SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

TVES'S HON'BLE LOKSEVAK MADHUKARRAO CHAUDHARI COLLEGE OF PHARMACY FAIZPUR

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Hon'ble Loksevak Mahdukakrrao Chaudhari College Of Pharmacy, Faizpur was established in the year 1994, with the objective to Nurture the Pharmacy Education and to Support the Healthcare and Socioeconomic Developments by providing skilled pharmacy graduates. Is located on its own land with its infrastructure at Faizpur, Dist: Jalgaon . A beautiful and green campus of the Institute with huge infrastructure with a big playground. The institute is committed towards cultivating the students through knowledge, innovation, social and scientific outlook for academic excellence. The institute provides excellent platform for lifelong learning, professionalism, leadership, better personal communication, initiative to learn, self-motivation, discipline, vision, and problem solving ability for students as well as faculty members. The college have well developed infrastructure, spacious digital classrooms, State-of-Art Laboratories, Laboratories equipped with sophisticated instruments, E-library, herbal garden and CPCSEA approved Animal house.

The institute is accredited to national board of accreditation (NBA),New Delhi, approved by All India Council for Technical Education (AICTE), New Delhi, recognized by Pharmacy Council of India (PCI) and is affiliated to KBC NMU, Jalgaon. The institute is ISO 9001:2008, certified and offers undergraduate program (B. Pharm), post-graduate program (M. Pharm) in Pharmaceutical chemistry, Pharmaceutics, Pharmacognosy & Quality Assurance and Doctoral (Ph.D.) program affiliated to KBC NMU, Jalgaon The institute offer quality education and research facilities for its students to ensure perfect academic and social development. It has large and well-ventilated classrooms and has audiovisual facilities that provide excellent academic understanding to the students. We have adopted Mentoring system to provide proper direction to the students for their career and future prospects.

Vision

"To nurture talent into all round excellence by providing an education which is intellectually inspiring and technologically innovative to produce not only just quality pharmacy professionals but also visionaries of tomorrow, to serve people of tribal and rural areas."

Mission

"Our mission is to impart high quality technical education and training in pharmacy discipline and to give an edge of creativity, innovation, research and the highest standards of professionalism in the students to cater the needs of pharmacy profession and society from tribal and rural areas."

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Infrastructure**: The institute has spacious and ventilated ICT enabled classrooms and laboratories equipped with sophisticated instruments HPLC, FTIR, Operant chamber, etc., rich library, well

equipped computer laboratory as well as computers in staff rooms with internet connection. The institute has animal house duly registered with CPCSEA

- **Faculty**: Institute has highly educated and experienced faculty with rich academic and industrial background. Faculty members are actively involved in research activities and have fetched research grants of Appx Rs. 5 lakhs published more than 300 research papers in reputed international journals. The faculty student ratio is as per norms.
- **Quality Education and Research:** The institute has PG and Ph.D center affiliated to KBC North Maharashtra univarsity Jalgaon. This has helped the institute in upgrading the educational qualification of the teaching staff, giving opportunity to faculty members to pursue their research interests
- **Faculty Improvement Initiatives:** The institute encourages faculty to attend seminar/workshop/conferences organized by other institutes.
- **Student support:** Ragging free campus. Extracurricular and Curricular activities for like Journal club, Pharma festival, sports week, national level quiz competition etc. for their overall development.
- **Training and Placement Cell**: The institute has active Training and Placement cell to bridge the gap between industry and institute.
- Accreditations (NBA) and Recognitions through quality audits

Institutional Weakness

- Lack of auditorium
- Lack of industry oriented syllabus
- Medical emergency management system
- Located in a rural area
- Less Faculty exposure at international platforms
- Limited Student/Faculty exchange programme

Institutional Opportunity

- Research funding from different agencies like AICTE, DBT, DST etc.
- Entrepreneurship Development
- Encourage students to attend skill development and add on courses.

Institutional Challenge

- Expectation from industry
- Challenges due to enhanced technology and online learning systems
- Job opportunities in core areas for pharmacy graduates are becoming more competitive
- Fast changing needs of pharmaceutical industries and Health care
- Admission at postgraduate level due to mushrooming of colleges

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular Flexibility & Implementation :

HEI follows the curriculum notified by KBC NMU Jalgaon as per AICTE & PCI norms, revised in 2018. Flexibility is ensured by implementation of CBCS/Electives. The principal as chairman of BOS and 04 faculties as members directly contributed for curricular development and revision. Faculty are involved in co-curricular design, implementation as well as university examination evaluation practices

Effective curriculum delivery :

Ensured through well planned procedures and executed in systematic manner through curricular/academic calendar, work load distribution, staff orientation, robust advanced time tables, LMS, continuous, internal and university exams and is reviewed for effective curricular transaction/delivery and evaluation. Review and monitoring are done by HOD, Academic committee, IQAC and Principal

Teaching-learning and Evaluation

Teaching, Learning and Evaluation is one of the most important components of NAAC Assessment and Accreditation for affiliated colleges. The performance of the college in the teaching and learning process and in the evaluation of student performance objectively, transparently, timely and continuously, will be perceived by the stakeholders to form an opinion on the college as compared to other colleges. Considering the special importance of this criterion in the assessment of the quality of an affiliated college, NAAC gave the highest weightage (350 out of 1000) out of all the seven assessment criteria. The affiliated colleges have to reach effectively all the stakeholders in their respective catchment areas with all the information related to the college and admission details. They should have a transparent admission process providing due share to the various reservation categories(i:e SC,ST,NT,VJ,OBC) following inclusive policy. The diverse needs of the students shall be addressed strategically to ensure all the students find a personalized approach in the teaching and learning process. The faculty working in the college should be of high quality and upskill themselves from time to time. They should be empowered to take suitable decisions to achieve optimum results in their work. The teaching and learning methods adopted by the faculty should reflect the changing needs of the students. Advanced teaching methods such as experiential learning, participative learning and other self-learning methods shall be used to make teaching and learning simple and effective. Technology interventions should be integrated into the process to prepare the students for future-ready. The entire system and processes shall be student-centric. The evaluation system should be designed in such a way that it measures the outcomes of the course/ programme. There shall be a mechanism to address the grievances of the students on the evaluation. The satisfaction of the students is of vital importance and the colleges should ensure that in all of its academic and administrative activities. Affiliated colleges should study carefully the key indicators of quality in this criterion and evolve policies, procedures, practices and special activities to ensure the highest quality in this.

Research, Innovations and Extension

Importance of the Criterion

It is true that the major focus of affiliated colleges is teaching, learning and evaluation. Research and innovations are also considered important as the teacher quality and institutional social responsibility are

dependent upon the institution's contribution towards research and innovations. Students should have an opportunity to translate their new ideas into products/ services. HEIs are expected to have facilities for promoting research and innovations. Considering the limitations of colleges with regards to research and innovations, low weightage is given to these two in assessment. Higher weightage is given to Extension activities as the affiliated colleges are expected to take up activities involving faculty and students to serve the society and particularly the neighborhood. Extension activities shall be planned to engage all the students, teachers and non-teaching staff in addition to NSS activities. This Criterion seeks information on the policies, practices and outcomes of the institution, concerning research, innovations and extension. It deals with the facilities provided and efforts made by the institution to promote 'research culture'. The institution has the responsibility to enable faculty to undertake research projects useful to society. Serving the community through extension, which is a social responsibility and a core value to be demonstrated by institutions, is also a major aspect of this Criterion.

Infrastructure and Learning Resources

The physical facilities, digital infrastructure, learning resources, Innovative academic infrastructure, cultural and sports facilities are essential in maintaining the quality of Autonomous colleges as well as for attaining academic excellence and creating a vibrant learning environment. The teaching-learning, evaluation, research, governance and student support and progression are greatly impacted on the provision of adequate and quality infrastructure such as classrooms, laboratories, library, gymnasium, auditorium & IT facilities.

The three aspects/features which highlight the importance of this criterion are its

- Impact on student learning
- Influence on quality of programme outcomes
- Capability to meet future needs

Understanding of the criterion:

The development of required physical infrastructure and IT infrastructure to facilitate the effective functioning of the institution is essential for quality education. Institutions are required to give high priority to infrastructure development as all activities of an institution directly or indirectly depend on the adequacy and quality of the infrastructure. To meet the challenges of the 21st century every institution should equip with digital infrastructure to create access to all the students and faculty. The two important parameters associated with the criterion are:

- Adequacy of the infrastructure
- Optimum utilization and maintenance of the infrastructure

In a larger perspective, the availability, accessibility and utilization of various elements of infrastructure determine the quality of academic programmes.

Student Support and Progression

Student Support and Progression :

Student support Student support strategies include facilitation of scholarship, capacity building, skill enhancement schemes, counselling, and coaching. During last 05 years around 50 % of students were benefited by govt scholarships/freeships.

Capacity building and skill enhancement :A dedicated training and skill development cell supports students with respect to Capacity Building,career counselling and guidance for higher studies. It arranges training for improving soft, computing and communication skills and ensures their overall personality development.

Career guidance, placement and progression : In the last five years, more than 65% of students benefited from competitive exam and career guidance with success rate of 50%. The placement cell conducts on/off campus drives with renowned pharmaceutical companies. In the last five years about 70 % of students were placed while 20 % advanced in higher studies.

Grievance redressal and committees : Anti-ragging, grievance redressal, antidiscrimination, and internal complaint cells address student issues.

Student activities and awards : Students actively participated in More than 25 sports and cultural events during last five years and fetched 15 state/national awards in sports/cultural activities.

Alumni association : A registered alumni association is contributing towards development of its alma matter in academic and student support activities.

Governance, Leadership and Management

The College has a clearly stated vision and mission statement and is driven by them. In order to achieve the vision and mission two levels of leadership

1. Leadership at Management level

2. Leadership at academic level is established in the institution.

Both the levels of leadership work in Coordination with each other for the achievement of the organizational and administrative structure. In the organizational and administrative structure, statutory and non-statutory committees, prescribed by KBC North Maharashtra Univarsity Jalgaon are formed which helps in the effective functioning of the college the activities of the teaching faculty are coordinated and executed through various committees.

The institution follows democratic governance; the decisions are made by collective consultation under leadership of the principal. The institution adopts reformative measures for the effective function of the institution. The college administration is decentralized and different responsibilities and duties are delegated among the faculty. The required monitoring and evaluation is carried out to implement the decisions taken by the institution. The institution prepared academic calendar and successfully implement it. Several initiatives have been taken by the institution for the optimum utilization of the available resources for the benefit of the

student

The institutional fees charged by the college are very nominal because college situated in rural area and the institution do not charged anything beyond the government prescribed fees.(Fee Regulating Authority,Mumbai) The institutions do not accept any donation from the student. Thus through these means and measures, the institution strives to attain its goals and objectives for the betterment of its student and stakeholders.

Quality Assurance

The QAS is monitored by functional, well-structured IQAC. Through the quality initiatives, sustenance and enhancement strategies it recommends innvoations in teaching/learning/research/evaluation/governance, teacher capacity building, skill upgrading, and mentorship. IQAC undertakes audits (Internal and External AAA) and analyses the teaching-learning process annually. Post-accreditation IQAC initiatives included increasing value-added/enrichment courses, research, and entrepreneurship training/guidance. All AQARs have been submitted as a compliance.

Institute's NBA accreditation, and national and international awards/recognitions, and affiliations demonstrate good administration and leadership.

Institutional Values and Best Practices

 Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the given topic which highlights the importance and contribution of women in the society.

MRCET has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions and ethos have led to enrolment of 68% women students and 49% women staff.

Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to MRCET.

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the Various facilities

Additional initiatives ensure active participation of students in co-curricular activities including sports as it is a compulsory core course in all UG programmes and also at intra-faculty, inter- faculty and inter-university levels.

The Life-Long Learning Education (LLLE) programme provides opportunity to women from all walks of life to get trained in entrepreneurship and self–employable skills.

MRCET key operations has very less impact on the environment as the University is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed.

The principles & concepts of two best practices successfully implemented by our Institution to achieve the desires objectives / intended outcomes

Apart from Doctorate & PG, UG students are also encouraged and given opportunity to get involved in research efforts

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TVES'S HON'BLE LOKSEVAK MADHUKARRAO CHAUDHARI COLLEGE OF PHARMACY FAIZPUR
Address	Neharu Vidya Nagar Faizpur
City	Faizpur
State	Maharashtra
Pin	425503
Website	copfaizpur.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajesh Yadav Chaudhari	02585-245574	9420499476	-	copharmafaizpur@yahoo.com
IQAC / CIQA coordinator	Mahesh Sopan Nemade	02585-9970090991	9970090991	-	msnemade@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	07-10-2009	View Document
12B of UGC	03-05-2012	View Document

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	03-11-2022	12	Approved

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Neharu Vidya Nagar Faizpur	Rural	6	4222

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,B Pharmacy	48	HSC	English	60	60
PG	MPharm,Pharmaceutics	24	B.Pharm	English	10	10
PG	MPharm,Pharmaceutical Chemistry	24	B.Pharm	English	8	8
PG	MPharm,Pharmacognosy	24	B.Pharm	English	6	5
PG	MPharm,Quality Assurance Technique	24	B.Pharm	English	8	8
Doctoral (Ph.D)	PhD or DPhil,Phd	36	M.Pharm With PET Test	English	24	16

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				8				8				7
Recruited	1	0	0	1	1	0	0	1	5	1	0	6
Yet to Recruit				7				7				1
Sanctioned by the Management/Society or Other Authorized Bodies				6				7				1
Recruited	1	0	0	1	5	0	0	5	1	0	0	1
Yet to Recruit				5				2				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				24
Recruited	0	0	0	0
Yet to Recruit				24
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	23	1	0	24
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	6	0	0	0	0	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	6	1	0	8
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	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	4	5	0	9
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	155	1	0	0	156
	Female	85	2	0	0	87
	Others	0	0	0	0	0
PG	Male	40	0	0	0	40
	Female	36	1	0	0	37
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	10	14	13	15
	Female	13	12	16	14
	Others	0	0	0	0
ST	Male	2	3	4	4
	Female	4	6	9	12
	Others	0	0	0	0
OBC	Male	65	78	68	109
	Female	59	60	69	105
	Others	0	0	0	0
General	Male	76	79	94	29
	Female	43	48	53	13
	Others	0	0	0	0
Others	Male	19	20	20	39
	Female	11	16	17	14
	Others	0	0	0	0
Total		302	336	363	354

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by our Institute. A discussion among the faculty members has been initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity The Institute is affiliated to KBC North Maharashtra University Jalgaon where in Academic programe are redesigned to electives and institute started offering these electives to students. In order to provide the holistic academic growth among students to choose their

	preferred options from the range of program offered by the institution. All the courses offered by institute are Choice Based Credit System (CBCS). Few of (them also include value based and environment-based subjects like professional Ethics, Environmental studies, principles of Management, project management etc. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.
2. Academic bank of credits (ABC):	Our institution preparedness in implementation of Academic Bank of Credits conforms to the guidelines of the affiliated university i.e. KBC North Maharashtra University Jalgaon KBC NMU being state university is an official member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. From 2020 onwards, KBC NMU is in the process of uploading students' mark sheets and degree certificates through the nad.digitallocker.gov.in platform through its affiliated colleges. The National Academic Bank of Credits (ABC) portal has now been integrated into the NAD portal https://nad.digitallocker.gov.in platform and is currently live from academic year 2021 onwards KBC NMU follows a choice-based credit system (CBCS) for all its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. Institute is in the process of creating centralised database of the college students. Through this database, where in the academic credits earned by the student from various courses will be digitally stored so that the credit earned by student previously could be forwarded when the student enters the program again. For monitoring ABC, proper technical support system will be created.
3. Skill development:	The institute has an established skill development cell which actively participates to strengthen technical, vocational, soft skills of the students. The institute has an established training cell which actively participates to strengthen the current trends required in industry, Campus Recruitment Training (CRT). The Institution is already conducting the skill courses as designed by affiliating university from Semester

	III to VI in various programs. Also, under the employability enhancement program for student in skill courses, the college has already been running courses such as soft skill development etc
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In order to promote /integrate the local language, art and culture, it is the regular practice at institute that all NSS activities conducted in adopted villages are compulsory executed in local Marathi language. In Youth Festival organized at KBC NMU University level our students are actively participating in various cultural events and received prizes and colour coats in many events at university level. Especially our college magazine is published wherein there are five sections for content in five languages namely English section, Marathi section, Hindi section.students are from rural areas of Khandesh region they can share their thoughts in any language. This initiative of publishing college magazine with content from different language has got recognition at university level resulting in receiving best magazine.
5. Focus on Outcome based education (OBE):	The institution, being affiliated with KBC North Maharashtra university follows the guidelines as and when directed where in variety of approaches in teaching Learning process like lectures, seminars, tutorials/workshop/practical and project-based learning field work, technology enabled learning internship and apprenticeship and research work is already suggested and Institute is implementing it wherever possible. All the programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. Course outcome of every subject well defined in the curriculum itself by KBC NMU Jalgaon. The Institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes from 2019-20 onwards. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy.

6. Distance education/online education:	The institution is already prepared, especially during COVID-19 pandemic situations and teaching learning process through different online modes likewise app, Google Class rooms, WhatsApp etc. the whole college campus is Wi-Fi enabled with LCD Projectors installed in each classroom and hence no hindrance /obstacle in online education. Post-pandemic, the online learning experience has been adopted by the faculty and students to full advantage of flexible blended mode of teaching learning. From 2019 onwards departments are exclusively using Google Classroom for sharing learning contents with students for most of the subjects / courses.The faculty members also prepared themselves by getting trained for using various online platform for online teaching learning through FDP, STTP and workshops during lockdown period. Recently the institution has started using ITLE module of College Information Management System to make available all such type of e-content material prepared by faculty members to all students through online mode to meet the future challenges. During Covid -19 pandemic various programs, meetings, seminars for students were also organized by institute via online platform conducting conferences and meetings.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	ELC has been Established in the year 2021
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Sr. No Year Faculty Coordinator Student Coordinator 1 2021 Dr S.S Rane Mrs.T.S.Thombare 2 2022 Dr S.S Rane Mr. A.C.Garse 3 2023 Dr S.S Rane Mrs S.B.Ingale
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior	1)Voter Registration camp organised for the eligible students in the campus. 2)Voter awareness camp conducted at various Tehsil places in Jalgaon district. 3)Voter awareness camp conducted for disabled persons & senior citizen at various villages. 4)Voter awareness guest lectures conducted for in-house students.

citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1)Graduate Constituency voter awareness & registration drive conducted in Our Institute 2)Teachers Constituency voter awareness & registration drive conducted in Raver, Yawal, Bhusawal Tahasil.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	1)Voter registration drive conducted at Institute for above 18 yrs of age students those are Newly Admitted in our institute.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
354	363	336	302	305

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 8

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	19	20	21	19

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
40.44	35.98	31.81	52.00	62.43

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

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

Being affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, the institute follows the curricular framework and structure prescribed by university in terms of duration, content, delivery, evaluation and certification. Students are following the syllabus of KBC North Maharashtra University (KBCNMU), Jalgaon which was framed by Board of Studies and Academic Council of KBC North Maharashtra University Jalgaon. Cumulative Grade Point Average (CGPA) and are implemented by North Maharashtra University, Jalgaon in academic years 2012-13. PCI syllabus is implemented in 2017-18.It is a four years degree Program conducted in eight semesters.

Syllabus specifies number of lectures and practicals in each course. The Teaching & Examination Scheme specifies the duration and marks of both Internal and External Theory and Practical examination.

As per the curriculum:

1. The two internal exam constitutes continuous internal assessment comprising of periodic tests and continuous evaluation.

2. The external exam constitutes end semester examination comprising of theory and practical.

As per the CGPA semester pattern curriculum, the percentage of marks for Semester and Internal examination is 80% and 20% respectively. As per the PCI syllabus curriculum, the percentage of marks for Semester and Internal examination is 75% and 25% respectively.

However, for effective implementation of the curriculum, the institution adopts the following steps:

A. Pre-Planning:

1. By preparing college time-table, scheduling the required number of classes per teacher per subject.

 2. By preparing academic calendar covering various activities for the entire semester/year on the basis of the academic calendar of the KBC North Maharashtra University Jalgaon.

3. By forming various committees of staff for different activities

B. Effective implementation

1. Display of academic calendar on website.

2. Assignment of the work load to the individual faculty.

3. Distribution of academic/administrative diaries and mentor-mentee formats to the faculty members.

4. Effective implementation of curriculum as per the academic planner is scrutinized by the coordinator and Principal on regular basis.

5. Evaluation of students through regular class tests and sessional examination and assignments.

6. Assessment of practical records/ journals.

7. Invites renowned academicians to deliver talk on recent technological aspects, entrepreneurship and soft skills etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response:

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	00	00	15	15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

1.3.1 Institution integrates cross- cutting issues relevant to professional ethics, gender, human values, environment, and sustainability in transacting the curriculum:

In our curriculum, our institution incorporates essential elements of the society such as moral values, human values, professional ethics, ethical values, gender equality, and environmental awareness. These cross-cutting issues are an integral part of our educational program and cannot be separated from it.

Gender:

Ensuring gender equality and equal opportunities for women within the institution is crucial. It is expected that every activity and program organized by the institution should offer equal opportunities for the growth and development of female students and staff members. To uphold equality among the staff and students, the institution has established active committees such as Anti-Ragging Cell. These committees are dedicated to provide support and addressing the concerns of female students and staff. Regular meetings are conducted to discuss relevant issues and find solutions that contribute to creating a better environment for women.The college campus is equipped with high-level security measures, including CCTV surveillance.

Environment& Sustainability:

Creating awareness about the environment is crucial for safeguarding its well-being and ensuring the survival of human life. Students are instilled with a sense of environmental awareness. The study of the environment is integrated into the institution's curriculum. Environment Day is celebrated with great enthusiasm. The institution has made efforts to foster values pertaining to the environment and sustainability through diverse practices and programs implemented under the NSS.

Professional Ethics and Human Values:

Ethical principles such as providing accurate information, objective facts, and unbiased perspectives are included in the curriculum. The Placement Cell regularly arranges placement activities, which involve training and developing students, conducting aptitude tests, and catering to the specific needs of the industry.

The college commemorates significant national and international occasions such as Republic Day, Women's Day, Independence Day, Teacher's Day, Human Rights Day, International Yoga Day, and more. These celebrations contribute to fostering the moral, ethical, and social values among the students.

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

1.3.2

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

Response:

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

Response: 75

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

Response:

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

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	353	336	302	308

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	353	336	302	308

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

2.1.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
221	183	209	206	212

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

2022-23	2021-22	2020-21	2019-20	2018-19
304	304	304	304	304

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

2.2 Student Teacher Ratio

2.2.1

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

Response:

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

2.3 Teaching Learning Processes

Learning facilities:

The institute provides class room and laboratory with LCD Projector, Mutimedia smart Board, conference hall, computer room, herbal garden, animal house facility, well stocked library which consists of bulk of books, journals, project reports and other teaching materials for the use of students and faculty.

Experimental learning:

Practical approach with theoretical knowledge is the necessity to learn any field. Laboratory experiments are conducted to implement and understand class room theory knowledge with actual practical experience.

The collaborative learning is achieved through tutorials and discussions, where the interaction between students and teachers are high.

a) Tutorial classes to address student questions:

- Provision of tutorial classes in timetable: YES

· Tutorial classes taken by faculty / teaching assistants

Problem based learning:

Following Problem Based learning activities are used that help in inculcating the critical thinking ability among the students.

Curricular activities:

Scientific projects allotted to students

 Problem based assignments during classroom teaching and lab

ICT enabled blended learning sessions, usage of LMS, smart board and self directed learning

ICT supported learning

Webinars:.

Online Courses for teaching:

Simulated Software: Open educational Resources:.

Use of Multimedia and smart board: Each classroom is equipped with LCD projector and high speed internet connection. Teachers use LCD projectors, multimedia and smart board facility for effective course delivery.

Pedagogical Initiative:

Following are some pedagogical initiatives taken by the department in addition to Multimedia smart Board, Chalk & Talk, Lectures, Assignments, power point presentation, tutorials.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	23	23	23	23

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

2.4.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	6	6	6

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

2.5 Evaluation Process and Reform

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

Continuous internal evaluation is generally done on the basis of sessional exams, quizzes, homework, assignments, class test, projects, case studies etc. This ensures that the student answers the question in proper manner in the event of same question arises in the Sessional/end term examination. Sessional examinations are carried out per semester depending upon the scheme mentioned by University. After the internal exam the papers are evaluated by the respective staff The staff discuss the evaluated paper with the students individually, giving attention to area of improvement. The marklist of the subject is displayed on the notice board only after each student has seen their marks and are satisfied with it. In case of any discrepancy, the paper is re-evaluated by other staff in order to provide just evaluation. Provision is also made for students for improvement of Sessional marks by providing scope for improvement Sessional. In case of practicals, evaluation is done on basis of performance, attendance, viva voce as well as journal writing. An active grievance redressal committee ensures that the exam

related grievances are resolved in a time bound efficient manner. The students who perform well in academics are applauded for their efforts by awarding them with prizes during the annual social gathering

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

At College Level

After the completion of sessional exam, papers are evaluated and shown to the students. Any change of marks or entry of total marks are rectified by the subject teacher. Students have easy access to staff regarding correction of marks at college level. Prior to submitting the answer papers to the examination department, each staff ensures that any evaluation related conflict is resolved. An active grievance redressal committee ensures that the exam related grievances are resolved in a time bound efficient manner. Students are encouraged to voice their grievances without any fear of being judged/targeted by teachers.

At University Level

After completion of Semester exam, University usually declares the result after 40 to 45 days. University usually declares the result after 40 to 45 days of completion of Semester examination. Students can apply for online photocopy within 10 days after the declaration of the result. University provides photocopy of the assessed answer sheets to students on demand within a period of 30 days from the date of receipt of application. If students have any doubts regarding assessment of answer sheets then he/she can demand the photocopy of assessed answer sheet. Once the student receives the online photocopy of answer-sheet, the student consults with the respective subject teacher and takes his/ her opinion and then further processes for rechecking and revaluation is carried out within 10 days. The result of revaluation is declared within 45 days. If there is any change of marks, university makes the changes and if there is no change the marks are retained.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

The **course outcomes (CO)** are prepared by individual faculty member comprising of syllabus from theory and practical for each course (each subject).

COs are major domain specific outcomes written using action verbs which are specific, measurable and can be demonstrated by students on completion of the course.

All the subject teachers make sure that the course outcomes are detailed to the students before the commencement of each topic.

All Course outcomes and programme outcomes of B. Pharm/ M. Pharm/ Pharm D. are properly disseminated and conveyed to the students and staff during the Induction program and beginning of the course for every class.

Program Outcomes (PO) For the programs at our institute is structured as per National Board of Accreditation Guidelines. POs deal with the knowledge, skills and attitudes in students after completion of programme. 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

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

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

Course outcome attainment process: The course outcomes are prepared by each faculty member comprising syllabus from theory and practical for each course (each subject). The CO statements are drafted in order to attain the objective of Program Outcome prepared by the institute.

Assessment Tool		
Direct Assessment	External Assessment	End semester/ annual theory examination
	Internal Assessment	Internal Sessional theory examination

Attainment level: Course outcomes of all courses are assessed with the help of above mentioned assessment tools and attainment level is evaluated based on set attainment rubrics as follows;

Assessment Tool	Attainment level	
(University Examination)	50-54 % (Low)	% of students scoring more than 50 university examination
	55-59% (Medium)	% of students scoring more than 55 university examination
	60% and above (High)	% of students scoring more than 60 university examination
Internal Assessment (Internal Examination)	50-54 % (Low)	% of students scoring more than 50 internal examination
	55-59% (Medium)	% of students scoring more than 55 internal examination
	60% and above (High)	% of students scoring more than 60

	internal examination	

Total Attainment =20% internal attainment + 80% university attainment

Method of assessment of POs : Program Outcome attainment levels for all POs are set first and then attainment levels are evaluated by two assessment methods.

1) Direct assessment method such as student performance in sessional & end semester examination of both theory & Practical considered for attainment of POs.

2) Indirect assessment method which includes students exit survey, parent survey and GPAT etc. Program outcomes are assessed by following manner :-

Sr. No	Assessment Methods	Attainment Level		
1	Direct Methods	1 (Low)	2 (Medium)	3 (High
2	Indirect Methods	1 (Low)	2 (Medium)	3 (High

Attainment levels as mentioned above are assigned for each POs with respect to these indirect assessment tools which are presented through program level course-PO matrix as indicated). The final attainment levels for each PO are calculated by different weightage level of direct and indirect assessment correlation levels with respect to each course which is then averaged to obtain the final attainment levels for the programme.

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

2.6.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	65	50	48	41

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	65	50	48	57

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	3.05	00	00	00

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The incubation facility at the institute is beneficial to both nurture new companies in the region and support the training (skill development) and gainful employment of college students. The faculty members are empowered to take up research activities utilizing the existing facilities. The research activities are monitored and the issues of research are addressed through Research and Development Cell of college represented by Principal, senior professor and all HODS of all the departments of the institute. The major aim of this innovation and incubation center is to encourage the students and faculty with innovative ideas and develop these ideas into commercial products and bridging the gap between Industry and Academia. At the same time support is given to protect the ideas of the students and scientists as patents. The research expertise of the college faculty is nurture at innovation and incubation center to make their innovative ideas a reality. Thus innovation and incubation center at our institute nurtures innovation and encourages entrepreneurial talents among students, faculty, and people of the region. It facilitates interdisciplinary research, and also creates employment opportunities through placement cell

Objectives

1. Creating research culture among faculty members and students.

2. Motivating to undertake research projects from various funding agencies.

3. Encourage students and faculty for innovation, idea generation and product development

4. Provides seed fund to transform an idea into a product

5. Arranges workshops for students and faculty in the field of entrepreneurship.

6. Helping with the patenting process

7. To sign MOU for collaborative research with Industries.

8. To invite eminent personalities, researchers from the industries, academics for guest lectures, seminars, and workshops

9. To explore funding opportunities by various apex bodies and organizations.

10. Guidance for publication in reputed journals

. 11. Publishing/ presenting research papers at various scientific forums.

12. Coordinate activities of Placement Cell to create employment opportunities

Impact of Innovation cum incubation center:

1. Signed MOU with several Pharmaceutical industries and research organizations

2. Published 30 Research publications in reputed National & International journals with cumulative impact factor.

3. Faculty have authored 03 books with reputed National and International publisher

4. Several Awards have been received by Faculty from professional and research organization.

05. Through highly functional entrepreneurship cell institute provided guidance to several students

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

3.2.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	01	00	04	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	10	11	12	07

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	01	00	0

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

3.4 Extension Activities

3.4.1

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

Response:

Conclusion:

The National Service Scheme's community extension activities, initiated in 2022, have proven to be invaluable in sensitizing students to social issues and promoting holistic development. Through diverse initiatives such as blood donation camps, pharmacy awareness rallies, social hygiene camps, pharmacy industry visits, tree plantation drives, corona awareness campaigns, and hospital visits, students gain practical experiences and develop essential life skills. These activities instill a sense of responsibility, empathy, and social consciousness among students, preparing them to be socially responsible citizens and proactive contributors to society. As the NSS continues its commendable efforts, it reinforces the importance of integrating service-oriented learning with traditional education for a brighter and more compassionate future

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

3.4.2

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

Response:

nil

3.4.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	02	05	04

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

3.5 Collaboration

3.5.1

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

Response:

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

4.1.1 The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc

- The institute is situated with lush green campus with built-up area 6 acres.
- Institute is structured with four classrooms, and a seminar hall.
- The classrooms are equipped with internet, ICT teaching aids like LCD projector, smart board class and teleconferencing facility etc. Seating capacity is 60 students. Class rooms and seminar hall are well ventilated. Seminar hall of seating capacity 60 is equipped with 60 and internet connection. Seminar hall is utilized for conducting of guest lectures, training, conferences and workshops.
- Institute ensures availability of adequate physical infrastructure considering AICTE, PCI and KBCNMU norms.
- For UG and PG courses every department has dedicated laboratories. Total 16 laboratories are available including machine room and instrument room. Each laboratory is equipped with required experimental setups. Laboratories are adequately utilized and maintained. Adequate safety measures are available at each laboratory. Each lab is having student capacity of 20 per batch. Facilities like UPS backup and multiple circuit breakers are provided wherever necessary. Fire hydrant system is placed in building for emergency firefighting.
- Computer lab is equipped with 16 computers connected to internet via LAN. Students utilize computer lab for their projects; digital language lab software is available in computer lab.
- The common facilities like amphitheater are utilized in campus for conducting workshops and cultural events. Sport complex for outdoor activities is accessible to all the students.

- **4.1.1 List of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc.**

  The facilities for conducting theory classes are adequate. For the B. Pharmacy course, for each year, one classroom is separately identified; total 04 lecture rooms are available. All classrooms have one entrance door and 4 to 5 windows. Each classroom can accommodate a minimum of 80 students. The classroom is equipped with removable podium, permanent platform, chairs and desks. Each classroom provided with adequate number of tube lights, fans, green board and white

projection screen are provided permanently. The above amenities ensure proper ambience for teaching-learning process. As the strength of intake of students is 60, only one division is in attendance. Classrooms are provided with good ventilation with 4 to 5 windows and backup power supply of generator. Exams are conducted in the classrooms with CCTV cameras for monitoring the students in the classrooms.

In addition to classrooms, one tutorial hall is also provided. This tutorial room is used for handling separately for mathematics and biology class work if needed. In addition, discussions with students who are lagging behind the subject were also handled. The seminar hall / board room provided separately for conducting committee meetings and staff meetings

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.14	4.26	3.15	19.51	6.78

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

4.2 Library as a Learning Resource

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

The learning process is supported by a rich and voluminous library with all time internet facility for students and staff. Our fully air conditioned library is supported by a more than 15412 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 60 students at a time. 3 computers terminals with latest software and free internet facility are available for student use. It is also equipped with Wi-Fi for internet access on personal notebooks/laptops. Internet facility with free downloading is provided to the students. More than 67 online journals, E-Books and other E-resources are available from Digital 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 120 sq.mt. area having separate issue return section, reading section, reference section, computer online sectionEvery student can issue maximum 2 books whereas final year students can issue 3 books to facilitate them for GPAT preparation.

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.

Name of the ILMS software: Vriddhi Software **Nature of automation (fully or partially):** Partially Automated

Version: Latest

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

4.3.1 Institute frequently updates its IT facilities including Wi-Fi:

- The IT cell provides essential IT services including Internet Access, IT security, Wi-Fi and maintenance etc.
- The IT department reviews and analyses the condition of computers to facilitate and decide type of up gradation required (Hardware and software up gradations).
- The operating system has been upgraded in various particulars of IT Facilities like Model, RAM, Processor, Generation, Capacity, etc.
- The internet and Wi-Fi facilities speed has been upgraded to BSNL 100 Mbps and Airtel Xstream 200 Mbps.
- CCTV facilities were installed in the campus.
- Classrooms are updated with Interactive Boards. 2 smart boards are used to deliver lectures and other activities.
- Library contains computer facility for students with internet and Wi-Fi services. The Library staff use the Vriddhi Software from their own dashboard to search for various titles.
- Office contains Vriddhi software which is used for day to day activities. It kept all students data. Which helps to access all students' data securely and quickly.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response:

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

Response: 23

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response:

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)**

2022-23	2021-22	2020-21	2019-20	2018-19
13.49	8.09	8.35	16.25	12.50

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
220	209	180	155	180

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

5.1.2

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

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

Response:

20-08-2023 09:38:06

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

5.1.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	70	61	51	65

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

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

Response:

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

5.2 Student Progression

5.2.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	14	14	05	27

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	109	93	121	70

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

5.2.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
09	00	00	01	00

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

5.3 Student Participation and Activities

5.3.1

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	10	04

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	03	03

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The college has a registered Alumni Association and having Reg. No: MH/11890/Jalgaon. Alumni Association has objective to foster continuous engagement of the students with their alma mater. It also aims to draw their expert knowledge in the relevant fields to further enhance, strengthen and reinforce the overall quality. The alumni association of the institute has overall 784 registered alumnus.

Alumni are the ambassador of the college in the society and reflect professional character and define the stature of an institute. Alumni are special stakeholder for an institute as their only interest to see the institute flourish and grow in stature and are the most loyal supporters of the institute. A strong alumni relation is an important part of institution advancement activities. The association fosters a spirit of loyalty and promotes the general welfare of the institute, it supports the institute to achieve goals and strengthen the ties between them and current students. The alumni association of TVES's Hon'ble Loksevak Madhukarrao Chaudhari College of Pharmacy Faizpur came into existence in the year 2010-2011 and registered on 17th March 2010 with the following objectives

- To encourage, foster and promote close relationships among the alumni themselves.
- To provide a platform for the alumni to exchange ideas on academic, cultural and social issues.
- To assist the current students of the institute in carrier planning, placement and industrial training.
- To act as a bridge between institute and industries for interaction on new developments in different disciplines of pharmacy profession.
- Extend financial help to economically backward or deserving students in the form of scholarship for higher studies.
- Enrich library by donating books of different subjects.

The alumni are invited every year at institute as guest speaker to interact and share their knowledge, views and ideas with current students and also guide them in their carrier planning. Their feedback is also an important contribution for the institute to develop an organized system. They also contribute their resources by assisting for placement, industrial training, industrial visits and providing gift samples of active pharmaceutical ingredients (API), polymers etc. for research projects of students as well as faculty members. Further, alumni donate number of books related to pharmaceutical sciences and other which helps to develop library and motivates the students for sharing and concerning to their junior which establish a defined culture in college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

TAPI VALLET EDUCATION SOCIETY

TAPI VALLET EDUCATION Society was established with a vision for commitment to offer excellence in the form of quality education in the rural area in year 1985 under the Societies Registration Act of India. The Society is committed towards serving the cause of quality education in the field of Pharmacy, Arts, Science & Commerce etc. All the institutes are approved by Government of Maharashtra and recognized by respective regulatory authorities.

HON'BLE LOKSEVAK MAHDUKAKRRAO CHAUDHARI

COLLEGE OF PHARMACY, FAIZPUR

Hon'ble Loksevak Mahdukakrrao Chaudhari College Of Pharmacy, Faizpur was established in the year 1994, with the objective to Nurture the Pharmacy Education and to Support the Healthcare and Socioeconomic Developments by providing skilled pharmacy graduates. Is located on its own land with its infrastructure at Faizpur, Dist: Jalgaon . A beautiful and green campus of the Institute with huge infrastructure with a big playground. The institute is committed towards cultivating the students through knowledge, innovation, social and scientific outlook for academic excellence. The institute provides excellent platform for lifelong learning, professionalism, leadership, better personal communication, initiative to learn, self-motivation, discipline, vision, and problem solving ability for students as well as faculty members. The college have well developed infrastructure, spacious digital classrooms, State-of-Art Laboratories, Laboratories equipped with sophisticated instruments, E-library, herbal garden and CPCSEA approved Animal house.

The institute is accredited to national board of accreditation (NBA),New Delhi, approved by All India Council for Technical Education (AICTE), New Delhi, recognized by Pharmacy Council of India (PCI) and is affiliated to KBC NMU, Jalgaon. The institute is ISO 9001:2008, certified and offers undergraduate program (B. Pharm), post-graduate program (M. Pharm) in Pharmaceutical chemistry, Pharmaceutics, Pharmacognosy & Quality Assurance and Doctoral (Ph.D.) program affiliated to KBC NMU, Jalgaon The institute offer quality education and research facilities for its students to ensure perfect academic and social development. It has large and well-ventilated classrooms and has audiovisual facilities that provide excellent academic understanding to the students. We have adopted Mentoring system to provide proper direction to the students for their career and future prospects.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Welfare Measures

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

1. The institute offers an ethical, healthy, competitive, research oriented, focused and supportive, professional work environment to its faculty
2. Leave and financial assistance are provided for participating in scientific events.
3. Facilities such as infrastructure, equipment, etc. are provided for undertaking research work
4. Faculties get appreciation and incentives for their awards, recognition or professional achievements.
5. Maternity leave for women Faculty.

For professional development of its Teaching staff the institute makes the following efforts.

1. Promotes faculty to attend seminars/workshops/conferences/ faculty development program.
2. Promotes faculty to publish and present research papers at national and international level.
3. Promotes faculty to undertake Ph.D. research work and Major/Minor research projects for funding agencies.
4. Arranges faculty improvement program for enhacement of teaching skills.
5. Organizes staff development program for young staff members to meet and interact with renowned researchers.
6. Encourage staff for membership of various professional societies like APTI, etc.

For professional development of its Non-teaching staff the institute makes the following effort

1. Encourage non-teaching staff to attend Laboratory Training Programmes, for Library Staff to attend Library training programs.
2. Encourage staff to develop computer literacy.
3. Encourage staff for improvement of its qualification.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response:

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures

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

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

a. The institute offers an ethical, healthy, competitive, research oriented, focused and supportive, professional work environment to its faculty

b. Facilities such as infrastructure, equipment, etc. are provided for undertaking research work

c. Leave and financial assistance are provided for participating in scientific events.

d. Faculties get appreciation and incentives for their awards, recognition or professional achievements.

e. Transport facility to teaching and non-teaching. f. Maternity leave for women Faculty.

The welfare scheme available in the institute related to monetary benefits is as follows

Sr.No	Scheme
1	EPF
2	EPF Pension
3	loan facility (Dhanaji Nana Vaitnikanchi Patpedhi)
4	Funds for attending conferences seminar

For professional development of its Teaching staff the institute makes the following efforts.

For professional development of its Teaching staff the institute makes the following efforts.

1. Promotes faculty to attend seminars/workshops/conferences/ faculty development program.
2. Promotes faculty to publish and present research papers at national and international level.
3. Promotes faculty to undertake Ph.D. research work and Major/Minor research projects for funding agencies.
4. Arranges faculty improvement program for enhancement of teaching skills.
5. Organizes staff development program for young staff members to meet and interact with renowned researchers.
6. Encourage staff for membership of various professional societies like APTI, etc.

For professional development of its Non-teaching staff the institute makes the following effort

1. Encourage non-teaching staff to attend Laboratory Training Programmes, for Library Staff to attend Library training programs.
2. Encourage staff to develop computer literacy.
3. Encourage staff for improvement of its qualification.

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

6.3.2

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

Response:

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**

2022-23	2021-22	2020-21	2019-20	2018-19
07	02	00	05	08

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

6.3.3

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

Response:

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	30	34	11

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institute is self-financing and the main source of the income is tuition fees. The budget estimates and audited statements are prepared regularly. The internal and external audits are carried out to ensure effective and efficient use of financial resources. There is a proper allocation and utilization of the annual budget

External audit: Yes.

Every year a group of external auditors comprising a team of chartered accountants perform the auditing

of the institute's financial records and books as per guidelines of the income tax department. The institute's accounts are audited regularly—while the 'internal' auditing is on annual basis and the 'external' audit is also performed annually. During the 'internal audit, auditors may give few suggestions related to some of the finance and stock-related records, giving opportunity to the institute to address and rectify the same. These measures ensure no further discrepancies in the records that can be objected by the 'external' auditors.

Mobilization of Resources for Fund Allocation

The college allocates the available resources based on the projected requirements, keeping the curricular and beyond curricular activities, R & D, library, transport, and maintenance. The principal and head of the department ensures that allotted budget is spent as per their plans. The institution has the following mechanism to monitor the effective and efficient use of financial resources as per the norms of Government and University:

1.Institutes detail Budget.

2.Institutional receipts (tuition fee, prospectus fee, etc.) are properly deposited and utilized for students benefit such as laboratory, sports, identity cards, etc. This complete process is monitored by accounting staff and Principal.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

6.5 Internal Quality Assurance System

- The IQAC has institutionalized the following:
- Co-curricular - Value added courses/add-on courses
- Pedagogic innovation/ICT enabled student centric methods
- Transparent Evaluation
- Proactive research promotion and facility Proactive extension and outreach activity
- Academic-industry linkage

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

The IQAC has institutionalized the following: Co-curricular - Value added courses/add-on courses Pedagogic innovation/ICT enabled student centric methods Transparent Evaluation Proactive research promotion and facility Proactive extension and outreach activity Academic-industry linkage Their inputs are visible in growth of institution during last 5 years Due to the consistent efforts and suggestions of IQAC the following practices have been institutionalized

Activity 01- Capacity Building and skill enhancement leading to Quality culture among teachers

The IQAC promotes quality culture in teachers by encouraging them for self-development through training and attending skill development sessions. The IQAC with support of R&D cell initiated target based publication policies with special emphasis on quality publications.

Various initiatives suggested by IQAC :

- **Conduct of induction training for newly recruited staff members**: Induction training inspires newly recruited members and educate them about the organization's history, culture and values which lay the quality foundation.
- **Staff policy regarding skill up-gradation:** Wherein minimum requirements for attending the seminar/FDP/conference/workshop as well as undertaking add on /certificate courses are mentioned
- **Publication policies and incentives:** Institute designed the policies with respect to number and quality of publication (Quality journal indexing) for faculty members. Also, motivational policies including the incentives for Publication in high impact factor journals and publication/grant of patents has been introduced.

Outcomes:

- All teachers undertake skill up gradation sessions/courses every year.
- Increase in no. of PhD teachers
- Increase in number and quality of publications

Activity 02- Holistic mentorship/guardianship system:

The institute follows holistic mentoring /guardianship system which takes care of academic, professional and psychosocial aspects of the student. The mentors guide and counsel the students about academics, career opportunities, professional development and personal growth propelling overall development

The IQAC has institutionalized the mentoring mechanism through following initiatives and efforts:

- Establishing a dedicated committee for mentoring
- Continuous review, amendments and development of mentoring mechanisms and forms
- Devising robust systems for mentoring- formats, analysis, action taken
- Suggestions for conduct of sessions for parenthood and mentoring for faculty and students

Outcome

- Mentoring system is regularized, mentor: mentee ratio (1:14)
- Personalized mentoring booklets per student comprising of all aspects
- Enhanced teacher student connect
- Improved student academic performance
- Enhanced placements and higher studies
- Effective mentoring system is reflected by increased student participation in various extra and curricular activities

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality "means that women and men, and girls and boys, enjoy the same rights, resources, opportunities and protections. It does not require that girls and boys, or women and men, be the same, or that they be treated exactly alike. Gender equality, also known as sexual equality or equality of the sexes, is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender. College take initiatives in bringing equality between men and women, to produce courageous women who will play the extraordinary role in bringing changes in society. The institute imparts quality education to develop women leaders and professionals academically and technically competent with strong professional ethics. There are various committees in the institution to maintain the peace and harmony among the students. College has a gender sensitivity committee such as Anti Ragging Committee, Students Grievance Cell and Sexual Harassment Cell, which are constituted asper norms laid by the university. The functions of the committees are displayed on the website of the college and information is given to students under orientation and induction programmes. Awareness programmes like importance of Nirbhay kanaya abhiyan, Human Rights and Women: Issues and Challenges, Rights of Women in Domestic Problems, Entrepreneurship Development Programmes, and Awareness Programmes on various government schemes and Women's Day Celebrations were organized. College conducts awareness sessions with the help of police department for the safety and security of students and women staff.. A college level Gender sensitization cell has been constituted. It has been instructed to spread the message of gender equality in order to eliminate gender bias insensitivity through seminars, poster display, organizing exhibitions etc.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

    1. **Alternate sources of energy and energy conservation measures**
    2. **Management of the various types of degradable and nondegradable waste**

    3.Water conservation

    4.Green campus initiatives

    5.Disabled-friendly, barrier free environment

Response:

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

7.1.3

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

    1.Green audit / Environment audit

    2.Energy audit

    3.Clean and green campus initiatives

    4.Beyond the campus environmental promotion activities

Response:

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

7.1.4

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

Response:

In our college we undertaking various initiatives in the form of celebration of days of Eminent personalities National Festivals and other such activities to provide for an inclusive environment by bringing students and teachers with diverse background on single platform for creating inclusive environment, These functions help in developing tolerance harmony towards culture,region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics is made mandatory to all U.G students across disciplines. Convocation ceremony is conducted every year, where the convocation address is delivered to inspire and motivate the students for future journey. Two important national festivals, Republic Day and Independent Day are celebrated every year in our College Compus. All teaching, non teaching staff and students participate for the cause of nation. The inspiring speeches are conducted.

Sr no.	Title of program and the unit responsible.	Category	Duration	
1.	International Yoga Diwas	*socio-economic*	21/06/2022	
2.	World Environment Day- (National Social Services Unit)	*socio-economic*	05/06/2022	
3.	" World Sickle Cell Day" (Internal Quality Assurance Cell)	*socio-economic*	19/06/2022	
4.	Pharmacist day (Medicine awareness drive)	*socio-economic*	25/09/2022	

| 5. | Womens day | *socio-economic* | 08/03/2022 | |
| 6. | AIDS Day | *socio-economic* | 06/02/2020 | |

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

7.2 Best Practices

7.2.1

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

Response:

1. Title of the Practice: STUDENT DEVELOPMENT PROGRAMME

2. Objectives of the Practice:

- To enhance Personality Development in our students. The Personality Development is key to our students' success. Student expectation is that the relationship with their curriculum activities will enhance the rest of their lives by aiding their personal development and improving their future earnings.
- To develop the Communication skills within the students. They need to challenge students with new ideas and experiences while also providing the intellectual tools and personal skills to nurture self-awareness
- Improve general knowledge: To increase your general knowledge by attending some SDP programmes like debates, discussions, quiz, presentations.

Concept of the practice include facial expression, body language, voice modulation, gap between words, eye contact, self-confidence, self-initiation, creativity, dynamic presence, English language proficiency.

3. The Context:

Student development in higher education is the integration of academic learning programs with the larger issues of personal improvement and individual growth. Academic skills encourage students to become more efficient learners. They give students the confidence to participate fully in English-speaking and are

invaluable outside of the classroom and after they graduate. These skills, which include critical thinking and note-taking, are also highly transferable, and therefore vital for success in any career.

- The Programme is conducted for both B. Pharm and M. Pharm students.
- Both B. Pharm and M. Pharm students were divided in groups, a staff is assigned to each group.
- SDP programmes include debates, discussions, quiz and presentations.
- After the discussions, the staff will analyses the performance of each student.

4. The Practice:

Student development in higher education is the integration of academic learning programs with the larger issues of personal improvement and individual growth. Academic skills encourage students to become more efficient learners. They give students the confidence to participate fully in English-speaking and are invaluable outside of the classroom and after they graduate. These skills, which include critical thinking and note-taking, are also highly transferable, and therefore vital for success in any career.

5. Evidence of Success:

Students have used the SDP Programme to develop their key cognitive, social and self-management skills they need to succeed. The feedback of our alumni students, our students used to actively participate in recruitment events, presentations, group discussion in interviews, in the national level elocution competitions.

6. Problem Encountered and Resources Required

- Initial stages of conduct of SDP faculty faced some problems mentioned below:
- The lack of knowledge to get participates in SDP programmes like debates, discussions, quiz, elocutions, presentations, write up.
- Conducting SDP Programme in student's faculty ratio and valuating their improvement from last performance.
- To overcome these problems, we invited some resource persons to teach the faculty to conduct such SDP programmers and also circulated some study materials about how to conduct the programmers and monitor student progress and evaluate overall performances and effectiveness in SDP.

Best Practice 2

1. Title of the Practice:NURTURING GREEN AND CLEAN ENVIRONMENT

2. Objectives of the Practice:

- To participate students in maintaining green and clean environment in the campus.
- To conserve natural resources for the betterment of society.
- To inculcate the culture of protecting and conserving natural resources in students.
- Nurturing the students in sustainable and ecofriendly atmosphere in a participatory mode.
- Conserving the natural resources of the campus and water conservation measures.
- Improving carbon sequestration by planting tree species.
- Inculcate the sense of commitment among the students in protecting the environment.

3. The Context

- Ignorance of the present generation of the importance of clean and green environment
- Depleting Ground water level in an alarming rate.
- Global warming is a major threat to mother nature.
- Proper disposal/recycling of waste to preserve environment is becoming a challenging task.

4. The Practice

Formation of Nature club in the campus known as 'Greenland Saver'

H. L. M. C. College of Pharmacy, Faizpur has launched Nature club, 'Greenland Saver' on June 5, 2015 on the occasion of 'World Environment Day'. The activities of this club have resulted in establishment medicinal plant garden in an area of 0.60 ha with diversified species of medicinal plants for home remedies, rare and endangered species. Presently the garden maintains 612 number of species.

Nature Club "Greenland Saver" is organizing National Environmental Day celebrations every year in collaboration with Faculty members, Sant's, Acharya's through programmes such as tree plantation drive, awareness talks on the areas like River protection, Climate change, prohibition of plastic etc.

5. Evidence of Success

- Entire campus is green with diversified crop species. The campus has about 106 species of plants. All plants are maintained in student participatory mode. The students enjoy the greenery and are nurturing in a good oxy parlour and imbibing the green atmosphere in a self-motive drive.

6. Problem Encountered and Resources Required

Lack of technical knowledge in maintaining green atmosphere was addressed by imparting awareness talks by experts. Many of medicinal plants are not avail readily. Proper Genuine plant nursery were providing medicinal plants for the tree plantation. And some plants were prepared in campus garden area for the plantation.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

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

"This Educational society should sincerely serve the cause of the education needs of the common man of this tribal and rural area of Maharashtra". This is the mission set by our founder Mr. Madhukarrao Chaudhari in 1994 and with this spirit of sincerity, we believe in high standards of academic as well professional and societal performance. The Pharmacy field is a one of the key contributors to the economy of our country and pharmacy educations is important sector of Pharmacy field.

Mega iconic activity under Azadi Ka Amrit Mohotsav "Ek Bharat Shreshtha Bharat" was conducted (10, March 2022). Here institute for social and cultural transformation. On Women's day women's Empowerment is introduced every year and students are proved to take maximum and enthusiastic participation in different activities to present their ideas to aware and address the society for women's empowerment. This year too we have conducted activities for the same object on the day of 8, March 2022.

Students have also to spread awareness about COVID 19. Keeping in mind the concerns regarding mental health during the lockdown, the awareness program also served as a platform to showcase initiatives and experiences of students during the lockdown.

The institute has been following a reduced paper drive since the last five years. The students also contribute to this initiative and all our event registrations are paper free and done only through web portal. We also strictly prohibit use of thermocol for any creative activities and most of the creative work done by recycling of old material.

Throughout the year, the institute undertakes events ranging from Cleanliness drives, tree plantation drives, waste management drives, gender Equity, field visits and many more. It emphasized on the topic: Say use and manage to Plastic. How you dispose plastic is bad.

"Those who have the ability to act, have the responsibility to act." **Abiding by this** principle, HLMCCOPF has committed itself and taken on priority the task of an inclusive social up liftmen social responsibility. 'GATI' incorporates a set of training programs for the students for increasing their knowledge and are relevant to the requirements of industries. Each of these courses was preceded by a foundation course to get the candidates acquainted with minimum functional Computer Skills, Spoken English. At the end of the course, the students were placed with service providers, contractors or in industries for internship. As it is rightly said ? It costs a candle nothing to light another candle. Hence, HLMCCOPF has pledged to be the candle of inspiration and go on to light the Knowledge. The college follow pyramid co-ordination between Pharmacy Education, Professional Service and Society contributing in the overall national growth by providing quality education and thereby making our nation strong and healthy.

This is depicted by the following pyramid co-ordination

? Pharmacy Education

? Professional Service

? Society

Pharmacist serves the society by sharing knowledge and educating the members of the society. The various stake holders of college have performed various yearly and need based activities.

1) Contribution of Students during Covid-19

Pandemic Covid -19 Pandemic was a period where human values had emerged as point of prime importance. A large number of populations (especially below poverty lines or people who work on daily wages) suffered a lot.

This pandemic gave a lifelong experience to the students to learn connection between Pharmacy Society and humanity. This onsite work experience was live training to them towards problem-based learning and learning by doing. During crucial period of Covid-19 to fight the pandemic condition our college tried to help people by means of providing knowledge to shopkeepers and customers to make a UPI based Digital payments. They also provide knowledge of how to work UPI payments.

2) Registration of HLMCCOPF Students with SANJIVANI (Blood Donor)

As human being one must not only live for oneself, but also share a responsibility towards others and society. The family of **HLMCCOPF** has taken up this responsibility in association with **SANJIVANI** which is non-profit Organization and is India's largest Blood Donor's Registry. Interested students have registered their names in the noble cause of stem cell donation that can save lives. The students being paramedical student play active role towards ethical convincing of donors and thus help to increase the number of donors.

3) World Pharmacist Day Celebration on September 25, 2022

The profession of pharmacy is noble in its ideals and pious in its character. The lofty ideals set up by Charaka, the ancient Philosopher Physician and Pharmacist in his enunciation: "Even if your own life be in danger you should not betray or neglect the interests of your patients" should be fondly cherished by all Pharmacists. This year's theme "Pharmacy united in action for a healthier world" aims to showcase pharmacy's positive impact on health around the world and to further strengthen solidarity among the profession.

4) Celebrates VANMOHOTSAV

Tree plantation under 50 crore plantation program within Maharashtra forest department aims to plant 4 crore saplings all over the state Between 1st-7th July 2022 to celebrate VANMOHOTSAV. Under that Maharashtra Harit Sena which was a body of dedicated volunteers to participate in plantation protection activity of forest wild life and related sectors.

5) Small Alms to the underprivileged communities by arranging a free medical camp

The HLMCCOPF and Samata Foundation in collaboration with Tara Hospital Jalgaon organised a free medical Camp for underprivileged communities at Taluka Maji Sainik Bhavan Raver and Kharedi Vikri

Sangh, Yawal on 24th and 25th May 2023 from 10 am to 4 pm respectively. The objective of this camp was to spread awareness on eye disorders, early detection of ailments, needed give a surgery and to detect refractive errors and provide corrective glasses free of cost to the underprivileged communities. Those requiring surgery especially cataract were advised surgery.

This medical camp also spread awareness on malnutrition found in small child and high risk pregnant women.

File Description	Document
Appropriate web in the Institutional website	[View Document]( )
Any other relevant information	[View Document]( )

5. CONCLUSION

Additional Information :

Four strong pillars that strengthen to our institute are the faculties & administrative staff, students, infrastructure and collaborative linkage. Since last 27 years of our institution has a encouraging educational and research growth as our institution situated in tribal and rural area. Institution started in year 1996 with intake of 40 in B. Pharm only, we have steadily expanded to an intake of 60 incorporating the course of not only M. Pharm, but also started Ph.D center affiliated to KBC NMU, Jalgaon with permanent affiliation of B. Pharm and 2F and 12B from UGC to the institution. The institution is recognized by PCI and three times accredited with NBA. We started our M. Pharm with just Pharmaceutical Chemistry and Pharmacognosy then progressed to Pharmaceutical Quality Assurance and Pharmaceutics with the intake of 08, 06, 10 and 10 respectively. We began with old building and now have we developed exponentially in new construction with having over 11 labs and mostly smart classrooms with ICT-learning techniques. The faculty too has seen grown with approximately two-thirds of them now being Ph.D. We have the 04 UV-spectrophotometer, we have escalated now, possessing 3 HPLCs, spray dryer, 2 Brookfield viscometer, environmental stability chamber, BOD incubator, microwave synthesizer, 2 glass and other distillation apparatus in labs mini pilot-plant set up, 08-stationed dissolution apparatus and many other sophisticated instruments. We also achieved contactless admissions and payment system with Vridhhi software and atom payment getaways. The institution library enriched with various renowned pharma books, CAS abstracts along with online and offline journal subscriptions, specialized library software. We also have various experimental softwares like pharmacology softwares recommended by PCI, UV and HPLC data management softwares in labs.

Concluding Remarks :

We began in 1996 with a vision to nurture talents into all round excellence by providing high quality technical educational training in pharmacy discipline. Having rural and tribal area we anticipatedly achieved and got accredited by NBA three times as well as received 2(f) and 12(b) recognition from UGC. Our experienced faculty also takes additional efforts to try to fill any cracks that might be felt. They participate in over various committees for academic planning, anti-ragging, redressal, Alumni association, etc. ICT-learning strategies have been integrated to archive the curriculum outcome. The research policy framework and atmosphere of the institute is energetic for research among faculty and researchers. Integrated research by faculty is extensive and provided by various funding agencies. Inclusion of sophisticated instruments (UV, HPLC, FTIR, etc.) make available to students for an impetus to research. The institute has a capacious library with over enriched books, up to date laboratories, smart classrooms, seminar hall, and medicinal plant garden with green shade net. Along with, there are various trainings and workshops, furnish soft-skills development programs are being conducted by the institution. The Training and Placement cell, in collaboration with pharma industries, hospitals and colleges creates opportunities for students to overpass the gap. Our institute ensures high level of efficient and effective support system to facilitate faculty and researchers in their various activities and academic responsibilities. As our institute located in the interior area of rural and tribal region, we always have been struggled, but we encounter to achieve our excellence through lots of hurdles.