instrument for enrichment of Pharmaceutics laboratory

During the meeting of department of pharmaceutics on 23/05/2018, Dr. P.B. Suruse raised the requirement for the purchase of Fluidized Bed Processor (FBP) for the project work of M. Pharm. students. Mr. A.Y. Kanugo called the quotation from suppliers and prepared the proposal for the purchase of FBP. The proposal was accepted by the HOD M.D. Godbole and submitted to Principal Dr. J.R. Baheti for financial

processing. The Principal forwarded the proposal to finance committee. Finance committee put the proposal in front of CDC. CDC finally approved the proposal. On the strength of financial approval the Principal directed the purchase committee to start the process of purchase. The PO was sent to ACG pharma by the store in-charge along with the initial payment. After the delivery of machine to the college it was installed on 30th January 2019 under the supervision of teacher in-charge Ms. A. R. Ingole and HOD M.D. Godbole. The completion of the installation report was submitted to the Principal and store in-charge.

Outcome: The need for equipment to carry out research work was raised in the department meeting by faculty members and the need was successfully sorted. The management has been sensitized and is encouraging the staff for the upgradation of the laboratory equipments and instruments. Postgraduate students utilized the FBP for their dissertation projects and B. Pharm. students carried out their mini projects using state-of-the-art FBP.

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6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Answer:

Activities based on strategic plan

Students admitted to KNCP come from various parts of Maharashtra, the girl students admitted to the college outnumber the boys. LMC of KNCP recognized the inconvenience of accommodation being faced by the girls. LMC took the initiative and submitted the a proposal to management of institute to consider constructing a girls hostel for the girls admitted to Pharmaceutical sciences courses. In 2015 the Management of the institute sanctioned a land owned by the organization near to the college for the purpose of construction of girl's hostel. The land area of 6000 sqft was sufficient to construct a hostel to accommodate 100 girls. In September 2016 girls hostel with modern amenities was ready for use by the pharmacy students. The girls hostel is equipped with modern amenities and facilities like Wi-Fi, Refrigerator, solar cell, hot water, fully automatic washing, R.O. water purifier with water cooler, separate cot with bedding, sanitary napkin vending machine, separate lockers, reading room, attached toilet and bathroom, 24 hr security guard and warden etc. The daily cleaning and attached bathroom facility saves time and maintains proper hygienic condition. The hostel runs fully furnished mess which provides nutritious and healthy food at reasonable rates. A separate library for girl students was provided to allow them to study in hostel. A generator with power backup is also available for use in case of electricity failure. The Management made efforts to make the hostel stay comfortable and pleasant for girls. The Management has been kind enough to bear the expenses related to construction, amenities and facilities for girls hostel. In 2016-2017, 33 girls were first ones to benefit from the hostel facility.

Many students and staff came to institute from nearby area of Nagpur city. During the office hours they face transportation problem due to heavy rush. The students reported the transportation related inconvenience and requested to dedicated bus service. In 2017 IQAC requested the management to purchase a bus with increased seating capacity. To make the travelling comfortable, in 2018 the management approved the purchase of (Tata Macropolo) bus with seating capacity of 55. Since August 2018, the college bus is in the service of the students.

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| Upload any additional information | View 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 and service rules, procedures, etc.

Answer:

Organogram of the Institution

Our parent organization Amar Sewa Mandal Nagpur strives to provide quality education in the field of Arts, Commerce, Science, Law, Education, Management, and Engineering. With a vision to develop trained competent pharmacy professionals to meet the expectations of healthcare system, Kamla Nehru College of Pharmacy was established in 2006. KNCP has a well-defined and decentralized organizational setup to implement the academic, administrative and financial policies. The governing body approves the policies, approves the budget, provides the funds for infrastructural development and other facilities required by the college. The College development committee frames the policies and empowers the Principal for further implementation.

To meet the vision and mission of KNCP, various committees and cells are formed. These committees and cells work under the guidance and supervision of the Principal. The Principal is the head of the institute and assisted by various coordinators, who are in-turn assisted by the members from teaching and non-teaching staff.

The existing committees and cells comprise of Regulatory co-ordination, IQAC, Admission cell, OBC/SC/ST/Minority cell, Academic monitoring, R&D cell, Institutional animal ethical committee, Library, Examination monitoring, Anti-ragging, Woman's cell, Anti-discrimination cell, Alumni and parents meet, Grievance redressal cell, training and placement cell, Finance and purchase, Store, General maintenance, . Also, there is in-charge for the activities like NSS and Sports, Cultural activities, Guest lectures, Hostel committee. The roles of the committee and cell members are to lay down rules, norms, functions and responsibilities of their own committee, conduct meetings, and to confirm the minutes of last conducted meeting. The chairman is responsible for conducting the meetings and preparing the detailed documents. The member secretary finalizes the date of meeting after consultation with chairman, and prepares the necessary documentation. Chairman works on the decided agenda. They meet at regular intervals, discuss the suggestions received from the key stakeholders, take necessary steps to achieve it. The minutes of meetings are documented and discussed with the Principal. The Principal conveys the key points to management for information and suggestions. Head of the respective department monitors academic activities and prepares the budget of department. Office administrator/superintendent takes care of finance approvals, preparation, maintenance and audit of accounts. He is supported by a senior clerk, junior clerk and supporting staff.

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| 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**

Answer: 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 |
| Any additional information | View Document |

6.3 Faculty Empowerment Strategies**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**

Answer:

The teaching and non-teaching staffs are the backbone of the quality education of an institute and their well-being is important for effective functioning of college of pharmacy. The Management of Kamla Nehru College of Pharmacy ensures that all employees are member of the EPF. There is provision of duty leave when a teaching staff is traveling due to research related activities or scientific presentations or industrial tours etc. The management motivates the teaching and non-teaching staff for their professional development. The females are entitled to leave when they are on the family way.

The welfare measures taken by the institution for teaching and non-teaching faculties are as follows

Welfare scheme

- EPF facility for the employee
- Leave and financial assistance for participating in workshop seminars, QIP and other scientific events
- Maternity leave for women faculty
- Casual Leaves
- Duty leaves
- Medical leaves
- Transport facility to teaching and non-teaching
- Extended medical leave up to five days as and when required
- Health check-up

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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

Answer: 18.56

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
08 09 02 00 03

| File Description | Document |
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| 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

Answer: 4

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
05 06 04 03 02

| 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).

Answer: 14.17

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
13 04 00 00 00

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

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

Answer:

Quality teaching and guidance from teachers are essential for academic excellence and overall development of students. The performance appraisal system encourages teachers for professional learning. It improves academic, intellectual, as well social growth of teachers and helps to identify opportunities for overall development. It also helps to improve the working standard of non-teaching staff. Every year self-performance appraisal forms of teaching and non-teaching staff are filled by them-self and then evaluated by Principal. The performance indicators evaluated for teachers are number of lectures and practicals engaged, attendance of students and evaluation of students result for the subject taught. Other performance indicators assessed are classroom planning and control, practical planning, arrangement of special lectures, students guidance and counseling, assignment given and evaluated, learning resources development, seminar and training attended, awards received, involvement in co-curricular and administrative activities. Principal reviews the performance appraisal form and gives suggestions to teachers to improve their performance in various indicators. Principal motivates faculties to attend conferences and seminars, to prepare e-content, to deliver guest lecture/talk at seminar and conferences, to write research proposals etc. The performance indicators of non-teaching staff are technical adequacy, general impression, judgment, promptness in work, capacity to get work done and administrative ability.

The proforma is considered for;

- Regularizing the staff after probation period
- Deciding the regular increments
- Deciding the promotions
- Granting deputation, study leaves, special leaves, sponsorship for faculty

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6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Answer:

The institute is self-financing and the main source of the income is the tuition fees. The budget estimates and audited statements are prepared regularly. Internal audit is carried out by the finance and purchase committee once in a year in the month of May / June. An internal audit assures to the managements that an effective control is safeguarding KNCP's assets. The management policies and procedures are sufficient, and used. The process of internal audit verifies the cash and vouchers once in a month and the result of such verification are recorded in the cash book. The audit identifies and minimizes the risks, assures operating practices are not deviated from the policy and resources are used efficiently for the benefit of institute. Internal audit helps to prevent misappropriation of funds. Internal audit reports are used by management to provide advice and other consulting assistance to employees. External audit KNCP is carried out through appointed external audit firm Ratan Chandak and Company Nagpur, Maharashtra. They verify that the processes are practiced within established limits. They prepare tabulated statement on revenue and expenditure, prepare summary report of findings during audited process. The external audit is an annual audit of financial reports, statement and documents. These finding offer our institution a way for course correction. Audit objections are settled by a committee comprising of a senior teaching faculty and one office staff. KNCP has adopted internal monitoring like requesting quotations from minimum three parties, comparison of technical features and rates, verification of the comparison by Principal, preparation of purchase order. The materials are checked on receipt and the instruments are installed by the service engineers.

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

Answer: 0

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 00 | 00 | 00 | 00 | 00 |

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

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

Answer:

Resource Mobilization Policy

The major source of income of Kamla Nehru College of Pharmacy is scholarship received from governments, Fees received from students and other funds obtained from non-government agencies. The fees of all the courses are decided by Fee Registration Authority, Government of Maharashtra. Fair transparency in resource mobilization and utilization was done by the institute. Institute utilizes the fund for recurring expenses, salary expenses, for learning and development resources such as books, journals, periodicals, equipments, computers, ICT tools etc. The budget is prepared according to these heads and approved through the proper channel. All income and expenditures of the institute are effectively monitored by the management in co-ordination with the Principal. At the end of the academic session, all the departments are instructed to submit stock details of all heads and further instructed to prepare new budget proposal for the upcoming academic year.

Resource generation

1. The scholarship received from the government against the tuition fees of students.
2. Fees received from students.
3. Sample testing charges received from companies/ students of other colleges.
4. Writing projects to different funding agencies.

Resource utilization process

1. Account section prepares expenses of salary and submits to finance committee.
2. The librarian prepares library expenses and submits to the finance committee
3. All material, instrument and equipment related requirements are submitted to purchase committee after approval by HOD of concern departments and Principal.
4. After compiling all the requirements, finance committee prepares budget. Budget is then discussed with CDC/IQAC. CDC/IQAC approves or modifies the proposed budget and sends it back to finance committee. CDC passes the budget and forwards to purchase committee for necessary action. One copy of budget and necessary documents are then sent to store committee.

5. Clerk of store prepares purchase order (PO) and sends it to supplier. Compilation of all the technical requirements is summarized in the PO and quotations from minimum three vendors are collected by purchase department. The vendor/s quoting the minimum amount for the desired technical specifications is/are then finalized by purchase committee.
6. After receiving ordered materials, store person checks the items for weather they are as per PO or not. After confirmation the store keeper issues the materials to respective departments as per requisition.

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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

Answer:

College has constituted IQAC since 2016-17 to achieve the goals of college through performance evaluation, assessment and quality enhancement. As Quality enhancement is a continuous process, IQAC is an important part of our college. IQAC helps to develop a system for the improvement in performance by planning, monitoring and record keeping of activities of the college. The protocol of IQAC enables us to improve the academic and administrative performance of the college. IQAC helps to promote efficient measures and focus on the attitude for quality education imparted by the college through best practices.

MoU with Pharmaceutical Companies

IQAC of KNCP has a decisive role to play in ensuring academia-industry interaction. College of Pharmacy can strengthen on training programs for students and faculty by developing partnerships with reputed companies. This partnership was formalized through a Memorandum of Understanding (MoU) with the objective to improve industry-academic interaction. The scope of the partnership vary with the needs of the students, faculty and specific research projects. The partnership or MoU include knowledge sharing with respect to cross-training about the standard operating procedures, and resources of both organizations. These MoUs help KNCP to achieve the goals and objectives in the interest of the students for co-curricular activities such as industrial visit and industrial training of Under Graduate students, training and active interaction of teaching faculty with technical staff, and Post Graduate academic research. Through the IQAC, MoU facilitated industrial training to faculties of the institute for the up gradation and awareness about changing needs of industry. The faculties strengthen the industrial knowledge and envisage the opportunities that may come across in future. MoUs also offers provision for the students of M. Pharm. to pursue or undergo research project under the guidance of industry officials. These projects play an important role in knowledge transfer and help the students in academic and research enhancement. MoUs are also helpful in placing the students.

Beautification of campus and up-gradation of infrastructure

As a part of facilitative participation in the enhancement initiatives, IQAC started monitoring the activities of beautification and up-gradation of campus. KNCP added the indoor and outdoor playing courts, indoor Yoga and meditation centre, enhanced outdoor plantation, improved the medicinal-cum-herbal garden over an area of 5000Sq ft. The classrooms are equipped with modern teaching equipment, Laboratories are enriched with many sophisticated instruments. The Management has built a girls hostel with modern amenities and facilities like Wi-Fi, refrigerator, solar cell, hot water, fully automatic washing, R.O. water purifier with water cooler, separate cot with bedding, sanitary napkin vending machine, separate lockers, reading room, attached toilet and bathroom, 24 hr security guard and warden etc. to accommodate one hundred girls. College has purchased a bus for facilitating the transportation of students to and fro from Nagpur.

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| 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)

Answer:

In 2014-2015 and 2015-2016, Local Managing Committee existed in KNCP for planning, monitoring and record keeping of the activities of the institute. From 2016-2017 IQAC committee has been constituted and is working in the college for planning, monitoring of the activities in the college. IQAC assesses and evaluates the documents at college level. It reviews the teaching and learning methods, and administration process and suggests corrective measures in the beginning of every academic year. Conferences, seminars, workshops etc are organized from time to time to keep update with recent developments . Quality assurance strategies and quality culture development workshops organized in the college include:

1. Teaching methods
2. Research methods
3. ICT tools
4. Creation and transfer of knowledge
5. Administrative training programs
6. Time management
7. Yoga and meditation

Interaction with stakeholders is carried out periodically. Parent teacher association is working efficiently to collect the feedback. There suggestions are taken into consideration for improvements in working towards quality education.

Composition of Local Managing Committee (2014-2015 and 2015-2016)

| Sr. No. | Member | Designation |
|---------|----------------------------|--|
| 1 | Dr. S. N. Umathe | Chairperson |
| 2 | Mr. M. D. Godbole | Co-ordinator |
| 3 | Mr. M.C. Gunde | Faculty Member |
| 4 | Ms. D. M. Dhabarde | Faculty Member |
| 5 | Ms. S. S. Borkar | Faculty Member |
| 6 | Adv. Shri Abhijit Wanjarri | Member from management |
| 7 | Mr. V. V. Hatwar | Administrative officer |
| 8 | Mr. P.N. Bandre | Alumni member |
| 9 | Mr. Shubham Chinchulkar | Student member |
| 10 | Mr. Sharad Dhurde | Employers /Industrialists/Stakeholders |
| 11 | Mr. Premdas Moon | Parent representative |

Structure of IQAC Cell (from 2016-2017 onwards)

Planning and monitoring of institute activities:

At the start of session, academic calendar is prepared by academic monitoring committee. Academic calendar comprise of date for start and end of session, tentative examination (sessional and University) schedule, co-curricular and extracurricular activities etc. IQAC cell monitors the activities according to academic calendar and evaluates the program's effectiveness and proposes necessary changes. It prepares reports on status of proposed activities and submits to Principal. To upgrade the knowledge and working skills, IQAC arranges workshops for teaching, non-teaching and students. Under the banner of NSS, IQAC arranges various and activities like Swatchta abhiyan, Drama on Vyasana mukti (de-addiction), health survey in nearby area of college, blood donation camp, eye check-up camps, tree plantation etc.

Planning and monitoring of academic activities:

Academic planning is submitted by every subject teacher at the start of the session. IQAC takes review of syllabus completion. As per planning if syllabus of some subjects is incomplete, committee suggests taking of extra lectures for the completion of syllabus. Such monitoring system is also adopted for practicals. Each member of the teaching staff prepares a question bank for their subjects and submit it to library so that students can refer it. Also during practicals, assignments comprising of 5 questions are given to students. This practice helps the students to face *viva voce* examination. IQAC finds the slow learners and bright students. Tutorials, remedial classes are run for slow learners. Assignments are given to slow learners. On the other hand the bright students are encouraged to present papers at scientific conferences. Class tests are taken at regular intervals to monitor the grasping power of students. To excel in GPAT, test series comprising MCQ type questions based on GPAT syllabus are conducted for B. Pharm. students. IQAC cell encourages the faculty to consider content beyond the prescribed syllabus for enrichment of the subject. It collects student's feedback regularly on teaching learning and facilities available in the institute. All development proposals of the IQAC are placed before the Principal and Management for necessary approvals and implementation thereof.

Structure of IQAC Cell (from 2016-2017 onwards)

| Sr. No. | Member | Designation | Committee Designation |
|---------|----------------------------|--|------------------------------|
| 1 | Dr. J. R. Baheti | Principal, KN College of Pharmacy, Butibori. | Chairman |
| 2 | Adv. Shri Abhijit Wanjarri | Secretary, Amar sewa Mandal, Nagpur. | Management Representative |
| 3 | Dr. P. B. Suruse | Associate Professor, KN College of Pharmacy, Butibori. | IQAC Coordinator |
| 4 | Mr. Vinod Chandak | Director, Palmaris Life Sciences Pvt Ltd | Industry Representative |
| 5 | Mr. T. Vijay Kumar | Head, HR, Lupin Pvt Ltd | Employer Representative |
| 6 | Mr. Premdas Moon | Retired Teacher | Local Society Representative |
| 7 | Dr. S. N. Umathe | Professor, KN College of Pharmacy, Butibori. | Faculty Representative |
| 8 | Dr. S. K. Luley | Professor, KN College of Pharmacy, Butibori. | Faculty Representative |
| 9 | Dr. P. P. Katolkar | Associate Professor, KN College of Pharmacy, Butibori. | Faculty Representative |
| 10 | Mr. M. D. Godbole | Assistant professor, KN College of Pharmacy, Butibori. | Faculty Representative |
| 11 | Ms. D. M. Dhabarde | Assistant professor, KN College of Pharmacy, Butibori. | Faculty Representative |
| 12 | Mr. Swapnil | Regional Sales Manager, | Alumni |

| | | | |
|----|------------------|--|------------------------|
| | Mithe | Global Star Pharmaceuticals. | Representative |
| 13 | Ms. Navya Gurram | Student, KN College of Pharmacy, Butibori. | Student Representative |

| 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)

Answer: 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 |

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.

Answer:

Gender equality is considered to be existing in places where females and males enjoy the same rights and opportunities across all sectors of society, including participation and economic decision making. Gender equality in curricular and co-curricular activities is the standard operating procedure at college. As a result different behaviours, aspirations and needs of females and males are equally valued and favoured. There is no-discrimination of gender in various student and administrative committees.

Safety and security: The College values day-to-day discipline and expects the teaching faculty, non-teaching staff and students to follow college rules and regulations. The college has 24 x 7 security guards which keeps the record of incoming and outgoing persons. Two lady teaching faculties are appointed as in-charge for providing safety and security for students while travelling by college bus. While in college premises the staff and the students are expected to wear their ID cards. For equality both boys and girl students have same uniform i.e. shirt and pant. This helps in implementing the awareness and security amongst the staff and the students. In addition, security guards are also appointed in girl's hostel to ensure complete security. The college campus and girls' hostel are equipped with CCTV cameras which helps in identification and prevention of objectionable activities.

Counselling: The College has different schemes such as "Guru at Home", "Mentor Mentee scheme" to identify the needs of students and discuss the concerns and solutions to their security/health problems, in the presence of their parents/guardians. Girl's hostel warden regularly discusses with girl's their day-to-

day hygiene habits, preventive steps to avoid eve-teasing and self-defence by means of Karate classes. The faculty members are available to the students (without any bias) for placement and career guidance.

Common room: The College has provided separate common rooms for boys and girls. The students are encouraged to explore their talents in social events. The college has constituted Women's cell and Anti-ragging committee which having primary goal to ensure that all students have freedom from violence; they are in a safe and secured environment. It is ensured that girls have a sense of privacy in the common room. The girl's common/wash room is equipped with a sanitary napkin dispensing machine and incinerator.

Kamla Nehru College of Pharmacy is an equal opportunity employer; there is fair allocation of duties amongst males and females. There is reasonable working hours for females apart from provision for maternity leave. The college provides equal opportunity to females and males with respect to freedom of movement and participation in various organizing committees. Girls and boys study in a co-ed environment. They perform activities in groups during practical experiments, educational tours, and industrial visits. Special sports events are organized for girls such as cricket, volley ball etc. College organise various activities like sport event, cultural activities, co-curricular activities such as workshop, training development programs for employability, personality development, and skill development. As a result Kamla Nehru College of Pharmacy has witnessed increased enrolment of girls.

| File Description | Document |
|---|-------------------------------|
| Link for annual gender sensitization action plan | View 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 |

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**

Answer: C. 2 of the above

| File Description | Document |
|--------------------------------|-------------------------------|
| Geotagged Photographs | 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**

Answer:

Solid waste management

1. Solid waste generated within the premises of Kamla Nehru College of Pharmacy is collected in separate dustbins with colour code. The paper/plastic based garbage is collected in blue coloured containers. The plant based degradable garbage is collected in green coloured containers. The pointed objects like needle and glass are collected in hard containers.
2. Solid waste is handed over to gram panchayat for subsequent disposal.

• Liquid waste management

1. Liquid waste from laboratories and lavatories are drained to the separate drainage which is attached to separate septic tanks.
2. Biomedical waste from pharmacology laboratory and microbial waste from microbiology laboratory is incinerated.
3. Carcass of animal and tissues from pharmacology laboratory is buried in tank containing soil and then used as manure.
4. Hazardous chemicals are deeply buried in the soil. There is no radioactive waste generated in the college.

• E-waste management

1. Electrical and E – waste such as batteries, PCBs are collected by the laboratory staff. The waste is then classified into reusable material or junk material. The junk material is stored in an isolated area till it is handed over to Pulse system, Nagpur for recycling/dismantling.

| 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

Answer: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | View Document |
| 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

Answer: 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 |

7.1.6 Quality audits on environment and energy 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

Answer: C. 2 of the above

| File Description | Document |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | View Document |
| Certification by the auditing agency | View Document |

7.1.7 The Institution has disabled-friendly, barrier free environment

1. Built environment with ramps/lifts for easy access to classrooms.
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (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

Answer: B. 3 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 |

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).

Answer:

- The students seeking admission to Kamla Nehru College of Pharmacy every year for the undergraduate and postgraduate courses in pharmacy come from various geographic regions. Because of the scale of diversity we have students in the college that represent different, cultural and communal sub-populations. The diversity axis may include different communities, caste, religion and gender. When these students participate in co-curricular and extracurricular activities of the college, they tend to demonstrate the diverse practices, costumes and arts prevalent in various cultures. The college provides ample opportunities within the campus to the students to exchange the societal, co-operative and interactive behaviour during annual social gathering, traditional dress, food festival, Song recitation in different languages, Ganesh festival, etc.
- Off campus educational tours are organised by the college as part of their curriculum like collection of medicinal plants in a forest and visit to pharmaceutical industry in different parts of India. Such

tours have off the record advantages as these visits help the students to appreciate environment, Mother Nature, culture and food of the local inhabitants. The students enjoy the multicultural environment with open mind and harmony.

- However the college have prescribed college uniform to eliminate differentiation on the basis of socio-economic status. The students from all economic backgrounds are equally treated for all purposes. To create a sense of oneness and patriotism it is mandatory for every staff and student to attend the national anthem in the college.

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

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

Answer:

In order to encourage young voters to take part in the political process, Kamla Nehru College of Pharmacy, celebrates "National Voters' Day" every year on 25th January. On this occasion all the teaching, non teaching staff and students take pledge to uphold democratic tradition of our country and dignity of free, fair and peaceful elections. As a tribute to our freedom fighters on 26th January and 15th August National flag is hoisted and the audience participates in singing the national anthem. At the same time they take the pledge to safeguard the national integrity and public property. Kamla Nehru College of Pharmacy, every year on 26th November celebrate Constitution Day to commemorate the adoption of the Constitution of India. On this occasion all are taking pledge that is "I, as a citizen of India, affirm my faith in the universal principle of civilized society, namely that every dispute between citizens, or groups, institutions or organizations of citizens, should be settled by peaceful means; and, in view of the growing danger to the integrity and unity of the country, I hereby pledge myself never to resort to physical violence in the case of any dispute, whether in my neighbourhood or in any other part of India."

On occasion of the birth anniversary of Late Sardar Vallabhbhai Patel (31st October), National Unity Day is celebrated annually by Kamla Nehru College of Pharmacy which helps youth of the country to be aware of maintaining the integral strength of the nation. During the community activities the students are sensitized to preserve the rich heritage of Indian culture. During the regular NSS programs and annual NSS camp the students are sensitized to preserve the natural sources such as water, quality of air (including reduction of noise pollution), wild life and forests. When called upon the students come forward for blood donation.

| 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

Answer: B. 3 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).

Answer:

To raise the awareness about various issues like health, environment, economy etc and to mark the contributions of various national and international heroes for the society the college celebrates various commemorative days every year by organizing rally, speech by renowned personality, poster competition etc.

Every year **12th January** is celebrated as “National Youth Day” on the birthday of Swami Vivekananda on this occasion college organize speech of renowned person who lighten the life journey, contribution for society of Swami Vivekananda.

Every year **26th January** Republic day of India is celebrated with great enthusiasm. On this auspicious occasion Tricolor is hoisted and National anthem is sung.

Every year **8th March** is celebrated as International Women’s Day, to recognize the achievement of women in various fields and for empowerment of them.

Yoga is an age-old practice that boosts the physical, spiritual and mental well being. Every year **21st June** is celebrated as International Yoga Day, on this occasion college organize Yoga session for all teaching, non teaching and students in which warm up exercises demonstration of various asanas followed by Omkar chanting were taken. Importance of these was explained simultaneously. Regular practice of yoga will surely help us achieve a better life, physically, mentally and spiritually as well.

Similarly, **15th of August** is celebrated as Independence Day of India every year in Kamla Nehru College of Pharmacy. National Flag is hoisted on this occasion and National anthem is sung.

Every year Birthday of the great teacher and the great Hero of India, Dr. Sarvapalli Radhakrishnan is celebrated as Teachers Day on **5th of September** in College.

To bring awareness about AIDS among the people in the community activities like rally, poster competitions were organized by college on **1st December** every year to mark significance of maintaining good health and for causes & prevention of AIDS. The people were made aware and educated through these programs.

Apart from this college also celebrates birth and death anniversary of Late Shri Govindraoji Wanjari, Founder President of Amar Sewa Mandal’s, Nagpur.

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

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Answer:

Best practice 1:

1. Title of the Practice: Industrial training of teachers

2. Objectives of the practice

- To promote faculty members to learn about the techniques and skills, in high demand in pharmaceutical companies.
- To familiarize with the implementation of standard operating procedures for manufacturing equipments and analytical instruments.
- To utilise the knowledge gained during industrial training towards the development of students by enhancing their skills and practical knowledge.
- To share the experiences with students on new versions of existing instruments and its applications.
- To establish a relationship with pharmaceutical industry for long term by updating the skills expected from the outgoing students (as a fresher in industry).

3. The Context

The demands of the pharmaceutical industry changes with time therefore there is a need for training of teachers to keep pace with industry. Kamla Nehru College of Pharmacy has started an innovative practice to train the trainers. This also helps in up-gradation of the curriculum, gives ideas for research projects and opens up avenues for industry-academic interaction.

4. The Practice

Every year four to six faculty members are given the opportunity for industrial training. According to the academic needs of the department, teaching faculty is trained in a specialized area so as to enhance their practical skills, and theoretical knowledge. The faculty gets to understand the intricacies of daily working in different departments of pharmaceutical company like Granulation, Compression, Packaging, Quality Control, Quality assurance, Pharmacovigilance, Market research, Regulatory affairs, Intellectual property rights, Research and Development.

The college may be equipped with only a basic model of the analytical instrument or manufacturing equipment. During the training teachers get the opportunity to learn the handling of higher versions of the software, handling of the instrument/equipment and new applications. In addition to the use of instruments/equipments teachers learn about the calibration, maintenance and validation of these instruments/equipments. After acquiring this information, the teachers share it among students and collaborate with industry on internship projects. As a result, students of Kamla Nehru College of Pharmacy get to know the environment in pharmaceutical industry.

5. Evidence of Success

- Due to industry-academic interaction, more students have shown interest in the industrial projects than that observed previously. MoUs are signed with different pharmaceutical companies.
- After the training the teachers could introduce new theory/experiments beyond the syllabus.

- Also, projects were allotted to final year students of B. Pharm such that research work involved use of sophisticated equipments like fluidized bed processor and analytical instruments like ultraviolet spectroscopy, high performance liquid chromatography etc.
- As a result of industrial training of the teachers, the students get more applied knowledge than that available in the text books. Our students are now readily accepted as interns to work for pharmaceutical industry.

6. Problems Encountered and Resources Required

In our region, few pharmaceutical companies are operational close to the city; hence we had limited success for teachers training until last few years. Due to restrictions in parenteral dosage form unit, visitors can't get easy access for a week at a time. After the development of MIHAN SEZ and expansion of industrial area, more pharmaceutical companies wish to set up their plants in industrial area which is nearby our college.

Best Practice-2:

1. Title of the Practice: Guru at Home (GAH)

2. Objectives of the practice

A lot of studies show that there is a big effect of the type of family background on the academic performance of students in the college. To surmount this Kamla Nehru College of Pharmacy has started "Guru at Home program" with following objectives:

1. To meet the student's parents personally at the beginning of new session and understand the family background of the students.
2. To provide a forum for the exchange of ideas on the social, cultural and educational conditions of society.
3. To help the student to understand himself/herself – his/her strengths and his/her weaknesses, the scope and opportunities in the field of pharmacy.
4. To help the student to have better understanding of the environment and spread awareness in the society regarding the role of pharmacist in community.
5. To establish a relationship of trust and to develop long-lasting, personal, and informal relationship with students and his/her family members.
6. To monitor academic performance of the students and suggest how to improve it. To encourage the students to participate in various curricular and extra-curricular activities conducted by colleges, inter-colleges and at university level.
7. To discuss regarding health issues and use of healthy practices amongst the senior citizens from student's family.

3. The Context

Academic performance of students is often correlated with home environment. Low literacy and chronic stress in family may have negative effect on student's performance. The senior citizens at student's home may have difficulties like lack of information regarding health issue, safe use of medicine etc. Considering the holistic view Kamla Nehru College of Pharmacy has started Guru at Home (GAH) program.

- The rationale of GAH is to identify slow learners, academically weak students and socially shy students and to boost their performance in academics, to encourage them to follow healthy practices and consider them for personality development.
- GAH is likely to be effective for new entrants, as they worry about new surroundings, college culture, ragging activities, subjects and facing new challenges in life. Our aim is to provide friendly environment and support, so that they will easily handle any situations in life.
- Further, faculty members share their experiences in the profession about dos and don'ts as well as following ethics in pharmacy profession. They provide attention to academic activities in terms of their attendance and performance at college level. Faculty members also provide carrier guidance by motivating them to attend various seminars, workshops etc.

4. Practice

“Guru at Home” Scheme was introduced in the year 2018, with a view to nourish the overall educational and personal growth of students in stress-free environment. Every teaching member is allotted students who are identified as slow learners, academically weak or socially shy. The teacher (where possible) visits their home and interacts with the students in the presence of their family to establish a strong and caring bond. The teachers try to understand the family background of the students and discuss overall performance of the student with his/her parents.

- After allocating Guru to shortlisted students, each Guru conducts first meeting with the students to discuss the rationale of GAH scheme. GAH provides a platform to know the student individually and to discuss issues/ problems one-to-one.
- GAH scheme helps to collect the data for student’s nature, behaviour and academic monitoring. This allows customized academic and carrier guidance to the students along with emphasis on the ethics in pharmacy profession. Guru motivates each identified student to participate in social networking, voluntary activities, co-curricular and extracurricular activities.
- Guru provides awareness about healthy practices and hygiene in the college campus, in the hostel and also in the community. For senior citizen and other family members, Guru provides information related to chronic disease like diabetes, blood pressure etc also discuss about the safe use of drugs on need basis. Kamla Nehru College of Pharmacy also provides books and walking sticks to needy people.
- GAH feedback format is given to all students with the instructions to comment on the output of meeting (to be conducted at least once every semester).

5. Evidence of Success

- Before 2018 weak and average students were reluctant to face the challenges of real life and use to withdraw themselves from social and academic activities of the college. But after implementing GAH practice, such problems have been reduced. Now, the students tend to enjoy the professional environment in the college.
- The students who came from rural areas with good command over their mother tongue but faced problems while communicating in English (both verbal and written). Their skills were improved by giving feedback on academic seminar presentations and guiding them through report writing. Under this scheme, fear of new subjects (such as synthetic medicinal chemistry, pharmaceutical engineering, biopharmaceutics etc) was removed by counselling. In addition, guest lecturers for applied subjects were organized by the college to inculcate interest in research activities. The purpose of starting GAH was reflected by improvement in their academic performances.
- GAH builds up confidence among the students by removing the fear for asking questions in the class, for being nervous to face external examiners and strangers, of being shy to face the audience during co-curricular and extracurricular activities. After implementing GAH, the students opened up with genuine concerns which were resolved by the college administration. E.g., old furniture in the classrooms was not comfortable therefore facilities were upgraded considering this aspect along with installation of ICT facilities in the classrooms. Some students faced problems with only two books issued (at a time) by college library therefore students were allowed to borrow up to five books (at a time) during the exams. College administration has invested in language lab software to improve the communication skills of the students and have upgraded the sports arena so that students are showcasing their hidden talent. Positive improvements were observed in student’s communication skills, participation in cultural/sports activities, personality development, group discussions and approach for personal interview.

6. Problems Encountered and Resources Required

- Personal meetings with students at their home in the presence of family members are limited to students residing within 5 km radius of the residence of the Guru.
- Girls from rural areas hesitate to share their personal problems with male teachers. In such a situation, lady faculty members have to be additionally deputed (irrespective of their area of residence).

- Up gradation of infrastructure related facilities in the college are labour, time and cost intensive therefore could be implemented with a time lag.

| 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

Answer:

The students of Bachelor of Pharmacy are required to carry out mini dissertation project in their final year. In most of the colleges the project work is based on the compilation of literature to write review articles. However, the practice at Kamla Nehru College of Pharmacy is distinctive from other colleges. The students of Bachelor of Pharmacy carry out mini research project in the final year. The experienced teachers at Kamla Nehru college of Pharmacy provide all the necessary help and guidance for their mini research project in multidisciplinary areas of pharmaceutical chemistry, Pharmaceutics, Pharmacognosy, Pharmacology and Quality assurance.

As part of pharmaceutical chemistry, the students have the option to screen and extract phytochemicals from the seed extracts, to evaluate the biological activity of extracted phytochemicals, Formulation and evaluation of herbal dyes, Chemical synthesis of benzylidene oxazole amines, explore Metallopharmaceuticals as a novel approach for the treatment of diseases, to evaluate the biological activity of newly synthesised compounds. Apart from these students also have the option to develop and validate the instrumental methods of analysis for new dosage forms.

As a specialization in Pharmaceutics the students have the option to study enhancement of solubility of poorly water soluble drugs by using solid dispersion techniques, to study the enhancement of bioavailability of poorly absorbed drugs, formulation and evaluation of pH independent release matrix, fast dissolving tablets, gastro retentive drug delivery systems, Osmotically controlled drug delivery pumps, painless drug delivery systems as an alternative to injections, Formulation and evaluation of gels containing herbal drugs, evaluation of in-situ gels as a novel drug delivery system, Transdermal patches, Evaluation of various approaches used in taste masking of bitter drugs and regulatory concerns of these approaches, evaluation of microsp sponge as a novel drug delivery system. To explore the feasibility of 3D printing as a means of novel drug delivery system. Application of QbD concepts (quality by design) for the development of new formulations. Evaluation of novel polymeric systems for controlled drug delivery. Characterization of new dosage forms and comparison of the efficacy of marketed products.

Those who are interested in mother nature with respect to plants, pharmacognosy provides the option to develop nutritive biscuits containing herbal extracts, develop herbal insect repellents, creams for wound healing, anti-dandruff lotion, anti-fungal gels, anti-oxidant gel, comparative evaluation of phytochemicals present in different coloured flowers, evaluation of biological properties of poly herbal toothpastes, fruits, moisturizers, herbal chocolates, evaluation of quality control and standardization methods of marketed herbal preparations. Standardization of dietary supplements and ayurvedic formulations to check adulteration.

For students interested in exploring the upcoming treatments Pharmacology allows the option of testing, standardizing and comparing the biological activities of herbal drugs and synthetic drugs in animal models (in-vitro methods, in-vivo methods, ex-vivo methods). The toxicity studies and bioavailability studies of

drugs (of herbal and synthetic origin) can be studied in animal (rodents and non-rodents) and microbial models. It is possible to explore new animal models for specific diseases.

During the execution of research project, the Bachelor of Pharmacy students get an opportunity to independently handle sophisticated instruments, equipments and animal models like IR spectroscopy, UV visible spectroscopy, High Performance Liquid chromatography (HPLC), Multi-station rotary tablet compression machine with B tooling and D tooling (Rimek mini press-II), extruder and spheronizer, fluidized bed processor, stability chamber, dissolution test apparatus, disintegration test apparatus, bioassays in rodent and non-rodent based animal models, enzyme linked immuno assays, microbial assays etc. The students acquire knowledge in their respective area of research and are accompanied by innovative ideas for entrepreneurships.

At times the quality of research output is interesting enough to publish the findings. Several papers have been published per year; a partial list of key publications is:

P. Deshmukh, R. Telrandhe, M. Gunde, Formulation and Evaluation of Herbal Toothpaste: Compared with Marketed Preparation, Int J Pharmaceutics & Drug Anal, 2017, 10, 406-410.

N. Gurram, M. Kamble, M. Gunde, A. Ingole, D. Dhabarde, J. R. Baheti, Pharmacognostic, Physicochemical investigation and evaluation of anti-oxidant potential of fruit flesh extract of Terminalia catappa. Linn. The J. Phytopharmacol. 2017, 6(3), 171-173.

R.S. Shivhare, P. Awachat, DK Mahapatra, A.R. Ingole, S. Borkar, Development of Wound Healing Ointment Formulation containing Active Extracts of Tridax Procumbens, Calendula Officinalis, Murraya Koenigii, and Aloe Barbadensis, Int J Pharm and Phytopharm Res, 2019, 9, 99-104

T.N. Hatwar, P.B. Surse, S. Borkar, FORMULATION AND EVALUATION OF POLYHERBAL TABLET FOR THE TREATMENT OF THYROID DISORDER, Eur J Biomed Pharm Sci, 2020, 7(6), 392-401

S.S. Borkar, T. Anandpara, DK Mahapatra, Exploring Analgesic Prospective of Hydroalcoholic Extract of Lagerstroemia speciosa Root in Swiss Albino Rats, Res Adv in Pharm Life Sci. 2020, 2(2), 13-16

M. Kamble, P. Raghatate, S. Meshram, Formulation and Evaluation of Herbal Cold Cream Using Bombax Ceiba Fruit Pulp, Int J Res Sci Innov, 2020, 7(2), 184-186.

The students of Bachelor of Pharmacy get the exposure of scientific reporting of research work during the dissertation project in their final year. Such activity inculcates an aptitude for research and innovations in the young minds. This distinctive feature of the college generates competency and professional confidence in students.

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

Extended Profile

Program

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15

122 126 133 123 113

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

Number of programs offered year-wise for last five years

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
3 3 3 3 3

Students

Number of students year-wise during last five years

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
285 233 212 222 198

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

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
41 41 43 43 43

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

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
65 45 34 58 21

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

Teachers

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

Answer:

2018-19 2017-18 2016-17 2015-16 2014-15
24 24 24 22 22

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

Number of sanctioned posts year-wise during last five years

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 24 | 24 | 24 | 22 | 22 |

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

Institution

Total number of classrooms and seminar halls

Answer: 6

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

Answer:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 66.20 | 79.41 | 11.25 | 38.75 | 35.83 |

Number of Computers

Answer: 74

Conclusion

Additional Information :

KNCP established in 2006 as a self financing co-ed institute to impart education in pharmacy. KNCP is affiliated to RTMNU for undergraduate and postgraduate courses. College started with few laboratories and classroom and library with small number of books now rose to well equipped 20 laboratories, 6 smart classroom and library housing more than 10500 books. College is also having good facilities for outdoor and indoor sports, gymnasium, Yoga centre for mental, physical and spiritual development of students. The college contributes to infrastructure by investing in sustainable energy resources, water harvesting, segregation of waste, provision of girl's hostel, college bus for transportation etc. Last but not the least college management is sensitive to comfort and safety of staff and students.

The deserving students are admitted to various programs without any bias to gender, caste or religion. Each course has different outcomes. Some of the deserving students avail scholarships funded by the government. Other students who doesn't qualify for scholarship and are from poor financial background are well supported by giving concession in approved fees from 10% to 20% so that no students shall be deprived of education because of weak financial condition. So far more than 200 students got benefitted by this scheme.

There is good blend of experienced and young teachers. The teaching staff stays updated with recent developments in pharmaceutical sciences by participating in various workshops and use ICT based tools to transfer this knowledge to the students. On one hand the teaching staff engages in scientific innovation through research activities and on the other hand they ensure that students are sensitized to conservation of traditional values, wild-life diversity, optimal use of energy, gender equality, sympathy for people with special needs, respect for cultural diversity and human values. The students tend to develop their personality

during the college life and explore/demonstrate their sports/cultural talent. Some of them have been recognized and rewarded at regional/state level.

Academic excellence, spiritual vitality and social relevance have remained the guiding principles of the college down the decades and this journey to achieve excellence will remain continue with support of all stakeholders.

Concluding Remarks:

KNCP is an approved institution to impart education in pharmacy at diploma, under-graduate, post-graduate and doctoral levels. The college uses state-of-art infrastructure, digital media, classrooms, laboratories, equipments and instruments to impart professional education (both theory and practical) in pharmaceutical sciences. The students are exposed to applied aspect of pharmaceutical sciences by means of industry-academic interaction. The students are trained to serve the healthcare system as community pharmacists, as hospital pharmacists, as industrial chemists or as research scientists. The college has good infrastructure to promote extra-curricular activities. The students are sensitized to respect the natural resources, traditional values, wild life, cultural diversity and national integrity. The management and staff of KNCP are committed to quality education. But KNCP needs to continuously improve research facilities. There is scope to apply for government funded research work, seek support from alumni association or tie-up with industry for projects of mutual interest. The college listens to feedback from the alumni/key stake holders and allows them the opportunity to contribute to the development of college. The management strives to make KNCP preferred work place with welfare programs for the staff and preferred college of pharmacy education for the students. Recently the college has been approved for doctoral research work. To progress further teaching staff needs to secure MoUs for research funding through industry sponsored projects or apply for government grants. Though the research work is published in scientific journals there is a need to develop and protect the intellectual property. We are striving hard to excel in all areas and trying for international MoU and collaboration with best institute of the world.

NAAC accreditation a sign of quality education shall enable us to prepare pharmacist catering to the job market/entrepreneurial requirements thereby contributing our bit in the nation building. Further NAAC assessment and accreditation is important in order to carry on our journey for achieving new heights through excellence in all spheres of educational domain in producing globally competent pharmacy professional.

EXCLUDED METRICES

List of Excluded Metrics

3 Research, Innovations and Extension : Weightage (120)

3.4 Extension Activities : Weightage (50)

| Ref No | Details of Metric | weightage | Metric Performance |
|--------|---|-----------|--------------------|
| 3.4.2 | Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value) | 10 | 0 |

5 Student Support and Progression : Weightage (130)**5.1 Student Support : Weightage (50)**

| Ref No | Details of Metric | weightage | Metric Performance |
|--------|--|-----------|--------------------|
| 5.1.2 | Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value) | 5 | 0 |

5.4 Alumni Engagement : Weightage (10)

| Ref No | Details of Metric | weightage | Metric Performance |
|--------|--|-----------|--------------------|
| 5.4.2 | Alumni contribution during the last five years (INR in lakhs) (Metric Type : Direct , Question Type : QN , Evaluation : By DVV , Nature : MC) | 5 | E. <1 Lakhs |

6 Governance, Leadership and Management : Weightage (100)**6.4 Financial Management and Resource Mobilization : Weightage (20)**

| Ref No | Details of Metric | weightage | Metric Performance |
|--------|--|-----------|--------------------|
| 6.4.2 | Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III) (Metric Type : Derived , Question Type : QN , Evaluation : By DVV , Nature : Value) | 8 | 0 |

ANNEXURE**1.Metrics Level Deviations**

Metric ID Sub Questions and Answers before and after DVV Verification

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

- 1.1.3
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**

Answer before DVV Verification : B. Any 3 of the above
Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 2 | 0 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 3 | 2 | 0 |

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

1.3.3

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

Answer before DVV Verification : 230

Answer after DVV Verification: 178

Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders

1) *Students*

2) *Teachers*

1.4.1

3) *Employers*

4) *Alumni*

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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**

1.4.2

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: C. Feedback collected and analysed

Remark : Observation accepted, edited accordingly.

2.1.1

Average Enrolment percentage (Average of last five years)

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

Answer before DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 285 | 233 | 212 | 222 | 198 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 73 | 69 | 64 | 75 | 80 |

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 306 | 306 | 318 | 324 | 324 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 96 | 96 | 96 | 96 | 96 |

Remark : Observation accepted, edited accordingly.

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)

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 27 | 26 | 39 | 48 | 24 |

2.1.2

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 25 | 25 | 29 | 29 | 20 |

Remark : Observation accepted, edited accordingly.

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)**

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**

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|

| | | | | |
|----|----|----|----|----|
| 07 | 05 | 03 | 01 | 01 |
|----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 02 | 01 | 00 | 00 | 00 |

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

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

Answer before DVV Verification:

3.1.1

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 1.4 | 0 | 0 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0 | 0 | 0 | 0 | 0 |

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

3.1.2

3.1.2.1. Number of teachers recognized as research guides

Answer before DVV Verification : 09

Answer after DVV Verification: 02

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

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

Answer before DVV Verification:

3.2.2

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 2 | 2 | 2 | 2 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 2 | 2 | 2 | 2 | 2 |

3.3.2

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 08 | 13 | 20 | 12 | 07 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 08 | 09 | 09 | 05 |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 01 | 00 | 00 | 00 |

3.3.3

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

Remark : Input edited because clarification document provided by HEI are not relevant.

Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12 | 11 | 09 | 10 | 10 |

3.4.3

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 8 | 7 | 3 | 8 | 7 |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 255 | 208 | 201 | 202 | 171 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 210 | 185 | 146 | 190 | 165 |

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

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

Answer before DVV Verification:

3.5.1

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 15 | 12 | 05 | 05 | 03 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 15 | 12 | 05 | 05 | 03 |

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 04 | 05 | 06 | 01 | 02 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 04 | 09 | 2 | 01 | 02 |

Remark : After rechecking the documents provided by HEI the input remains same.(date of MoUs has been checked)

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

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

Answer before DVV Verification:

| | | | | |
|----------|----------|----------|----------|----------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 47.75124 | 34.72894 | 44.33738 | 36.69199 | 20.92540 |

4.1.4

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 43.04 | 35.46 | 39.55 | 20.91 | 42.18 |

Remark : Observation accepted, edited accordingly.

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

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)

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| .21116 | 1.38130 | 3.31891 | 8.5214 | 6.4089 |

4.2.3

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 0.30320 | 1.39434 | 3.78591 | 0.85201 | 0.64089 |

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

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

Answer before DVV Verification : 81

Answer after DVV Verification: 92

Remark : Observation accepted, edited accordingly.(considered number of teachers and student using library per day)

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)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7.43436 | 8.24953 | 2.26016 | 1.72519 | 6.47429 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 9.12 | 5.02 | 17.95 | 4.33 | 1.13 |

Remark : Observation accepted, referred audited statement given in metric 4.1.4 (considered only physical facilities and academic support facilities as per SOP)

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

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 222 | 202 | 154 | 111 | 53 |

5.1.4

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 187 | 165 | 136 | 73 | 44 |

Remark : Input edited as per clarification document provided by HEI.

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

5.1.5

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

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.)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11 | 01 | 06 | 03 | 01 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 11 | 01 | 06 | 03 | 01 |

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

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.

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.

Answer before DVV Verification:

5.3.1

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 02 | 03 | 00 | 00 | 00 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 00 | 00 | 00 | 00 | 00 |

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)

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 34 | 35 | 27 | 26 | 19 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|---|---|---|---|---|
| 2 | 2 | 2 | 2 | 2 |
|---|---|---|---|---|

Implementation of e-governance in areas of operation

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

6.2.3

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

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

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

Answer before DVV Verification:

6.3.3

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 08 | 10 | 06 | 04 | 02 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 05 | 06 | 04 | 03 | 02 |

Remark : Observation accepted, edited accordingly.

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).

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 14 | 23 | 21 | 06 | 03 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 13 | 04 | 00 | 00 | 00 |

Remark : Observation accepted, edited accordingly.

Quality assurance initiatives of the institution include:

- 6.5.3
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)**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

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

- 7.1.2
1. **Solar energy**
 2. **Biogas plant**
 3. **Wheeling to the Grid**
 4. **Sensor-based energy conservation**
 5. **Use of LED bulbs/ power efficient equipment**

Answer before DVV Verification : B. 3 of the above

Answer After DVV Verification: C. 2 of the above

Remark : Input edited as per clarification document provided by HEI i.e option 1 and 5 selected.

Water conservation facilities available in the Institution:

- 7.1.4
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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, edited accordingly.

Green campus initiatives include:

- 7.1.5
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**

Answer before DVV Verification : Any 4 or All of the above

Answer After DVV Verification: C. 2 of the above

- 7.1.6
- Quality audits on environment and energy 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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted, edited accordingly.

The Institution has disabled-friendly, barrier free environment

7.1.7

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per clarification document provided by HEI.

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

7.1.10

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID Extended Questions

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 121 | 126 | 133 | 123 | 113 |

1.1

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 122 | 126 | 133 | 123 | 113 |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 65 | 45 | 34 | 58 | 21 |

Answer After DVV Verification:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 65 | 45 | 34 | 58 | 21 |

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

Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|----------|----------|----------|----------|----------|
| 67.12859 | 44.35977 | 49.91627 | 39.26932 | 28.04058 |

3.2

Answer After DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 66.20 | 79.41 | 11.25 | 38.75 | 35.83 |