



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**R.C. PATEL INSTITUTE OF PHARMACEUTICAL
EDUCATION AND RESEARCH, SHIRPUR DIST
DHULE(MS)**

KARWAND NAKA, OPPOSITE MUKESH PATEL TOWN HALL
425405

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

R.C. Patel Institute of Pharmaceutical Education and Research Shirpur is a constituent unit of Shirpur education society and established in the year 1992. The institute is presently offering various courses in pharmacy includes B.Pharm. M. Pharm in seven different specialization and also doctoral Program. The institute has been accredited by National Board of Accreditation for the period of 6 Years in 3rd cycle, ranked by NiRF in top 50 institutes from last four cycles. It has also been awarded with Platinum grade by *CII*. Institute has recognized KBC North Maharashtra University, Jalgaon with **Grade A**. The well ventilated laboratories of the institute are equipped with various sophisticated instruments. The central instrument facility is available with many sophisticated instruments HPLC, HPTLC, GC, UV- Spectrophotometer, FT-IR, Nitrogen sample evaporator etc. The laboratories of the different departments are also equipped with sophisticated instruments. Animal house of the institute houses more than 600 animals as per the CPCSEA Guidelines. The library of area 800 sq. mt area and with seating capacity of 250 students at a time. More than 15,000 books and online international journals, science direct subscription and N-list(inflibnet) and also National Digital library (NDL) The institute is also having museum and well maintained medicinal plant garden with rare medicinal plant. The piolet plant of the institute is equipped with tablet punching machine, extruder spherionizer, zeta sizer and spray dryer many other equipment. The classrooms are mounted with smart board interactive panels to provide ICT based teaching and learning. More than 85 faculties and students are contributing more than 70 research publications every year and so far published more than 700 research papers, filed more than 20 patents and published more than 30 books. The institute has received research grants of Rs. 8 Crore from different funding agencies and also DST-FIST for research projects. Many awards and honors are to the credit of institute faculty and students includes “Best Teacher Award” Best Thesis Award, Young Scientist Award etc. The students of the institutes occupying key positions in the industries and also academia. Institute has organized more than 40 seminar conferences and FDP programs.

Vision

To excel in undergraduate and post graduate pharmaceutical education and research.

Mission

To bestow high quality pharmacy education and training to groom students to be a responsible pharmacist, professional and citizen to contribute to pharmacy profession and at large to society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute has highest level of accreditation by NBA, NIRF ranking in top 50 pharmacy institutes from the inception of NIRF and *CII* – Platinum from AICTE, A grade by affiliating KBC North Maharashtra University, Jalgaon.

- Students have bagged maximum number of gold medals at University level.
- Research and development in pharmaceutical area is strong with large number of publications.
- Most of the faculties are experienced and PhD holders.
- More than 50% placement

Institutional Weakness

- Railway connectivity with the town is major weakness
- The town is located 300km away from major cities having Pharmaceutical industries.
- Other state student admissions are less

Institutional Opportunity

- To educate the students of this rural part of India and make them employable
- To groom the personality of students taking education in the institute
- Spread awareness about healthcare in villages located nearby.

Institutional Challenge

- To get a greater number of students from other states due to limited connectivity.
- The students are first generation learners

1.3 CRITERIA WISE SUMMARY

Pharmacy Part

We at RCPIPER, have created more than five modules by different departments for training and better understanding of the topics for UG/PG students related to instrument/software handling and community/clinical training purposes. The performance of UG/PG students is evaluated according to different criteria i.e. journal club/project proposal seminar, progress seminar and written examinations for the internal assessment.

Our institute organises and conducts various QIP/FDP and seminars every year for the up-gradation of the knowledge and skills of the faculties. More than 35 faculties have membership of different professional bodies such as APTI, IPA, IPGA, etc.

Our institute focuses on safety measures related to person and infrastructures. Different preventive measures i.e. fire hydrants, fire extinguishers; emergency alarm systems, emergency medical care facility etc. are installed/available to ensure safety. Safety drill, training programs and inspection are also conducted by competitive authority every year or whenever obligatory.

Institute is progressive in terms of its quality improvement and recent up-gradations related to infrastructure and equipments. Recently, the institute has constructed 6000 sq. meter area for Pharmaceutics department, Quality Assurance department and seminar hall. The institute has installed elevator and solar panel.

Since last five years, many sophisticated equipment has been procured in different departments, worth `2.5 crores. Various software are available to our faculty and students for the experimentation and research purpose includes statistical analysis, drug discovery and pharmacology experiments. Institute has established the medicinal plant garden in an area of about 1000 Sq. meter since the inception of institute. Pilot plant of institute is developed as per cGMP guidelines and equipped with sophisticated instruments.

Drug museum has an adequate space to display the history of Pharmacy Profession and also the various formulations and description related to it. The institute has its state of art “Central Instrument Facility” associated with department of Pharmaceutical Chemistry. This facility has a working area of 300 Sq. meter and air-conditioned infrastructure supported with uninterrupted power supply with UPS/ battery backup. The RCPIPER is also accredited by NBA, CPCSEA certification, CII by AICTE and ranked among top 50 pharmacy colleges in India as per NIRF, MHRD.

Curricular Aspects

R. C. Patel Institute of Pharmaceutical Education and Research, Shirpur is permanently affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon, Maharashtra and scrupulously follows the curricula prescribed by the University. The college offers 09 academic and research programs including UG (01), PG (07) programs in different subjects and a Ph.D. program. All UG and PG programs follow the CBCS/elective curriculum. College has started 11 courses such as RUSA (07) and KBCNMU (04) affiliated Short Term/Value added/Skill Based/ UGC Career Oriented Courses to meet graduate attributes and learning outcomes. College has also initiated value added courses every year for the overall development of students. These courses mainly include Junoon, Personality Development and Self defence program. The reason for the initiation of the value added courses is to cater overall development of the students. As some students need to be groomed for English speaking, Soft skills and aptitude test. Out of total, 16 faculties represent as BOS members including BOS Chairman, curriculum development committee members and other statutory bodies of the University. To provide first-hand experience of industries, third year B. Pharm. students are encouraged to pursue the internship in pharmaceutical industries. Preparation of academic calendar, departmental meetings, allotment of workload, preparation of time table, teacher’s diary, use of ICT tools, field projects, on-the-job training, use of various academic software, feedback mechanism are some of the tools implemented by the college for effective curriculum delivery. Students (about 36%) have undertaken field projects/internship/on-the-job training in the current academic year. IQAC organizes seminars/workshops/symposia, guest lectures, faculty orientation programs etc. for curriculum enrichment and enhancement. Effective integration of cross-cutting issues relevant to Gender Equality, Environment, Human Values and Professional Ethics into the curriculum is carried out by various workshops such as self-defence, personality development programs, etc. Institute gives serious attention towards feedback related to the syllabi, curriculum collected from all the stakeholders which is then analyzed and discussed in the college curriculum committee meetings and displayed on website.

Teaching-learning and Evaluation

Our institute abides by the reservation policy stated by competent authority and therefore, due consideration is given to even-handedness and inclusiveness by providing reservation of seats to all categories during the admission process. Admissions of last five years reflect statewide and nationwide presence. Institute categorically judges the performance of students in the class and extra-curricular activities. We have robust procedures for identification of advanced and slow-learners. Institute organizes orientation program for all

newly admitted students and remedial classes to assist slow learners. Regulatory requirements for student-teacher ratio are maintained by the institute with qualified and experienced faculties. Outcome-based learning with paradigm shift from traditional learning has enabled to nurture innate talent and also differentiate aptitude of learning. Apart from regular academics, we encourage the students to participate in various cultural events and also provides in-house platform for their overall personality development. Our institute follows several student-centric methods for making pharmacy education experience coherent, relevant, and engaging for the students. To achieve this learning atmosphere, we implement several experiential and ICT based active learning methods like Flip classroom, Think-Pair-Share and peer instructions along with learning based on simulation software includes OC Labmate, Schrodinger, X-cology Pro, Ex-Pharm Series/Ex-Physio Series, etc. To keep the teachers abreast with the modern tools and various usage of ICT in effective teaching and learning, we organise in-house internal training and short-term training programs. To nurture creativity, analytical skills and innovation among students we allot the students with minor research/review projects and encourage them to participate in research festivals include Avishkar, IPA, IPC, etc. to present their work. As per number of posts sanctioned by the University, faculties are appointed. Maximum faculties have completed their Ph.D. with average experience of around 10 years. Many faculties are recipients of noteworthy awards. Our institute adheres to the University academic calendar for the conduction of regular academics and take due measures for the effective implementation of the examination reforms introduced by the University. According to the syllabi prescribed by the University CO-PO's are defined and followed. Semester-wise **parent-teacher meets are organized to cater the needs** of students.

Research, Innovations and Extension

All stakeholders of RCPIPER have together developed and supported innovative ecosystem which has contributed to consolidation of a sound platform for the first-generation learners and researchers. RCPIPER has a team of more than 35 Ph.D. as faculties and every year at least 8-10 Ph.D. fellows work on-campus for their research work. The innovative and research orientation of faculty members, research fellows and students is well represented by the prestigious awards bestowed upon them by Government agencies include MHRD, DST, DBT, UGC and State Government. The sound research activities have fetched research grants from multiple funding agencies of more than `8 crore has been received. Faculty members have maintained the track record of providing consultancies and expert guidance to industries and academia across the country, even to overseas firms.

The research activities at the institute have supported budding researchers to undertake novel research projects and has also extended incubation facilities for their prototype project proposals. This has resulted into filing of around 300+ research publications, 35+ books and 20 patent applications in last five years.

Every year the institute conducts multiple training programs, faculty development programs, workshops, seminars and continuation of education programs. In last five years, the Institute has conducted several staff development programs, short term training programs and programs related to research methodology, research ethics, communication skills, IPR issues, etc.

All the research projects and publications of the institute strictly follow the code of ethics at highest level of integrity. The institute has functional MOU's at national and international level with different academic and research institute for conducting different research activities and for student training. RCPIPER students regularly participate in different extension and outreach activities viz. social awareness about dengue, TB, Malaria, water conservation, tree plantation, HIV/AIDS Awareness, etc.

Infrastructure and Learning Resources

Institute with 9-acres lush green space for apt campus environment to enhance student life within campus. Despite being in the tribal area, modern facilities are developed to give overall ambience as available in urban counter-parts wherein every student is exposed to all these facilities to bring them at par with any other institute within metro city.

The state-of-art facilities fulfil the requirements of instruction, administrative and amenities as per AICTE and university norms. Physical facilities strive for efficient performance in scholastic environment that permits change with new technology. Institute classrooms are set-up with high-tech facilities such as high-speed internet, technical-learning tool, etc. Institute has well-equipped laboratories with sophisticated facilities such as central instrument facility, animal house, pilot plant and aseptic processing area. There are separate adequate residential facilities for boys and girls that include food, laundry and recreation. Institute has made provisions for differently-abled persons such as separate seating, lift, ramp, rails and convenient wash rooms. College campus has sports arena for outdoor and indoor games. Playground with specialized coaches provides expertise in the games such as cricket, volleyball, etc. Structured maintenance and housekeeping in the institute keeps the infrastructure neat and clean.

Digitalized library with Libsys Software holding huge collection of books, periodicals, subscribed e-journals, magazines and online e-resources. Number of books in the library are 20000+ with 5700+ titles, e-journals including ScienceDirect, N-list, National Digital Library, 339 offline journals and 647 bound volume including 75 titles. Library offers different services such as books lending, book bank, reprographic, plagiarism checking software, etc. Institute is a member of National Digital Library and subscribed to National Library.

IT facilities of the college include computer laboratory with LAN/WAN. Digitization is promoted through IT enabled services by digital store management, biometric reporting, online examination, GPAT software, Schrodinger and V-Life software. Computer laboratories are integrated with invigilated access to internet, e-language software, managing software, and undergo full maintenance time to time as per requirement. Institute has installed fire hydrant safety unit and emergency evacuation system for safety purpose. Institute has started generic medical store in campus providing medication at affordable rate to community.

Student Support and Progression

The institute is ever alert to support and offer guidance to all students. Many of the students are beneficiaries of scholarships, freeships or fee waivers relevant to government policies. Workshops, conferences and training sessions are arranged annually to groom skills like; communication, grammatically correct language usage and employability of students to facilitate holistic development and nexus.

Core goal of the institute is to develop a personality and future prospects by providing vigilance, coaching for various competitive examination such as GPAT, NIPER-entrance, GATE and GRE. Institute has promoted career guidance activities by arranging relevant lectures and workshops on self-employment. AICTE guideline does not allow admission of NRI students into the institute.

The institute holds Gujarathi Linguistic minority status approved by Government of Maharashtra. Grievance redressal committee of the institute operates under vigilance of the Principal and Vice-principal. Institute has constituted an anti-ragging committee and squad to prohibit incidences of ragging of students. Women's forum group has adopted Vishakha guidelines to look after grievances of women about sexual harassment at work

place and take proper actions against complaints.

Number of students have qualified different competitive examinations at State/National/International levels. Placement cell offers career counseling for students to motivate for higher education and gainful employment. The student council offers a variety of services to individual student. The IQAC has been involved in the development of quality culture in the institution. College Development Committee give suggestions for the up-gradation of the college by keeping the student-centric view.

The institute has strong culture of sports activities that has reflected in award winning participations of students in sports at National and International levels. Institute encourages and continuously motivate the students' contribution in social awareness through cultural programs like street play. The Alumni Cell plays a pivotal role in bridging the links between the institute and its alumni. Alumni contribute financially and non-financially in the form of placement of graduating-batch students, guest lectures, collaborative research, industrial internship, etc.

Governance, Leadership and Management

Visionary management of Shirpur Education Society, runs self-financed institute. The Institute has clearly stated vision and mission which reflects in academic and administrative governance. As per the policy, in the beginning of the academic session the Principal of the institute assign different portfolios for smooth functioning of academic activities. The directives of the Principal forwarded through proper organizational structure.

Well-established IQAC is instrumental as a part of all developmental decisions of the college including infrastructural and academic development through decentralization and transparency in all administrative decisions.

The IQAC frames a schedule of meetings at the beginning of the session with different departments to assess their progress on monthly basis. In the scheduled meetings the departments are accessed for their academic progress, attendance records, quantum of syllabi completed, tutorials, assignments and student's presentation, etc.

All departments are assessed for their progress in the scheduled meeting. The institute has implemented e-governance for attendance through ERP – Mastersoft Cloud. Institute pursues internal and external auditing of accounts regularly.

Proposed budget is approved by purchase committee for purchasing books, equipment and other necessary purchases. Provision of reserve fund for welfare of teaching and non-teaching staff. Financial assistance is provided to teachers for attending seminars/conferences at national and international levels.

The academic and infrastructural qualities have been strengthening through well-defined policies. The institute

gives due consideration to feedback obtained from stakeholders. Through proper feedback mechanism, institute evaluates the academic performance.

The students have been given representation in almost all committees including IQAC, Grievance, etc. The organizational change for internal matters is effected by the head of the institution.

Existence of formal and informal grievance redressal mechanism for both the students and the staff.

Institutional Values and Best Practices

We at RCPIPER strongly believe in the Institutional values and establish an approach for attainment of these values. It starts with infrastructure facilities like, Green initiatives and the campus is declared as Plastic free zone.

Design of building assures maximum usage of natural light and fresh air. The conservation of electricity is done by installation of solar panels and LED bulbs. The entry of automobiles is restricted in campus, pedestrian friendly pathways are constructed, battery powered vehicle are available.

The campus is surrounded with greenery and many trees. Facilities includes lift, ramp, disabled friendly washrooms, display boards, signposts and scribes are also available for Divyangjan friendliness. The institute has collaborated with Municipal Council, Shirpur for waste management. The campus promotes water conservation through rain water harvesting system.

The security of students is a top priority and ensured through prompt vigilance of security personnel (24x7) and also through surveillance of CCTV cameras. Institute has zero tolerance policy in any type of harassment for students and employee and prevents through various committee such as Sexual harassment prevention committee/Anti-ragging committee; and also through timely redressal of grievances. The Institute encourages gender sensitisation through various programmes.

The student's problems are addressed through assigned local guardian. The institute organizes various activities includes birth anniversary of freedom fighters, inspiring Indian personalities, cultural activities and Pharmacist day to promote inclusiveness and social harmony.

The institute also follows Code of Conduct for students and employees monitored by constituted committee and the same is circulated on the college website. The visitors code of conduct is displayed on the college premises. The awareness about code of ethics is created during induction program for students and in meetings with teaching and non-teaching staff.

Institute has adopted several best practices including, ***“Striving for Excellence: A path through research”*** with the intention to promote research and innovation among students and faculty.

We are keen in frequently arranging the Skill Development Trainings for Students. These programmes are intended to boost the confidence, improve the personality and polish the employability skills of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	R.C. PATEL INSTITUTE OF PHARMACEUTICAL EDUCATION AND RESEARCH, SHIRPUR DIST DHULE(MS)
Address	Karwand Naka, Opposite Mukesh Patel Town Hall
City	Shirpur
State	Maharashtra
Pin	425405
Website	www.rcpatelpharmacy.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sanjay Javarilal Surana	02563-251809	9423980900	02563-251808	sjsurana@yahoo.com
IQAC / CIQA coordinator	Atul Arun Shirkhedkar	02563-255189	9823691502	02563-255238	shirkhedkar@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minority institution	Yes minority_certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Gujrathi
Any Other	

Establishment Details				
Date of establishment of the college	01-06-1992			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	North Maharashtra University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	20-06-2003	View Document		
12B of UGC	10-12-2010	View Document		
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-04-2019	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Karwand Naka, Opposite Mukesh Patel Town Hall	Semi-urban	9	27871

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	240	195
PG	MPharm,Pharmaceutical Chemistry	24	B Pharmacy	English	15	15
PG	MPharm,Pharmacology	24	B Pharmacy	English	15	15
PG	MPharm,Pharmacognosy	24	B Pharmacy	English	10	6
PG	MPharm,Pharmaceutics	24	B Pharmacy	English	33	33
PG	MPharm,Quality Assurance	24	B Pharmacy	English	33	29
PG	MPharm,Clinical Pharmacy Pharmacy Practice	24	B Pharmacy	English	10	10
PG	MPharm,Pharmaceutical Technology	24	B Pharmacy	English	15	15
Doctoral (Ph.D)	PhD or DPhil,Pharmacy	36	M Pharmacy	English	21	21

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	7				20				60			
Recruited	6	1	0	7	15	5	0	20	38	22	0	60
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	7				20				60			
Recruited	6	1	0	7	15	5	0	20	38	22	0	60
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				56
Recruited	50	6	0	56
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				56
Recruited	50	6	0	56
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	13	1	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	13	1	0	14
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	6	1	0	15	5	0	13	2	0	42
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	25	20	0	45
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	0	0	2
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor 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
Doctoral (Ph.D)	Male	21	0	0	0	21
	Female	7	0	0	0	7
	Others	0	0	0	0	0
UG	Male	594	4	0	0	598
	Female	373	1	0	0	374
	Others	0	0	0	0	0
PG	Male	133	3	0	0	136
	Female	79	2	0	0	81
	Others	0	0	0	0	0
Certificate / Awareness	Male	26	0	0	0	26
	Female	18	0	0	0	18
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	9	4	7	8
	Female	3	7	7	4
	Others	0	0	0	0
ST	Male	2	4	2	5
	Female	2	2	3	1
	Others	0	0	0	0
OBC	Male	110	112	109	110
	Female	60	86	80	42
	Others	0	0	0	0
General	Male	83	57	46	70
	Female	43	33	28	42
	Others	0	0	0	0
Others	Male	14	21	25	25
	Female	9	12	14	12
	Others	0	0	0	0
Total		335	338	321	319

General Facilities

Campus Type: Karwand Naka, Opposite Mukesh Patel Town Hall

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	No
* Ambulance facility	Yes
* Emergency care facility	No
• Health centre staff	
* Qualified Doctor (Full time)	0
* Qualified Doctor (Part time)	1
* Qualified Nurse (Full time)	0
* Qualified Nurse (Part time)	1
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Solar panels, Water conservation system

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	3
* Girls's hostel	3	3
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	2	3

NAAC

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1241	1198	1123	1121	1059
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
367	326	292	299	281
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

Number of first year Students admitted year-wise in last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
335	338	320	319	328
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
86	89	87	87	87
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

Number of sanctioned posts year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
86	89	87	87	87
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3.3 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
2764.08	2922.18	948.99	1625.92	2053.95
File Description			Document	
Institutional data in prescribed format(Data templ			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, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

Yes, we have measures to ensure effective curriculum planning through well-defined process. The institute strictly follows the norms of regulatory councils like Pharmacy Council of India (PCI), AICTE and KBC North Maharashtra University, Jalgaon (KBCNMU). R. C Patel Institute of Pharmaceutical Education and Research, Shirpur has taken proactive steps to enrich the curriculum by figuring out loop holes in the curriculum. Experienced faculties are appointed as a subject in charge for every subject. Concerned subject teachers review the curriculum for gap analysis. Each subject in charge guides the other subject teachers to add-on topics to bridge the observed gaps in the curriculum. Class Teachers and Class Coordinators are appointed for first to final year. The class coordinator in consultation with Vice-Principal and Principal organises field trips, industrial visits and seminars.

T.Y.B Pharm students are offered projects which are guided and supervised by a teacher in-charge. Students undergo compulsory industrial training for one month after the IV semester examination. Majority of students belong to rural demographic background with their schooling pursued in local state language; therefore, communication skill programs are arranged every year by hiring professionals. Students are benefitted and get an opportunity to improve communication skill to sustain in competitions.

Institute prepares and circulates academic calendar in the beginning of semester. The academic calendar lists all the details related to the internal exam dates, tentative University exam dates, vacation duration and holidays declared by the KBCNMU. Students are well aware of the exam dates so that they can prepare well for the examination. Every department has a journal club which focuses on the latest research activities in the field. Every year institute imparts Vishakha – a guidelines program among the students which includes PUSH and gender sensitization. For girl students, workshop on cyber security and self-defence are arranged every year. For all students, personality development program with aptitude test, lecture series are arranged every year.

Owing to constraints of being affiliated to KBCNMU, complete autonomy in the syllabi is not possible. Hence to keep the students updated industry visit tours are organized each year. We take humble pride in following all norms of University, PCI and AICTE. The planning and completion of curriculum is strictly executed and evaluation of students is pursued as according to evaluation and assessment process stipulated by KBCNMU. There are two internal tests (sessional examination) mandatorily hold to check internal performance of students. Syllabus for each sessional examination is informed in advance to students and conducted accordingly. Separate time is allotted for tutorial classes other than actual schedule. During practical hours students are evaluated for their performances, analytical skills and oral examinations. College has developed a language lab for the students where they can learn the exact pronunciation of English words and grammar. Maximum usage of ICT based teaching is encouraged to improve student's involvement. Every teacher is given the responsibility of at least 15 students as local guardian.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

Response: 12.61

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	5	5

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 18.18

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 02

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

Response: 11

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 0.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

Institute is very conscious about issues relating to gender. R C Patel Institute of Pharmaceutical Education and Research has instituted women's forum which constantly aware girls about Vishakha guidelines and assures them regarding support of the institute which will always be there, in any adverse situation. Most of our students come from tribal and rural background, who happen to be first generation learners. We device, orchestrate and execute our curriculum in such a way that 1st generation learners are not awed and assimilate themselves in the system of learning in the Institute very easily and comfortably.

Above mentioned system helps students hailing from the families wherein education is not the first choice and avoids lagging behind of girls and dropout rate in the college. A gender sensitization lectures are organized every year where trained faculties of the college (in the subject) and professional advocates deliver lectures and awaken the girls and boys in the context of gender rights. Students are explained elaborately how and when they can take help from the college and reap benefits of Vishakha guidelines. The institute has initiated these programs under the guidance of PUSH- an organization: PEOPLE UNITED AGAINST SEXUAL HARASSMENT, Vishakha guidelines and Maharashtra state women’s council. Institute attempts to ingrain equality in gender and also about action against bias. Institute considers environment sustainability as major issue and therefore offers “Environment Science” as a subject at the F.Y.B.Pharm level. Students undertake theory sessions, assignments and projects in the same subject. The orchestration and execution of the syllabus is aimed at creating awareness of environment and its problems. In the era of global warming, Institute ingrain skills for identifying problems associated with environment and develop ability to evaluate, participate in environmental protection activities. These would be helpful to all human being in the larger context.

Institute strongly supports Smile Foundation and encourages donations, conducts blood donation camps annually. A staff welfare fund is instituted which provides necessary monetary help to teaching/non-teaching staff members in case of medical emergency. College has a handicap friendly campus well equipped with facilities of ramp and elevator connecting all floors. College has instituted anti-ragging cell since its inception, internal complaint committee and a local guardian. Students participate in various social activities such as Health Check Up, Save girl child activity “Beti Bacaho, Beti Padhao Week” celebration, Tree plantation activity, “Swachh Bharat Abhiyan”. Rallies and street shows for awareness regarding infectious diseases like T.B., Malaria, HIV/AIDS and Dengue which are prevalent in the area are conducted on various occasions. Institute considers professional ethics of paramount importance. A strict execution of smallest examination, assignment and practical is the testimonial of above statement. Teachers Day (5th September) is celebrated as a mark of tribute to Dr. Sarvapalli Radhakrishnan. Students are encouraged to attend various competitions at ‘National Pharmacy Week’ and to attend Indian Pharmaceutical Congress (IPC) organized by Indian Pharmaceutical Congress Association (IPCA) every year.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 1

1.3.2.1 Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 1

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years

Response: 12.71

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2018-19	2017-18	2016-17	2015-16	2014-15
00	246	220	260	262

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)

Response: 35.88

1.3.4.1 Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings

Response: 427

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	View Document

1.4 Feedback System

1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:

1. Students
2. Teachers
3. Employers
4. Alumni
5. Professionals

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 87.58

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
335	338	318	319	326

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
372	381	364	374	377

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document

2.1.2 Average percentage of seats filled in for the various programmes as against the approved intake

Response: 96.74

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2018-19	2017-18	2016-17	2015-16	2014-15
372	381	364	374	377

2.1.2.2 Number of approved seats for the same programme in that year

2018-19	2017-18	2016-17	2015-16	2014-15
387	386	386	386	386

File Description

Document

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 4.2

2.1.3.1 Number of students admitted from other states year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
19	14	12	13	11

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document

2.2 Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and low performers The Institution:

1. Follows measurable criteria to identify low performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for low performers
4. Follows protocol to measure student achievement

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Any other information	View Document

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)

Response: 14.43

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

Response:

The institute adopted outcome-based learning with paradigm shift from traditional learning to demonstration of learning and this enabled the institute to nurture innate talent and also differentiate aptitude of learning. This is facilitated not only by classroom teaching but is supplemented with innovative teaching-learning pedagogy like flip classroom, experiential learning, etc. Pedagogy studies promote student development, social development and creates a positive attitude of students to the outer world, to form higher education needs and interest, motives of positive behavior.

Guest lectures are conducted as a part of professional development and soft skills development program. In addition, the institution is keen to inculcate the spirit of social responsibility by organizing programs that sensitizes students like tree plantation, blood group checking and blood donation camps, health check-up camps, HIV/AIDS awareness programs, women's health and education. Students are also encouraged to participate in inter-college subject-related competitions wherein they get a chance to showcase their research activities. We have conducted regular test series for GPAT exam and special guest lecture for other competitive exams. The institute also arranges industrial training and visits to reputed Pharma companies. We encourage the students for higher studies, workshops, seminars, paper presentations, conference, etc.

True education, knowledge about the world and about yourself, is often found in a song in a music academy, drama, dance competition, cultural activities and mandatory part of our Annual day celebration. The annual cultural events and the annual sports event, provide a platform for students to bring out their leadership and managerial skills, creativity and other hidden talents. The sports activities, such as various games namely Kabaddi, Kho-Kho, Cricket, Tennis, Hockey, Volleyball is a part of our academic routine.

Further, we had conducted various street shows to make people aware about the health issues. Social welfare committee, in that we have established smile foundation by which the poor people get help in form of money or other things, for example, blankets were distributed to needy persons through the funds collected by Smile foundation Shirpur.

The institute actively promotes innovative thinking through the Inter-University research festival “Avishkar”. This program acts as a platform where students, as well as teachers, participate, think differently and carry out research in various areas of Arts and Science. We promote participating in “Yuvarang” - an intercollegiate cultural activity competition conducted by North Maharashtra University, Jalgaon. Students are encouraged to attend lectures, seminars, workshops, exhibitions, and various competitions for making posters, undertaking projects and writing essays. This gives them an opportunity to share their experience and knowledge with faculty and develop their leadership qualities to enhance their potential in the respective subject areas.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by:

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

Integrated/interdisciplinary learning

- Our institute follows the strategy which includes several student-centric methods for making pharmacy education experiences coherent, relevant, and engaging for the students. Teachers at our institute regularly implement the practice of connecting disciplines in the syllabus such as Organic Chemistry-Medicinal Chemistry-Analytical Chemistry or diverse disciplines for example Organic Chemistry-Pharmacology-Pharmaceutics during theory and practical hours to facilitate higher-order learning. To achieve this learning atmosphere, we implement several experiential and active learning methods like Flip classroom, Think-Pair-Share and peer instructions with the help of e-learning system.
- Furthermore, to create student centric environment, we work for implementing following elements
 - Relations between content of the subjects across disciplines
 - Conversion of skills, abilities, or methods gained in one context to new contexts
 - Connections between academic knowledge and real-life experiences

- Communication in ways that enhance sense & learning
- Reflections on learning and self-assessment.

Participatory learning, Problem solving methodologies

- We put into practice various pedagogical approaches such as Flipped Classroom- so that students are introduced to the learning material before class, with classroom time then being used to extend understanding through discussion amongst students and problem-solving activities where teachers act as facilitators. For this purpose, our teachers are using Content & Learning Management System software applications such as WordPress, Blogs and Moodle and have created screen cast videos on their subject topics which are uploaded on YouTube. These out of class learning dialogue activities provides conceptual understanding to the students. To inculcate participatory learning and problem-solving abilities in the students, in-class pedagogical activities such as Think-Pair-Share and Peer Instruction are executed. These in-class activities help students to think individually about a topic or answer to a question.

Self-directed learning

- Above in-class pedagogical activities teaches students to share ideas with classmates and builds oral communication skills. It helps focus attention and engage students to grasp the reading material. Therefore, these self-directed learning environments allows students to reach conclusions on their own and they are provided with many different viewpoints, giving students the opportunity to question the conclusions of their teachers. To impart deeper knowledge to students, we implement the approach of Project based learning, in which the students are pose with real-world problems associated with the particular subject under consideration. In regular academic, students are given with appropriately designed assignments and they are asked to reflect on it after sufficient time.

Project-based learning

- Project-based learning helps to develop additional skills integral to the future of students, such as critical thinking and time management. Therefore, minor research or review projects are allotted to the T.Y. B. Pharm/or Final year B. Pharm. students under the supervision of the project guide. Considering the area of interest of student, project topic is selected and work plan is implemented. Finally, students submit their findings in the form of reports. Similarly, M.Pharm. major research projects are allotted to the students after detail discussion with the respective guides- considering thrust areas of current research and interest of students.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The

Institution:

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.**
4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Any other relevant information	View Document

2.3.3 Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

Response:

Along with conventional teaching and learning approach, our institute is extensively using ICT based e-learning systems - Content management and Learning management tool like Moodle for effective teaching-learning process. Therefore, teachers of our institute can easily upload and share resources and can conduct test/assignments and grade them. As study resources are available online, students can access it at their own time. Students can even post their queries for a teacher through forums, messaging and chat, as these systems also offers mobile e-learning. Such e-learning environment enables and encourages collaboration and teamwork amongst students and teachers.

Some of our faculties have been trained by IIT Bombay through FDP program in ICT based teaching. Later on, these faculties have trained other faculties through in-house internal training program. To keep the teachers abreast with the modern tools and various usage of ICT in effective teaching and learning, we have also organized short term training programs.

In the process of perpetual modernization of the teaching learning process, the Institute has installed Interactive Intelligent Panel (IIP) in all the class-rooms. All the staff members have been trained to utilize this facility in their routine classes. The staff members are encouraged to update their knowledge on the research-based pedagogical techniques and ICT-blended online learning.

Our staff members were regularly deputed to participate in the Faculty development programs organized by IIT, Mumbai in collaboration with AICTE. In year 2015, few of our faculty members participated in Two-week ISTE sponsored Short Term Training Programme (STTP) on Pedagogy for Effective use of ICT in Engineering Education. In the subsequent years, several staff members of the Institute participated in the AICTE and IIT, Bombay conducted Four Week Faculty Development Program on Use of ICT in Education for Online and Blended Learning. Two of these participants were selected as top performers in the FDP 2016. While one staff member received certificate of excellence in 2017 and declared Top Performer for FDP, Mentoring Educators in Educational Technology IIT Bombay 2018. These participants have helped other staff members to assimilate the teaching and learning skills through incorporation of the ICT in routine teaching learning process.

The innovative teaching techniques like flipped classroom and peer instructions are being increasingly included in the class room teaching. The Online Educational Resources developed by these staff members are available on the Institutional websites and the students are getting continuous benefit of these OERs. In the continuous process of development of online teaching material, the class-room presentations and the OERs developed by staff are routinely updated according to the blog entries and forum discussions by the students.

Our faculty members had blogs, twitter, YouTube page which indicates use of social media to connect with students. Faculty members are encouraged to write content for scientific blogs. The blog entries and views reveal that the students are utilizing these blogs for collaboratively learning and discussions. These contents are also accessible to the institutional students and faculty members.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document
Link for any other relevant information	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 14.43

2.3.4.1 Total number of mentors in the preceding academic year

Response: 86

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Any other relevant information	View Document

2.3.5 The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Response:

Our institute follows the concept of amalgamation of theory and practical's in Teaching-learning process. This gives opportunity to students to sharpen their creativity and analytical skills. As a result, some of the students reveal their innovative ideas which are a testimonial to the various adaptive Teaching-learning methodologies. The objectives and methods which we follow are,

- In classroom, most of our faculties are practicing ICT based techniques as well as smart boards.
- The library of Institute is equipped with e-library and hard copy of books so that all students have free access.
- We are organizing various Guest lecturers of subject experts from different corners of our people link platform.
- The main objective of our teaching is to sensitize our students in pharmacy subjects with real-life example.
- In practical, all experiments are conducted in various subjects with main objective to sharpen practical skills, expertise in that area.
- Based on our observation, we are bucketing students as per the performance in weaker and brighter students. We are assisting weaker students to improve their practical knowledge by providing extra attention.

Furthermore, to nurture creativity, analytical skills and innovation among students we are allotting the students to faculties for minor research or review project. The project supervisor staff is instructed to select the study topics by considering following factors-

- Area of interests of student
- Thrust areas published by apex bodies

- Competence of students to undertake work in the selected area
- Feasibility of data generation and data collection
- Time frame and plan of work to accomplish the proposed objectives
- Collaborative learning and co-ordination

At the completion of their projects, students are encouraged to participate in Avishkar, a state level competition, organized by Govt. of Maharashtra as well as various national or international symposia to present their work.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 32.58

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2018-19	2017-18	2016-17	2015-16	2014-15
40	33	24	23	22

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 10.05

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 864

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

Response: 19.21

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
18	28	15	12	11

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 1.83

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

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

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

- Detailed calendar is prepared for effective planning and implementation on the basis of the academic calendar issued by the affiliating university. Each academic year KBC North Maharashtra University upload the academic calendar, which gives the dates of commencement of academic year, and tentative end semester examination dates.

- With reference to the university academic calendar, the college committee consisting of Principal, Vice-Principal, and Academic in-charge prepares the academic calendar for the college well in advance before the commencement of the semester.
- The calendar outlines the semester-wise class work schedule, list of holidays, internal examination schedule. To ensure efficient conduct of regular classes, the students are made aware the of exam dates well in advance before the commencement of the semester through notice board and College website.
- Internal examinations are conducted regularly in accordance to academic calendar.
- The subject teachers discuss the structure of examination pattern in their regular classes in order to avoid the confusion of the students.
- Continuous assessment and evaluation help to improve the quality to ensure that the student meets up with the prerequisites expected for a graduate. The semester-wise schedules of internal examinations are prepared by the head of exam department in consideration with academic calendar. As per PCI pattern 2017, continuous mode internal assessment for each theory subjects are conducted which includes attendance, academic activities and student-teacher interaction.
- In academic activities any three activities from quiz, assignment, open book test, field work, group discussion and seminar are conducted. Marks from this continuous mode are added in sessional marks.
- The subject teachers are instructed to set the question paper based on the syllabus decided by the subject in-charge for the sessional. No question or part thereof should be outside the prescribed syllabus.
- The institute calls number of question papers from the respective division subject teachers and out of them one of the question papers is selected by the senior professor and Principal.
- The marks scored by the students in sessional examination are entered in the sessional examination marks register thus making the process robust and transparent.
- The marks obtained by students in internal examination are communicated to KBC North Maharashtra University through online portal.

File Description	Document
Link for any other relevant information	View Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

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

Response:

College Level:

The assessment for the sessional examination is carried out meticulously and if the students do not obtain minimum marks required, they are not permitted write to the re-sessional examinations.

In case, if students fail to appear for any in-semester assessment/sessional examination on medical grounds or remain absent with prior permission and approval of the Principal; then, the re-examination of such students is conducted as per rules, provided that he/she submits application to the Principal through Institutional Examination Committee with required documents.

For Assessment of theory exams:

1. After the conduct of the theory internal exam, answer sheets of sessional examinations are assessed by the subject teacher.
2. Answer sheets are shown to students in the class room.
3. The subject teacher confers about the solutions to the questions.
4. Any doubts or clarifications regarding the marks allotment or calculation mistakes are immediately rectified by the subject teacher.
5. Then marks are entered in sessional evaluation sheet and counter signed by the students and clear the grievances of the student.

For Assessment of Practical exams:

During conduct of regular practical-

1. Marks for conduct of experiment are allotted during regular practical.
2. Viva/Synopsis are conducted at regular practical and marks are allotted.
3. Journals are assessed and evaluated on a regular basis and then marks are allotted.
4. Total marks for an experiment is calculated and average marks for journals are considered.
5. These marks are included in the internal practical exam marks as journal marks and total marks for exam is calculated.
6. Marks are entered in sessional evaluation sheet.

University level:

- If the students indulge in any kind of malpractices, severe action is taken against them by the exam cell after discussing the matter with the Chief Superintendent. The examination cell is entirely involved in dealing with examination related grievances. The cell conveys the grievances to the knowledge of the external senior supervisor immediately and suitable remedial action is taken.
- The University has Examination Management System (EMS), online web service. It is simple and easy to use web-based centralized user interface and a well-defined database-centric schema for verification or reevaluation.
- In the course of, the conduct of examinations, if questions appear from “out of syllabus” or if any error in the question paper is detected, students inform their grievance to the subject teacher and it

is communicated to the Controller of Examinations through Principal.

- Students undergoing grievances regarding evaluation in any subject for the end term assessment may apply for reevaluation. The office staff assists the students in filing the online applications on KBCNMU web portal for the same. Students have to submit their application through the Principal, to the University, for the Photocopy of the answer book within 10 days from the declaration of result. Subject teachers assist the students in evaluating the photocopy of answer books received from KBC NMU. In case of any discrepancy, the student further applies for re-evaluation by paying requisite fee to the University.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

The college is affiliated to KBC North Maharashtra University, Jalgaon. The syllabus and evaluation scheme are revised by KBC NMU periodically to meet global standards and update students to latest trends in pharmacy field. Institute made reforms in examination procedures, according to the reforms made by KBC NMU.

The Institute has taken following measures for the effective implementation of the evaluation reforms introduced by the University:

Sr. No.	Particulars	A.Y. 2012-13 onwards	A.Y. 2017-18 onwards
1	Pattern	Semester	Semester credit based
2	No. of sessional examination	01	02
3	Max Marks for Sessional Exam	20	25
	Max for Continuous mode evaluation	NA	10 for Theory and 05 for Pra
	Max for University Examination	80	75
4	University Examination for	All subjects	Subjects having university e

			Subjects having Non university examination
5	Question Paper Pattern	Two sections <ul style="list-style-type: none"> • Small questions • Short answer type • Long answer questions 	One Section <ul style="list-style-type: none"> • MCQs or Objective type • Long answers • Short answers
6	Theory Sessional Examination	20 Marks	Conducted for 30 Marks and 15 (10 marks for sessional)
7	Practical Examination	Sessional 20 Marks based on (Internal assessment of practical, day to day attendance, viva, laboratory record)	Conducted for 40 Marks and 10 Marks based on Experiments, and Viva-voce

- Sessional Exam Answer books are distributed to students for any discrepancies.
- Internal examination result is communicated to the parents through letter at the end of each exam.

Processes integrating IT:

The following exam related activities are done online on KBC NMU web portal <http://nmuj.digitaluniversity.ac.in>

- Uploading of end semester examination time table.
- Filling of examination forms and approval online.
- Students grievances solved with regard to correction in exam form, marks statement etc.
- Payment of examination fees to KBC NMU.
- Issue of students' hall tickets to the college by KBC NMU. Corrections, if any, are done online in communication with University.
- Question papers of theory examination communicated online to college 30 minutes prior to the examination.
- University has made available online Assessment Data Entry Software (ADES) module for Data Entry of internal marks of the students through Digital college login of Digital University portal.

At college level

- In continuous mode assessment, the quiz is conducted on Blogs and e-learning system of the college available at www.rcpiiper.co.in.

Lecture and Laboratory based assessment

- Regular viva is conducted during the experiments.
- Attention of the students in regular classes are evaluated by conducting class test.

Competency based and self-assessment

- Seminar
- GPAT based test

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

1. Timely administration of CIE
2. On time assessment and feedback
3. Makeup assignments/tests
4. Remedial teaching/support

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of midcourse improvement of performance of students	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

As per the university syllabus designed for the B. Pharmacy, course outcomes/ learning outcomes for each subject have been given. The learning outcome for each subject is around 4 - 6 for each subject. There are separate learning outcomes for the theory and practical subjects. Based on the course outcomes/ learning outcomes program educational objectives/ program specific objectives have been set for the B. Pharmacy/ M. Pharmacy program.

Before starting each topic in the course, teachers are discussing about the learning outcomes of the subjects with the students. They have been given the information regarding the same in advance and also what are the outcomes. Additionally, through WhatsApp groups, the students are notified, which subject teacher will be allotted to teach in the approaching week and what will be their objectives. Also, regular test examinations / quiz examination is also arranged to assess the outcome of the topic.

These are displayed in the college building and also on the institute website for the knowledge of the teachers and the students. Further, teachers are also making correlation between the course outcomes/ learning outcomes and program specific objectives in their academic diary for the upgrading the skills of the students.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document
Link for any other relevant information	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	View Document

2.6.2 Incremental performance in Pass percentage of final year students in the last five years

Response: 94.42

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
339	291	280	291	264

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
367	324	290	299	281

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

The teaching-learning and assessment process is planned in the beginning of the academic year by taking the PO's/PEO's and feedback of all the stakeholders into consideration. Different committees are constituted to ensure the effective implementation and monitoring of the teaching and learning process. The college has adopted different strategies of teaching learning and assessment to facilitate the attainment of stated learning outcomes which are defined by taking the graduate attributes into consideration. Some of the methods adopted are as follows,

Program Educational Objectives (PEOs)

» **Education:** Graduates of the program will be having sound capacity in pharmaceutical sciences and will be equipped with knowledge required in Pharmaceutical industries and/or institutes.

» **Technical Skill Competencies:** To provide students with competence of technical skills in various subjects including Pharmaceutics, Pharmaceutical Chemistry, Pharmacology and Pharmacognosy enabling them to fulfil the requirements of Pharmaceutical Industries, Community and Hospital Pharmacy and also to pursue higher studies.

» **Depth of knowledge:** To provide relevant and up to date knowledge and training to students about the subjects of Pharmaceutical formulation & development, Pharmaceutical chemistry, Drug regulatory affairs, Pharmacology of drugs, drug analytical methods, drugs of natural origins.

» **Preparedness of students:** To prepare students to perform the best of their abilities in postgraduate programmes or to succeed in Pharmaceutical industry/technical professions.

» **Evaluation:** Graduates of the program will be able to assess pros and cons, benefits and deficiencies of the subject matters to learned pharmaceutical technologies they studied and philosophies they observed in the field of pharmaceutical sciences.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis

Response:

The college has parent-teacher meetings. The main objective of the parent-teacher meetings is to build strong working relationships among parents, teachers and students. The meeting of parent-teacher meetings is organized twice a year one before the semester and second in second semester.

Objectives of parent-teacher meetings:

- To bring home and the college in close contact.
- To maintain harmonious relationship between parents and teachers for betterment of the students.
- To promote the co-operation of parents and teachers for improving the education facilities and programmes of the college and education in general.

During meeting, a detailed presentation is given to the parents based on above mentioned objectives. Teachers discuss infrastructure facilities, academic activities/achievements, Co-curricular activities, student support, activities pertaining to student's overall development.

After presentation the feedback/suggestions are request from the parents with regard to syllabus/curriculum/overall development activities/student support etc. The parents are also requested to interact with the mentor assigned after meeting with principal with regard to performance of their ward.

The suggestions/feedback given by the parents during interaction with principal and portfolio member are recorded and follow up actions are planned accordingly. Some of the important points discussed in the meeting are as follows,

1. Need to improve their employability skills (with emphasis on personality development)
2. College should organize campus interviews for students
3. College should give assistance in getting students industrial training done
4. Notes should be given for difficult subjects and coaching should be provided.
5. Support students in getting scholarships
6. Provide safe environment to the students especially girls
7. Enhancing communication with regard to attendance of the students in college etc.

Outcome:

1. Personality development workshops organized every academic year. Certificate courses/Guest lectures are conducted to improve their employability skills.
2. On-campus and Off-campus interviews are organized for placement of students. Even pass out students are in touch with training and placement cell of college for placement.
3. Remedial/Tutorial classes are organized for difficult subjects. Notes/Question bank is provided to the students.
4. The security is available in campus for safety and security of students. Girls hostel and amenities are provided in campus.
5. The overall outcome of parents teaching association meeting is,
 - Better understanding of parents expectations from college
 - Improved understanding of the course structure/curriculum/job opportunities etc. for parents
 - Improvement in teaching-learning environment
 - Improved administrative functioning in the college
 - Improved discipline and achievements of students
 - Improved awareness about the role of pharmacist in the society

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.52

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

Response: 25

3.1.1.1 Number of teachers recognized as PG/Ph.D research guides during the last 5 years

2018-19	2017-18	2016-17	2015-16	2014-15
21	23	21	21	23

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 13.54

3.1.2.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	10	12	12

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 54

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	36	11

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Any additional information	View Document
Link for funding agencies websites	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The Institute gives emphasis on nurturing creativity and innovation. Number of workshops and activities were conducted for students and staff to discuss and support their innovative ideas. Institute arranges multiple events and competitions to nurture collaborative learning and healthy competition amongst the innovators to consolidate their ideas and bring out the prototypes.

We have supported students to participate in competitions like Hackathons, Avishkar, Yuvarang, etc. Institute is now in the process of establish a dedicated incubation centre although currently it has faculty members who mentor students on case to case basis.

The planned incubation centre will maximally utilize the available infrastructure and resources. To facilitate the mentor mentee interactions for developing innovative ecosystem, we have added research activities as one of the important faculty in local guardian duties.

At present the available facilities are being utilized for extending training and instrumentation facilities.

However, our team has envisaged an incubation centre with a vision
“To create and sustain a viable support system for scientific and entrepreneurial endeavours”

Our focus areas include:

- Development and dissemination of teaching aids
- Nanotechnology based formulations
- Formulation of phytopharmaceuticals and nutraceuticals
- Packaging material testing
- In silico screening and custom synthesis of novel chemical entities
- Drug and food testing

The mission for the proposed activities is:

- To develop a full-fledged ecosystem for supporting entrepreneurial ideas.
- To inculcate the entrepreneurial skills among budding innovators.
- To provide assistance in developing innovative products and support technology transfer.
- To improve indulgence of women in innovation
- To develop collaborative and self-sustaining network amongst students, faculties, researchers, entrepreneurs, government agencies and service providers.

Till date, the implied activities of the proposed incubation center have led to successful development and marketing of the following products.

1. Pharmkeys (an online platform for preparation for competitive examinations)
2. Formulation and development of cosmetic formulations- has led to entrepreneurship endeavor – Nikol Cosmetics Pvt. Ltd. The institute has provided the entrepreneur with facilities for optimization and development of the cosmetic formulations. Our staff extended the expertise for scaling up the lab batches to large scale production size.
3. Herbal formulation development and preclinical testing of an Ayurvedic formulation for kidney stone.

As an outcome of these directed activities, our alumni have good number entrepreneurs. Few of these entrepreneurs also include women like Nikita Baheti who started her own cosmetic industry.

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 44

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
5	12	11	8	8

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**
- 3. The Institution has plagiarism check software based on the Institutional policy**
- 4. Norms and guidelines for research ethics and publication guidelines are followed**

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed form	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 11.89

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 428

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.

Response: 36

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3.3 Average number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the last five years

Response: 4.17

File Description	Document
Institutional data in prescribed form	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years

Response: 0.03

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

Response: 29

3.4.1.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
08	09	07	03	02

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

Response: 23.32

3.4.2.1 Number of students participating in extension and outreach activities year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
419	389	279	267	18

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

1. Blood Donation Camp

The College has organized Blood Donation Camp in collaboration Shree Navjeevan Blood Bank Dhule. Objective of Blood Donation Camp to create awareness and motivate people for Blood Donation. Our student volunteers have honestly participated in such type of social activity. College has received Appreciation letter from following blood bank

Shree Navjeevan Blood Bank

Letter of Appreciation in A.Y. 2014-15, 2015-2016, 2016-2017,2017-2018,2018-2019

2. Health Check-up camp

The R. C. Patel Institute of Pharmaceutical Education and Research has conducted health check-up camps during at various school, ashram school, nearby place of Shirpur region. Teachers and Students from clinical pharmacy department involved for check-up of students and villagers for blood group detection, blood pressure measurement, diabetes, haemoglobin detection, lung function test. College has received appreciation letters which was listed in Appreciation letter A.Y.2014-15, A.Y.2015-16, A.Y.2016-17, A.Y.2017-18, A.Y.2018-19.

3. Awareness Campaign on Tuberculosis on occasion of World Tuberculosis Day

Every academic year college by organizing awareness rally and through street play performance, people of the Shirpur region was made aware about prevention of Tuberculosis, use of DOT therapy, how to take medication etc. College has received appreciation letters which was listed in Appreciation letter A.Y.2014-15, A.Y.2015-16, A.Y.2016-17, A.Y.2017-18, A.Y.2018-19.

4. Environmental Awareness Programme

R. C. Patel Institute of Pharmaceutical Education and Research along with different foundation conducted environmental science field visit to create awareness among students about medicinal use of plants and importance of preserving nature/environment for a healthy society. College has received appreciation letters which was listed in Appreciation letter A.Y.2014-15, A.Y.2015-16, A.Y.2016-17, A.Y.2017-18, A.Y.2018-19.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document
Link for any other relevant information	View Document

3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and

staff, including the amount of expenditure incurred during the last five years

Response:

Shirpur Education Society and the R C Patel Institute of Pharmaceutical Education and Research cater education mainly to the tribal and economically challenged population of Dhule, Nandurbar and other districts of North Maharashtra region. Majority of our students are from lower economic strata of the society and in many cases the parents are illiterate and rely upon the meagre daily wages for meeting both the ends. Many of our students are from tribal populations who are naturally inclined towards taking care of natural resources and are well aware about the challenges of life. We, as an Institute are at an advantage of getting dedicated involvement of these students in societal activities.

The major health concerns of our region are malnutrition, anaemia, haemoglobin related disorders (North Maharashtra is hot spot of sickle cell anaemia and thalassemia cases), and diseases related to hygiene particularly, related to the perinatal hygiene of new-borns and their mothers. Considering these lacunae in the healthcare and lack of literacy about health, we have organized our efforts towards disseminating our social responsibilities.

In tune with the national mission of Swachha Bharat, we have involved our students in the cleanliness drive in the villages and suburban areas of Shirpur Taluka. Multiple camps, road shows and rallies have been arranged by students to popularize the zeal of making villages, mohallas, and cities clean and free from garbage.

In association with the Indira Gandhi Hospital, Shirpur, our staff and students have taken up dissertation projects in the areas of maternal and infant care, anaemia in pregnant women, and perinatal infant care and use of medications. We have developed pamphlets for making the concerned patient populations aware about the hygienic practices, nutritional diet made up of routine and economic resources, infant and child care etc. Students, and particularly girl students have shown keen interests in taking part in such social research projects. Involvement of our staff and students in social activities has created positive impact on the students' participation in the social activities.

In congruence with the movement of supporting generic medicines, we have taken up events to educate people about the 'Jan-Aushadi Yojna' and its relevance. We have taken efforts to spread awareness amongst our students regarding the benefits of generic medicines in the access to healthcare.

Shirpur is known for its clean air and this is a result of almost 3 decades of sustained efforts of local population to plant more than 1.5 lakhs neem trees. It is obvious that, as one of the major educational institute of this area, our students have substantially contributed to the tree plantation drives undertaken by Shirpur Municipal Corporation. Roughly, the student population of Shirpur has planted almost 30-35 % of the total neem plants of Shirpur. 'Shirpur pattern' is famous for rain water harvesting and conservation of water tables across the Shirpur Taluka. Our students are routinely engaged in participating the activities to spread awareness regarding water conservation and maintenance of cleanliness around the water reserves.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

<p>3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</p> <p>Response: 12</p> <p>3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>10</td> <td>10</td> <td>9</td> <td>9</td> </tr> </tbody> </table>					2018-19	2017-18	2016-17	2015-16	2014-15	22	10	10	9	9
2018-19	2017-18	2016-17	2015-16	2014-15										
22	10	10	9	9										
File Description		Document												
Institutional data in prescribed format		View Document												
Documentary evidence/agreement in support of collaboration		View Document												
Certified copies of collaboration documents and exchange visits		View Document												
Any other Information		View Document												
<p>3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</p> <p>Response: 29</p> <p>3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years</p> <p>Response: 29</p>														

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

State-of-art facility in the institute enhances conducive teaching and learning. The policy of the institute is to provide infrastructure as per the norms of AICTE and upgrade as per the growth-expansion. In addition to the physical infrastructure which caters for co-curricular and extra-curricular activities, the policy is to provide educational infrastructure for students in terms of library resources, software and equipment in the laboratories prescribed in the curriculum. Institute is having sufficient number of class rooms, tutorial rooms and seminar halls as per norms.

The classrooms are air-conditioned and well equipped with conventional to advanced tools necessary for teaching and learning. The advanced tool includes;

- Wi-Fi facility
- Interactive Intelligent Panel (IIP)
- LCD projector with desktop and voice amplifier
- DVD Recorder camera
- 4HD video camera
- Audio system
- Video conferencing

Details of classrooms

- 1.No of Classrooms with ICT based teaching facility: 19
- 2.No of Seminar rooms: 01
- 3.No of Tutorial rooms: 05
- 4.No. of Auditorium Hall: 01

Adequate number of laboratories as per norms provided for regular practical as well as research activities of the institute. Total 39 laboratories provided including UG and PG courses. In addition to regular laboratories state of the art facilities such Central Instrument facilities as per GLP consideration, CPECSA approved Animal House, Pilot plant according to GMP considerations, Class 10000 aseptic area facility for sterile manufacturing. Separate CADD laboratory for computer-aided design is provided for synthetic research activities.

Department wise details of Laboratories as follows:

Department / Lab Description	Total Numbers	Remark
Pharmaceutics	10	UG & PG
Pilot Plant /Machine Room	01	As per GMP consideration
Aseptic Room	01	Class 1000 sterile Area
Quality Assurance	02	PG

Pharma chemistry	10	UG & PG
Central Instrument Facility	01	As per GLP considerations
CADD lab	01	Equipped with software for Drug Design
Pharmacology	04	With simulation software
Animal House	01	CPCSEA approved
Clinical Pharmacy	02	MOU with hospital
Pharmacognosy	04	With medicinal garden
Computer Laboratory	01	All-in-one latest config computers
Language Laboratory	01	Equipped with Spoken English software

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

Sport and recreation facilities

The extra-curricular activities include indoor and outdoor games, gymnasium, cultural activities, public speaking, communication skills, health and hygienic, yoga, etc. The Institute is providing facilities for the students to participate in sports, cultural and extra-curricular activities. Institute conducts cultural programs in collaboration with electronic media and encourages the students to participate in it, to bring inherent talents. Dedicated sports facilities with guidance of a qualified full-time physical director is made available to students and Trust has also recruited 20 different coaches specialized in various sports. Details of extra-curricular activities are given below.

Outdoor games: Institute provides facilities for following outdoor games such as,

- Cross Country
- Tennis
- Basket Ball
- Volley Ball
- Kabaddi
- Athletics
- Cricket

- Ball Badminton.

Total area of playground is about 50000 sq. meter available in campus for outdoor games. Yoga day has been observed every year. An auditorium is a room built to enable an audience to hear and watch performances at venues such as theatres.

Cultural activities: Facilities for organizing cultural activities were provided by institute. Students are promoted to participate in various cultural like Fresher's, Ganesh festival and Annual Social Gathering every year. Students also participating university level cultural events **Yuvarang** organized every year in various programs and also won prizes at the university level. Institute also releases college magazine **Kshitij** biannually.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Hostel Facilities:

Hostels is situated near to institute in area of 2 km. The total build-up area 12806 sq. meter of boys and girls hostel Transportation facility also provided for students between hostel and institute. The gymnasium has high end machineries and equipment for body building.

List of provisions in the hostels:

- Recreational facilities - gymnasium, yoga centre.
- Facilities for medical emergencies in case of emergencies, ambulance facility is provided by the institute in order to take the students/staff to nearby hospitals.
- Internet and Wi-Fi connectivity in the campus is of 280 MBPS.
- Recreational Facility-There are common rooms with audio visual equipment in both boys' and girls' hostels.
- Available residential facility for the staff and occupancy Institute has modern guest house for faculty and staff members in boys' hostel with all amenities.
- Constant supply of safe drinking water. Institute provides RO facility for safe drinking water in all boys', girls' hostels and within institute.
- Trained Security Personnel are appointed at the institute main gates, all the instruction blocks, hostels and other strategic locations. Under the supervision of a security officer, they keep constant vigilance on all the movements inside the campus, take care of the security of all the equipment in the buildings.

- CCTV Cameras are installed in various vantage points inside institute campus.

Medical facilities:

Institute has medical facility centre and appointed consultant physician and counsellor who is available on call in emergency. All first-year students undergo “free” medical check-up after completion of admissions process. Institute also running Generic Medical Store to provide cost effective medicine to students and staff.

Toilet: Toilets for boys and girls on each floor along with separate common rooms with attached toilet provided at all floors. Separate toilets for staff also provided. Toilet for differently abled persons also available.

Canteen: Canteen facility available at institute campus as well as hostel.

Bank: Bank counter made available in campus during the period of admission. Bank ATM is situated adjacent to institute.

Co-operative Store: Institute provide co-operative store facilities at concessional rate for stationary and other study materials.

Other Facilities:

- Institute provide all weather approach road within campus.
- Greenery and cleanliness always maintained in campus.
- Institute installed fire hydrant safety system and lift.
- RO purified drinking water is provided by the institute.
- Institute installed solar energy generation system on roof of institute building.

File Description	Document
Link for any other relevant information	View Document
Link for photographs/ Geotagging of Campus facilities	View Document

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 9.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
384.90	531.94	108.52	32	71.75

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

<p>4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies</p> <p>Response:</p> <p>Being a Pharmacy institute, teaching hospital and other clinical facilities are not applicable to us. The institute has post-graduate course M. Pharmacy (Pharmacy Practice) we have MOU with Hire Medical College (District Civil Hospital), Dhule; Cottage hospital, Shirpur and Indira Gandhi Memorial Hospital, Shirpur for case studies. The facilities required for the said course are made available by these hospitals as and when required. Dr. P. N. Dighore, M.D. (Medicine), Consultant Physician is appointed as visiting doctor for the said course. The required teaching-learning essential for the Pharmacy Practice course are available in the institute as well as the hospitals.</p>	
File Description	Document
Link for any other relevant information	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document

4.2.2 Average number of patients per year treated as outpatients and inpatients in the teaching hospital for the last five years

<p>Response: 49216.2</p>
<p>4.2.2.1 Number of patients treated as outpatients in the teaching hospital year-wise during the last five</p>

years.

2018-19	2017-18	2016-17	2015-16	2014-15
46363	41368	38919	45309	42300

4.2.2.2 Number of patients treated as inpatients in the teaching hospital year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
7662	7109	6189	5561	5301

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Extract of patient details duly attested by the Head of the institution	View Document

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 2481.4

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
2390	2325	2144	2101	2002

4.2.3.2 Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

2018-19	2017-18	2016-17	2015-16	2014-15
334	300	259	286	266

File Description	Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

1. Attached Satellite Primary Health Center/s
2. Attached Rural Health Center/s other than College teaching hospital available for training of students
3. Residential facility for students / trainees at the above peripheral health centers / hospitals
4. Mobile clinical service facilities to reach remote rural locations

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: E. None of the above

File Description	Document
Institutional prescribed format	View Document

4.3 Library as a Learning Resource

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

Response:

The Institute library has an 'Advisory Committee' comprising of senior faculty members and is chaired by the Principal. The library is enriched with more than 16000 library collection and subscribes 50-55 hard-bound periodicals annually. Library holds 981 M. Pharm. and Ph.D. research theses in its collection. Library collection is organized subject wise. Library has good collection of books on Pharmacy and allied subjects. Apart from this library houses more than 300 books on competitive examinations and literature. Library provides open access to post-graduate students and under graduate students. Students can issue two books throughout week from Monday to Saturday from 10.30 am to 5.30 pm.

Library Automation: The college library is automated from 2009. College library used **LibSys Ease 6.0 software** for all affairs of library. All books and students' library cards are barcoded for books circulation and other purposes. Surveillance cameras are installed in library.

Open Public Access Catalogue (OPAC): OPAC facility with one computer terminal in the library is

provided for searching library collection according Title, Author, Publisher, Classified and Subject wise.

Library portal: A library portal designed to act as a one stop solution for all the information needs of its users e-books, e journal articles, databases subscribed by library, Online newspapers, Rules and regulations etc. is developed. It can be accessed at <http://rcpatelpharmacy.co.in/library/>

File Description	Document
Link for geotagged photographs of library facilities	View Document
Link for any other relevant information	View Document

4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

Students and research scholars have access to many text books, reference books, national and international journals, CDs, videos. Besides many newspapers, magazines, career-oriented publications, are also available for students and research scholars in the library. Thesis and Abstracts of students' projects also available as soft and hard copies. Chemical Abstracts from 1907 to 1987 as rich source of ancient research enriching library facility. Recently published official books such as Indian Pharmacopoeia is part of discipline specific resources in addition to other official compendia and ayurvedic pharmacopoeia. Along with these, the library has subscribed to e-journals – ScienceDirect, N-List, NDJ.

Library enrichment includes,

Sr. No.	Name of Book	Author	Publisher
1	Pharmacopoeia (IP, BP, USP, EP, JP, Chinese Pharmacopoeia)	Government	Government of India and Various countries
2	GPAT Books	Different Authors	Different Publishers
3	UPSC & MPSC Books	Different Authors	Different Publishers
4	Pharmacy Reference Books & Text Books	Different Authors	Different Publishers

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Link for additional information	View Document

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years

Response: 10.02

4.3.4.1 Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
12.78	7.76	10.59	11.07	7.91

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students

Response:

Library always takes an initiative to have user orientation and awareness program for first year newly admitted students. Every year library organises program such as Reading Inspiration Day on account of birth anniversary of Former President of India, Dr. APJ Abdul Kalam. Objective of this program is to encourage readers to read general literature; biographies of various eminent personalities. On 12th August of every year birth anniversary of Padmashree Dr. S.R. Ranganathan (Father of Library Science in India) is observed as Librarian's day. Library staff provides the information of overall functioning and various services of library to students and faculty members. Books exhibitions from various book agencies also organised by library. every year newly joined students and staff are oriented. Librarian regularly sends current awareness services through email, social media and also maintained it on OPAC. New arrivals are displayed in library and list circulated among user through social media and emails.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for any other relevant information	View Document
Link for details of learner sessions / Library user programmes organized	View Document

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

Response: 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 19

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 19

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Links to additional information	View Document

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi

Response:

Details of computing facilities available in the institute

List of Total Computers				
Sr. No.	Suppliers	Make	Configuration	Quantity
1	Dell All in one Desktop	Dell Inc.	Intel Core i3 3.40Ghz 4GB RAM,500 GB HDD	17
2	Acer	Acer Inc.	Intel Core i3 290Ghz 4GB RAM, 320 GB HDD	19
3	HP All in One Desktop	HP Inc.	Intel Core i3 290Ghz 4GB RAM, 500 GB HDD Windows 8.1 Pro 64BIT OS Genuine	119
4	Laptop	Dell Inc.	Intel Core i3 290Ghz 4GB RAM, 320 GB HDD	10
5	Dell Optiplex 3010	Dell	Intel Core i3 290Ghz 4GB RAM, 500 GB HDD	15
6	Dell Opti 390	Dell	Intel Core 2duo 290Ghz 4GB RAM, 500 GB HDD	14
7	Dell 380	Dell	Intel Core 2duo 290Ghz 4GB RAM, 500 GB HDD	9
8	Dell 330	Dell	Intel Core quad 290Ghz 2GB RAM, 250 GB HDD	9
9	Dell 745	Dell	Intel Core 290Ghz 2GB RAM, 160GB HDD	2
10	Dell 520	Dell	Intel Core 1.7Ghz 1GB RAM, 80 GB HDD	4
11	IBM	IBM	Intel 1.7Ghz 512MB RAM, 80 GB HDD	3

Details of the printing devices in the institute

- Computer-student ratio
- Computer- student ratio is 1:6
- Dedicated computing facilities

LAN facility

Computer laboratory and e-library are connected through the local area network. In addition, all faculty members personnel computer is connected through the local area network. 280 MBPS Connectivity from Maxtech Communication.

Grouping	IP Allocated
Servers	10.1.0.0-10.1.15.0
LAN and LAB	10.1.16.0-10.1.31.0
Wireless LAN	10.1.64.0-10.1.79.0
WAN subnet	10.1.152.0-10.1.255.0
For Other Pharmacy Department	10.1.96.0-10.1.127.0

Wi-Fi facility

In order to access the internet from laptop, personnel computers and mobiles institute provided CISCO 2700, 1530, 5520, CISCO catalyst 3850 wireless controller with 200 MBPS from Maxtech and 80 MBPS from BSNL. All the Wi-Fi nodes are secured and are access controlled by the system administrator through the user ids of the devices provided by IT department. Cyberoam CR1000ING Fire wall is used as security device.

- Proprietary software

Details of proprietary software

Sr. No.	Software	Make	Quantity
1	Microsoft office 2016 Pro	Microsoft	16
2	Adobe Reader Professional		01
3	Quick Heal Total Security	Aviskaar Tecnology, Nashik	120
4	Windows Server 2012		01
5	Tally ERP 9		01
6	Master Payroll Soft		01
7	Next Tech PF		01
8	Libsys Soft		01
9	Infotel System		01
10	People Link Video Conference		01

Details of the computer with the internet facility:

Sr. No.	Particulars	Total	
1	Total number of computers	225	
2	Total number of laptops	10	
3	Total number of Internet WiFi access points	16	
4	Maxtech communications	200 MBPS Leased Line	
5	Internet BroadBand Connection BSNL	80 MBPS	

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 250 MBPS-500 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
42.30	53.16	37.80	41.62	33.18

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

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

Response:

The institute has a policy for creation and enhancement of infrastructure, with a view to promote a good teaching – learning environment.

This is reflected in budgetary provisions made under various heads like building, computers, library and equipment.

Few recent initiatives are as follows:

- Expansion of building with addition of one more floor.
- All class rooms are equipped with smart board with audio visual facilities.
- Purchase of new computers with advanced configuration.
- High speed Internet facilities for faculty and students.
- CCTV cameras are installed for security and safety
- Lift installed by institute.
- Fire hydrant installed to provide fire safety throughout institute.
- Playground maintained through annual maintenance contract.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 81.78

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
946	1009	915	914	905

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Link for Additional Information	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Any additional information	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 39.1

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year

2018-19	2017-18	2016-17	2015-16	2014-15
538	488	444	408	376

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Any additional information	View Document
Link for additional information	View Document

5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,

Response:

As per All India Council for Technical Education, New Delhi the Non-Resident of India quota (NRI) is not applicable to our institute (R. C. Patel Institute of Pharmaceutical Education and Research, Shirpur). The extension of affiliation for the same is attached to the link.

As per All India Council for Technical Education, New Delhi the Non-Resident of India quota (NRI) is not applicable to our institute (R. C. Patel Institute of Pharmaceutical Education and Research, Shirpur). The

extension of affiliation for the same is attached to the link. Our college has Gujarathi linguistic minority status approved by Government of Maharashtra, Maharashtra.

File Description	Document
Any additional information	View Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Link for Additional Information	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years
(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil

Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 13.71

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ **GPAT**/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2018-19	2017-18	2016-17	2015-16	2014-15
66	25	33	17	22

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
269	244	213	213	214

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years

Response: 46.56

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
154	139	132	130	130

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

Response: 53.87

5.2.3.1 Number of last batch of graduated students who have progressed to higher education

Response: 188

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

Response: 13

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

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

File Description	Document
Institutional data in prescribed format (data template)	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

Student Council 2018-19

Sr.No.	Name	Member details	Designation
1	Dr. Sanjay J. Surana	Principal	Chairperson
2	Dr. Anilkumar U. Tatiya	Teaching Faculty	Student welfare officer
3	Dr. Padmaja H. Agarkar	Teaching Faculty	Women empower committee
4	Dr. Vitthal G. Kuchake	Teaching Faculty	Cultural and Extra-curricular activity in-charge
5	Mr. Amol K.Ahire	Teaching Faculty	Physical director
6	Mr. Swapnil Bhimrao Marathe	Student	General Secretary
7	Mr. Mahesh Ramesh Sonwane		Cultural Secretary
8	Mr. Prashant BapuPatil		Cultural secretary
9	Ms. Kalyani Prashant Deokar		Ladies Representative
10	Ms. Tejasvi C. Patil		Ladies Representative
11	Mr. DarpanAnitkumar Shah		Sports Secretary
12	Mr. AmolDipakJadhav		Sports Secretary
13	Mr. VikramJadhav		Student Representative
14	Mr. SopanMarathe		Student Representative
15	Mr. KunalPawar		Student Representative

The Student Councils considered a statutory body of any institute, established under section 99 of the Maharashtra Public Universities Act, 2016 (Mah. Act No. VI of 2017).

The student council is constituted with Principal as chairperson, student welfare officer; women empower representative as staff members, while student representative includes general secretary, cultural secretary, women representative, sports secretary, university representative and class representative. Student Council is a very dynamic cell who voice the opinion of student, as they are part of IQAC. Council effectively serves as a direct link between the students, administration, and faculty. They are involved in coordinating all student activities. Council also representing the student committees at all civic and social functions relating to student interest so designated by the council.

The student council member representative divided into various academic & administrative committees by the institute, to understand the perspective and to organise the activities, which lead to the student welfare.

The in academic & administrative committees and their responsibilities are as follows,

1. *Anti-ragging committee*: help in creating ragging awareness among students with the help of collage members.
2. *Student grievance and redressal committee*: represents the grievances of students related to academics, examination, issue of documents, identity cards and library cards etc. and helps the college authorities for their redressal actions.
3. *Women's Grievance Redressal Cell*: Group decides grievances of women about sexual harassment at work place and frames the rules relating to complaints and grievances of women.
4. *Sports, Cultural and magazine Committee*: involved in organization, planning and execution of sports, cultural activities for students and compilation of college magazine.
5. *Training and Placement Committee*: Students are active members of training and placement committee and co-ordinate conduct of campus interviews and training session/awareness camps.

The council committee members catering their functions through academic and administrative suggestions for student and institute benefit. The above committee meets annually twice in presence of chairperson, discuss on the various points for the wellbeing of students and institute.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for reports on the student council activities	View Document

Other Upload Files	
1	View Document
2	View Document

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

Response: 41.4

5.3.3.1 Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
38	41	44	42	42

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Response:

Institute has an alumni association which works effectively since 2009. Due to the excellent rapport shared by our faculty members with alumni, we are able to make a strong bonding and network between alumni and the Institute. Many of them are willing to 'Give-Back' to their alma-mater as a sign of their gratitude towards the Institution in the format of their knowledge and skills that they have learnt in this huge pharmacy world. Earlier we had an informal alumni association committee which had been working effectively but with the different suggestions by the alumni we have recently registered Alumni Association.

Institute established a registered Alumni Association with registration no: MAHA/10297/Dhule via the Act 1860(XXI of 1860). The main objective of Alumni Association is to: Create a strong network between Alumni and the Institute. Create a strong network for Alumni progression as well as students' progression. To promote a sustained sense of belongingness to the alma-mater among the Alumni by being in regular contact with them.

To provide a forum for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni. With these objectives, we are sure that we can increase strong bonding among Alumni and the Institute. Many of our Alumni occupied prominent positions in different sectors like in R&D, Production, Quality Assurance, Quality Control, F&D, Regulatory Affairs, IPR, teaching etc. Institute is having a track record of outstanding performances of its pass-outs in different spheres. Many of them are occupying key positions in many private and public sector undertakings in India and abroad and have brought laurels to the Institute. Most of alumni always contributed their knowledge and helped to the Institute in different way:

Placements - The alumni network of an institute is one of the biggest sources for placement. Alumni always help to place their juniors at their respective organizations.

Mentorship - Our alumni always play an active role in voluntary programmes like mentoring students in their areas of expertise.

Career Guidance - alumni is a huge talent pool whose guidance can be beneficial to many students and

other fellow-alumni in their respective areas of study.

Motivation- Alumni provide motivation to current students by delivering guest lectures on no. of topics of pharma. Dr. Vivek Borse from IIT, Mumbai & other such alumni delivered a motivational talk to juniors for boosting their confidence level.

Financial help- numbers of alumni contribute greatly to the institute by means of financial help.

Networking Platform - alumni network by itself is one of the best professional networking platforms available today in the Institute.

With the changing scenario, Institute also adopted latest technology and connected various alumni via different Whatsapp groups. Total 190+ alumni are connected via WhatsApp groups. The alumni of the Institute guide and nurture our students to become more technically sound for pharma industry. It is our plan to develop everlasting relations with our alumni which in turn will give rise to mutual benefits.

File Description	Document
Any additional information	View Document
Link for details of Alumni Association activities	View Document
Lin for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above	
File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution Response: The College is offering higher education in the tribal area of North Maharashtra over the last 25 years.

The college works with a clear **Vision**, ‘to be pre-eminent institute which bring out the best among the students. **Mission:** To impart quality education to the students especially to the socially and economically backward students from the lower and middle class with a view that education will make them economically independent.

To enable our students to face the unknown situations and make them strong enough, so that they can face the problems of the rapidly changing and increasingly complex world. To make our students responsible, sensitive, socially committed and to develop a spiritual insight and the ideas of patriotism, democracy, secularism, socialism and peace. As stated in the vision statement, the college administration is continuously striving for quality and excellence in the field of higher education.

The stated vision and mission of the institute is reflected in the kind of infrastructure, learning atmosphere, teacher numbers and quality and student centric activities offered by the college. The Management, Principal and the faculty members are making every effort to serve the students of this region staying in tune with its mission statement. There is adequate representation of all stakeholders in the governing body and policy making process.

Two teachers (one of them is women), one member from non-teaching staff and Principal are serving on Local Management Committee of the college and they represent the entire faculty and non-teaching staff in the decision-making process.

IQAC plays an important role in the matters related to quality sustenance and promotion. Students have adequate representation in various bodies. Student council members represent various committees such as library, grievance, admission, cultural and various university authorities.

File Description	Document
Link for achievements which led to Institutional excellence	View Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document

6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Governing Body of the Institute meets once/twice in a year in order to discuss various issues and aspects related to the development of the college and its academic standards. It includes considering and approving the Institute strategic plan which sets the academic aim and objectives of the institution and identifies the financial, physical and staffing strategies. Agenda of council meeting provides solution to every problem through college development committee. The college development committee and principal take the authorities decisions through decentralization and participative management.

- Institution practices decentralization by delegating powers and responsibilities at various levels. The institute encourages participative management by being receptive to suggestions and advice from all the stake-holders and ensures wide-ranging inputs which in turn are incorporated into the decision-making processes of the institution and subsequent implementation. The various levels of participation are as follows
- Top management in consultation to the Principal regarding various future initiatives focusing broadly on Vision and Mission of the institution and the roadmap ahead.

Principal prepares the strategic/action plan keeping in view the short term and long-term goals of the institution and gets it executed through various Head of Departments, IQAC/CDC and other committees.

Principal in consultation with various Head of Departments allocates institute level portfolios to the faculty members. The department level portfolios are allocated by respective Head of Departments; HODs are given financial powers for the purchase of small value items required for their departments.

All administrative matters including compliances of various regulatory bodies, establishment/HR section, campus maintenance, hostel, cafeteria, student admissions/scholarship are handled by Registrar and Principal.

Student activities are handled by Chief Coordinator-Students Affairs, Student Welfare Officer(SWO) and Physical Education Director.

Student examinations are handled by College Examination Officer (CEO), Assistant to CEO and Senior/Junior supervisors.

Purchase committee deals with the purchase of capital equipment and recurring expenditure.

Grievance Redressal committee comprising of senior teaching/non-teaching staff members is constituted to provide a mechanism for Redressal of student/staff grievances.

As per the guidelines, Women Grievance cell (now renamed as Internal Complaints Committee) comprising of senior teaching/non-teaching staff members is established. Girl students as well as women employees may report any harassment/sexual abuse cases at workplace to this committee.

As per Maharashtra Prohibition of Ragging Act 1999 and UGC regulations on curbing the menace of ragging in higher educational institutions, Anti-ragging committee comprising of senior faculty members, Principal and hostel wardens is established.

- Institutional Animal Ethical Committee (IAEC) and Human Ethical committees are framed according to the norms and approves protocol from both the categories

Hence as mentioned above, functioning of the institute exhibits decentralization and participative management.

File Description	Document
Link for additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

The management of the college, CDC (College Development Committee) along with the principal and IQAC, design the developmental plans for the college. The governing council calls the regular meetings of the principal and the vice principal. Formulation of policies and developmental plan is carried out in these meetings.

The management is taking the services of a retired vice chancellor as an Academic-Director who directs and ensures the execution of policies. At the beginning of each academic year, the CDC takes the review of new faculty recruitment, budget and financial planning, expansion of building and other infrastructure, augmentation of support facilities etc. The policy and the modalities for selection and promotion of academic and administrative staff for the self-finance courses is also decided in these CDC meetings.

The college follows the rules UGC, government of Maharashtra and as Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon for the recruitment and the promotion of the faculty under the grant in aid courses. The college always strive to recruit adequate number of teachers with desired qualification in order to maintain the student teacher ratio at acceptable level. The college has evolved the mechanism of leaves, salary increments and other benefits for the faculty of self-finance courses.

The principal is the administrative head of the college and looks after all the activities of the institute. In absence of principal, vice-principal executes the powers. Vice principal also looks after the other academic issues, monitors student related issues and ensures the implementation of various decisions of CDC.

HODs and vice-principal undertake periodic review of the syllabus completion, test tutorial, result analysis

and various committees. Grievance redressal mechanism. The institute has set up a committee for redressal of grievance related to students and the faculty under the chairmanship of the Principal. IQAC works towards improving and sustaining the quality education, identifying and suggesting the new ways of using teaching aids, developing suitable infra-structure and providing suggestions to start new courses.

The IQAC has been also thoroughly involved in helping the Management, the Principal and the other committees by offering valuable suggestions and effective measure to maintain consistency HODs are responsible for smooth functioning of the department. They monitor curricular, extra-curricular and extension activities. The lesson plan and other concerning reports are prepared by the faculty and evaluated by HODs and the by Vice-Principal. HODs and Vice-principal undertake periodic review of the syllabus completion, test tutorial, result analysis and various committees.

Faculty/Committees the College promotes the decentralization of the authority. Various committees are constituted and restructured every year to look after the teaching-learning, co-curricular and extracurricular and research activities. Every faculty member is involved in planning and execution of activities and therefore help in developing the leadership. Office Administration Non-teaching staff of the college executes the administrative work. Office Administration includes Office Superintends (OS), Sr. Clerks, Junior Clerks and other assistant staff. Office Superintendent and principal of the College look after issues like salary, government and university communication, meetings with the CDC etc.

File Description	Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for additional information	View Document
Link for strategic Plan document(s)	View Document

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Welfare:

- The institute is having a registered welfare scheme under the name “RCPIPER Shirpur Staff Welfare Fund Scheme”. Under this scheme financial support is being provided to Teaching and non-teaching staff of the RCPIPER and its constituent units in case of medical emergencies, permanent disability or death of an employee while in service.
- A co-operative housing Society (Vidya Vihar Housing Society, Shirpur) has been established by the Management of the institute, on no profit no loss basis. Under this Scheme, residential plots are given to the staff members at very low costs. Several employees have been benefited with this scheme.
- Teaching and Non-teaching staff is covered with Group Insurance Scheme under Bajaj Allianz Insurance Co. The staff is covered under two Insurance Products, Group Medclaim and Group Personal Accident.
- Management has also provided additional facilities such as Recreational Facilities, Generic Medical Store, Consumer Store, Gymkhana.

Staff Development and Expertise:

The management of the institute encourages the Teaching and non-teaching staff for different extracurricular activities in different ways.

- Teaching staff is encouraged to attain Professional Development Program or FDPs.
- Short training sessions are organized at institute level to learn software like smart board, MOODLE etc.
- Faculty is encouraged to upgrade their qualifications to higher levels like M. Phil, PhD.
- The IQAC and Research Committee supports teachers to submit research papers and Book Publications.
- The institution supports and encourages staff to participate in co-curricular, academic and sports activities at University, State and National Levels.

- Institute also supports teaching faculty to take part in National and International Conferences by providing a particular financial support as applicable.
- Many of the faculty members are Members and editors in national and international journals and also members of different Professional bodies at University, national and Internal Levels.

In addition to this, all the teaching faculty receive some amount per annum for mobile and laundry bills.

File Description	Document
Any additional information	View Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

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

Response: 23.79

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	30	21	19	22

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development

programmes, Training programmes for administrative staff etc.,)

Response: 12.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	10	10	13	16

File Description	Document
Institutional data in prescribed format	View Document
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 16.18

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
11	33	10	12	5

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Link of AQARs for the last five years	View Document

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

Performance appraisal of the faculty is accessed through the Academic Performance Indicator forms (API) filled by every faculty at the end of year and evaluated by IQAC. The forms are designed to reveal the performance in all arena i.e. Teaching, research and institutional. The college addresses all the issues related to appraisal system of the staff and regularly evaluates it.

Self-appraisal is done on the basis of the following points (Cumulative Academic Performance Index):

- Academic Performance which includes the subjects taught by faculty and average result of the subjects for last academic year, extra and remedial classes taken.
- Workshops, seminars and conferences attended by Staff for improving skills and update of recent technology
- Major contribution for the benefit of student/ staff / College: Meticulous study and implementation of Student Counselling and performance monitoring is carried out.
- Mentor activities
- Awards/ Rewards obtained by the faculty
- Contribution in Institutional and departmental activity
- Contribution towards extracurricular and co-curricular activities
- Execution of examination duties and paper assessment as assigned by KBCNMU, Jalgaon.
- Research contribution of staff in terms of research projects, publications, patents and guidance provided to students for involvement in research
- Books Published
- Industrial collaborations
- Consultancy
- Guest Lectures given to outsiders as an expert
- Efforts made towards admissions
- Contribution towards placement activity and other activities related to the institute from time to time.

The appraisal of non-teaching staff members is done after necessary recommendations by Head of the departments and approval by the Principal.

The summary of self-appraisal report is submitted to management by Principal. The governing body carefully reviews the performance of the faculty and gives approval for necessary promotions and increments. This empowers the Principal to take the appropriate action for improvement of performance of faculty. Counselling is done for faculties if required.

File Description	Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The College adopts the internal and external audit system. The scope of the internal audit programme encompasses working of various compliances under appropriate laws and rules and regulations framed there under, sufficient systems and procedures are in place for adherence of institutional policies, physical verification of assets, consumables, stores, inventory, spare parts, and other assets, proper books of accounts, vouchers along with supporting documents are maintained, confirmation of balances from debtors, creditors and other parties are obtained periodically at the year end and proper systems and procedures are in place for internal control at the various department levels.

The internal auditor of the R. C. Patel Educational Trust carries out annual dead stock verification of each department after every two years. Head of the department is responsible for departmental dead stock verification. Dead stock verification of library, sports, office and other infrastructural assets is also done by the internal auditor of the College.

The external audit is performed by an independent Chartered Accountant appointed as a Statutory Auditor of the Institute, for every financial year, who initially reviews the reports and observations made by the Internal Audit Team and the explanations given by the Accountant of the institute. Taking into cognizance these observations, an exhaustive list of requirements is given for compliance and submissions to the Statutory Auditor for completing the auditing of the financial statements of the institute and providing a realistic statement through his audit report that the books of accounts reflect a true and fair view of the operational activities. The qualified remarks given by the auditor are taken into consideration in the fourth coming years. There is no audit objection since the last five years.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document
Link for any other relevant information	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The institute has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and

certify the entire Income and Expenditure and the Capital Expenditure of the Institute each year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.

Like-wise an external audit is also carried out on an elaborate way on quarterly basis. The institutional accounts are audited regularly by both Internal and statutory audits. So far there have been no major findings / objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected / rectified and precautionary steps are taken to avoid recurrence of such errors in future. The institute regularly follows Internal and external financial audit system.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document
Link for any other relevant information	View Document

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

Response: 37.6

6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

2018-19	2017-18	2016-17	2015-16	2014-15
2.58	24.26	9.1	0.3	1.36

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC has significantly contributed for designing and implementing the strategies improving and sustaining quality education. Moreover, IQAC identified and suggested new ways of using teaching aids, developing suitable infra-structure and providing suggestions to start new courses. IQAC has been also thoroughly involved in helping the Management, the Principal and the other committees by offering valuable suggestions and effective measures to maintain consistency.

IQAC strengthened the research culture in the college: IQAC of the college has significantly contributed in developing rich culture among the faculty of the college. The faculty members of the college have been able to publish their research work in the journals of high impact factor and international repute IQAC introduced faculty academic diary and computerized module for institutional API. The college provides a faculty diary to each teacher at the beginning of the academic year.

Faculty members update their academic diary and it is certified by the Principal at the end of every week after initial certification by HOD. The academic diary consist of information such as academic calendar, details of course objectives and course outcome, lecture planning, student attendance, weekly lecture details, practical plan, record of test, internal exams, mark list of internal examinations, details of conferences and workshop attended, research projects, co-curricular and extracurricular activities etc.

After the semester examinations, a thorough result analysis is done; result of every subject faculty is teaching is compared with the average result of university in a particular subject. The faculty members are asked to undertake extra efforts for week students. The IQAC has prepared the Microsoft Excel based institutional API proforma for the faculties of the college. Faculty members have to fill up and submit their API at the end of every academic year along with the necessary proofs.

Based on teaching learning, student attendance, result analysis, contribution in co-curricular and extracurricular activities, research contributions etc, API score of the faculty is automatically computed in an Excel programme. Teachers are given grades like O, A+, A, B+, B, C+, C and D. The teachers graded with 'O' grade are appreciated on the occasion of teachers day. Other practices of IQAC: UGC and University Circulars pertaining to research are displayed on the Notice Board for students and staff. With the help of the UGC grant, efforts have been made to develop research infrastructure like laboratories, advanced equipment, modern ICT gadgets, access to electronic learning materials etc.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

Response: 28.46

6.5.2.1 Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
36	27	19	23	19

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

Response: 18

7.1.1.1 Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	3	3

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2 Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

Discipline is a way of life at RCPIPER, Shirpur. The institute takes utmost care for safety and security of women in the campus by the provision of different facilities and awareness steps amongst the students. It is ensured through installation of CCTV surveillance cameras throughout the institute premises and campus. Also, it is available at entry gate of girls and boys hostels, parking areas and canteen. The rectors/ Wardens in the hostels, security guards ensure safety of the students.

The campus and hostels are safeguarded with well heightened robust compound walls and fencing. The security guards are assigned with strict instructions to report any misbehavior case(s) in the campus and hostels. Any unidentified entry and exit is well observed as per the protocol of the institute. The GPRS system is installed in the college buses. After office hours, the college campus is well illuminated with sufficient required light for ensuring the safety during night hours.

We believe that safety for women can not only be ensured through infrastructural facilities but also through training them with special programs, workshops, seminars, guest lectures and conferences in the college premises related to gender sensitization, self-defense, stress management of life through faculties who have been trained by PUSH (People united against Sexual harassment) and Maharashtra State Women's Council (MSWC).

The female faculties counsel girl students through a regular meeting with girl students wherein the issues are discussed and provided with necessary solutions. Lady rector is appointed for 24 X 7 to address any issues related to safety.

The institute has also constituted 'Internal Complaint Committee' (ICC) as per the UGC and Mahila Ayog Guidelines which further safeguards sexual harassment in any form. The ICC also conducts different activities to encourage women to fight against any kind of injustice resulting from gender bias. The contact details of all ICC members are displayed in the institute premises as well as shared with all the students for any emergency and grievances. Due to awareness created amongst the students and also safety infrastructure available with institute so far not a single incident of sexual harassment of women has been reported till date. The institute ICC has been directed to effectively utilize social media specially WhatsApp for forming groups for help and suggestions. Mentor- Mentee system effectively is in place for group of students to pay attention to problems and safety of students. Girl's common and sick room provides all essential facilities including first aid box, sanitary napkin dispensing/vending machine and incinerator. Any medical emergency is addressed through tie-up hospital.

To maintain the hygiene, a separate spacious common rooms and rest rooms are available for boys and girl. In all major areas institute is provided with fire safety equipment and hydrant system on each floor.

The institute provides day care center with required amenities.

The outcome of these policies adopted, substantial increase in admission of girl students in the campus has been evidenced.

File Description	Document
Any additional information	View Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	View Document
Annual gender sensitization action plan	View Document
Link for any other relevant information	View Document

**7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment
E. any one of the above**

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Link for additional information	View Document

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

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

Response:

Management of waste material in the institute is pursued on the principal of 3RRR i.e. Reduce, Re-use, Recycle. The methods employed for solid waste management includes- provision of separate (labelled) dustbins for biodegradable and non-biodegradable waste at various places in the campus. Places like canteen, boys and girls hostels, mess etc. are installed with bins to ensure proper use of vegetative waste produced therein.

This waste and Small portion of vegetative waste is collected by municipal corporation Shirpur which process it into, an easy “Indoor composter of Greentech life” (Pre-infused with non-pathogenic microbial flora). Also, Compost pits constructed, receive large amount of biodegradable waste produced in the campus. The pits suitable for vermicomposting is of (5 x 5 x 4 mtrs), pre-infested with earthworms allow eco-friendly degradation of waste into manure which is used to maintain campus garden.

A suitable treatment protocols along with incineration procedures are employed for disposal of biological waste from microbiology and pharmacology departments.

As a part of green campus motive, students are encouraged to avoid use of plastic bags.

Cleanliness directives are strictly followed in the campus. Post every program, segregation of waste produced into wet and dry dustbins is strictly pursued.

Separate measures are undertaken to manage liquid waste. It is strictly instructed to perform experiments generating perilous fumes into the fuming hood. Well-constructed drainage system connected to closed collection tanks receive all liquid waste and water from wash basins. Waste water collected by the municipality in the tanks is subjected to treatment, after which, it is utilized for gardening. Tanks are cleaned regularly by municipality.

RCPIPER has adopted a novel method to deal with e-waste. Institute donates, the older version computer and electronic gadgets to the rural schools of the trust. This reflects the principle of reuse in practice.

As the institute has adopted and implemented the waste material dispose off in proper way; which leads to promote pollution free and oxyrich environment in the premises and the campus.

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

7.1.5 Water conservation facilities available in the Institution:

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.7 The Institution has disabled-friendly, barrier-free environment

1. Built environment with ramps/lifts for easy access to classrooms

2. Disabled-friendly washrooms

3. Signage including tactile path, lights, display boards and signposts

4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).

Response:

The institution is highly committed to promote a cultural harmony in our students, faculty, staff and visitors. The cultural committee of the college works with the objective of developing the academic and cultural talents of the students, improving their capabilities to work as a team and raising their level of self-confidence in interacting with fellow students and peers, which aid to develop the overall personality of students.

RCPIPER's cultural activities motivate students by giving full support (financially and academically) for participation in national and international events. The college has very dynamic Cultural Committee managed by students themselves with guidance of faculty members. This committee serves as a platform for enhancing and exposing the often hidden talents and skills of the students in various fields. The students actively participate in various extracurricular activities including Dance, street Plays, Social Awareness programs, Orchestra, Fine Arts, Drama, Elocution, quiz, debate, fashion-show, Rangoli, etc.

Few Initiatives taken by the institute are as follows,

Constitution day is celebrated sensitizing students about the constitution of India and creating awareness about practicing social harmony.

Faculty members and students take pledge on Rashtriya Ekta Diwas to preserve unity, integrity and security of the nation.

The College also organizes activities for linguistic harmony like ‘Marathi Bhasha Gaurav Din’ and International Mother Language Day.

The college celebrates religious festivals includes Ganesha Festival, Durga Pujan etc. giving spiritual sense to the students/faculty of the Institute. Traditional dance in Maharashtra, Lazim performance on the arrival of Lord Ganesha provides enthusiasm and team spirit among students. Garba dance on the occasion of Navarati has been organized in the campus.

The college organizes Annual social gathering every year. It is a team event held under the Chairmanship of the Principal and is entirely organized by the cultural committee including students and faculties. It helps in enhancing the leadership and organizing qualities and inculcating a sense of responsibility besides sheer entertainment for the students. It includes a number of intra and inter-college competitions. Winners of the competitions are awarded certificates, trophies and cash prizes.

Some prominent cultural events include Fresher’s Day, Founders Day, Teachers day, Voters day, Pharmacist day and Farwell function have been organized during the calendar year

As a part of our tradition we are also celebrating birth anniversary of great Indian personalities includes Mahatma Gandhi, Dr. B. R. Ambedkar Dr. A. P. J. Abdul Kalam, have been celebrated in college. Chhatrapati Shivaji Maharaj Jayanti is celebrated as Shivjayanti in the campus.

Faculty members are appointed as Local Guardians, who are providing support to students in all aspects including guidance to apply for scholarship from Government (economic backward class, free ship for the schedule caste and schedule tribe and other backward classes) / Non- Government organization.

Students/faculty take pledge to protect and promote the rights of women, at all the times.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes

professional ethics programmes for students, teachers and the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Web link of the code of conduct	View Document

7.1.10 The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Institute has adopted a policy to celebrate national and international commemorative days and festivals in a grand way. As per the directives of the IQAC and student suggestions, cultural committee comprising of the participation of students, discuss and plan for organizing these commemorative days. It is communicated through the academic calendar to the students.

National commemorative days include Independence day (15th August); Teacher's day (5th Sept), Gandhi Jayanti (2nd Oct.), Vachan Prerana Divas (15th Oct.) Republic Day (26th Jan.), and Maharashtra Divas (1st May).

International commemorative days includes Yoga day (25th June), World Pharmacist day (25th Sept.), AIDS day (1st December), International Women's Day (8th March),

At our institute we celebrate these National commemorative days every year.

On the occasion of Independence Day (15th Aug), our institute organizes flag hoisting where all faculty, non-teaching staff, supportive staff and students. Programme comprises of saluting the National flag followed by the National Anthem. Event promotes patriotic feeling.

Ganesh festival and Durga Pooja is celebrated every year to impart cultural values.

Teacher's day (5th Sept.) is marked in the fond memory of Dr. Sarwapalli Radhakrishnan every year in the college campus. Senior students of the institute conduct the classes and honour the teachers by offering flowers. Students understand the role of teachers in their career.

Mahatma Gandhi Jayanti - 2nd October is celebrated by paying homage to father of the Nation. On this occasion student participate in Swachhata Abhiyan. Students learn many important things which is reflected in their day-day activities.

Vachan Prerana Divas (15th Oct): students are involved in reading activity in the library and new books are displayed.

The Republic Day (26th Jan.) is celebrated by hoisting the National flag in the college campus where all faculty, non-teaching staff, supportive staff and students attend it in large number. The programme comprises of saluting the National flag followed by the National Anthem. The outcome of program is that student's understand the importance of Republic day and constitutional rights.

Maharashtra Din (1 May): begins with Flag hoisting and attended by faculty, non-teaching staff, supportive staff and students in large number. The students understand the importance of Maharashtra Din.

Yoga Day-21st June- is organized every year and participated by large number of students and faculty members the event includes include yoga orientation and yoga session. The student learns about the benefits of yoga practices in their daily life.

Pharmacist Day-25th September: We celebrate World Pharmacist Day by organizing activities such as awareness rally; essay competitions, swearing pharmacist's oath poster presentation on various topics and honouring the senior pharmacists. The outcome is students are sensitized with professional ethics and roles with responsibilities

AIDS day – 1st December. Student participate in rally and create awareness through streetplay.

International Women's Day-8th March: The day is marked to respect women in society. Women's forum of the institute organizes the event by arranging seminars and activities like Rangoli Competition, debate and elocution competitions etc. every year.

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

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Title:

“Creating and Caring for Healthy Life”

Objectives:

- To enhance quality of life in society.
- To inculcate social values and responsibilities.
- To organize social events for promoting holistic development of society.
- To create opportunities for the students for social interactions.
- To strengthen team work amongst students and encourage participation.

The Context

WHO promotes concept of high quality life; Being pharmacy institute we develop responsible and accountable pharmacists. Our prime social objective is to create awareness in the existing tribal population and extending care that lead to healthy and quality life.

The social activities play a vital role in the development of human values in students. It boosts confidence and teaches to co-operate and work with people in different conditions. They learn to face the challenges that come in educational and career life through extension and outreach programs; we sensitize the students to develop social values, their responsibilities and knowledge towards societal issues and engaging them to be involved with the people of the community. Students with profound interest attain the social values and responsibility. Above all, the students get hold of social justice, values, responsibility and sustainability. While pursuing these activities in college along with education, students learn prioritization and time management skills too. These academically and co-circularly talented students have well-groomed personality, which helps them to face the world in a better way.

The Practice:

To achieve the objectives ,we visits different villages and render their social services to the community by organizing “Health Awareness Camps” includes Awareness of Hygiene during Menstruation, Prevalence of Malnutrition in Children, Dengue and Malaria Awareness, TB Awareness- Street Play, Social Activity at Ashram School on occasion of World Tribal Day, Street play on Road Safety, Investigation of Cognitive Development in the students of Tribal region, Lung function Test in adolescent students, Stress Management among Adolescent girls. For conducting such activities, we trained our students for pharmacy practice.

These students are engaged in the extension activities. Further, we have collaboration with 100 bed Indra Memorial Hospital, Lioness Club and some other organizations where we conduct different Health check-up camps includes Estimation of Hemoglobin, Blood Group Detection, Blood Pressure Measurement, Estimation of BMI, metabolic syndrome, Estimation of lipid profile, Estimation of Blood Sugar etc.

Evidence of Success

The Institute has observed successful outcomes in Social Activities in the last few years;

1. The students experienced improvement in their social responsibilities
2. More than 500 girl students benefitted from programs includes personal hygiene during menstruation.
3. Blood donation camp organized every year collects more than 200 units. This program is organized on the occasion of birthday of trust President.
4. Every year, more than 100 students benefitted from blood group and hemoglobin detection camps
5. The success of the programs is noted by print and electronic media.

Problems encountered and resources required

1. Availability of limited funds/ Funding sources for organizing such activities.
2. To get the maximum and active participation from tribal people.
3. Poor literacy.

Best Practice - 2

Title

Striving for Excellence: A path through research!

Objectives of the practice:

- To encourage the students, research scholars, faculty for research.
- To create a platform for innovative and novel research ideas.
- To generate funds to boost research activities and other required facilities.
- To encourage faculty members to participate and present their research papers in National and International Conferences/Seminars/Workshops/Symposiums.
- To produce quality publications (articles in UGC listed journals, journals with good repute/impact factor), patents and consultancy.

The Context:

As per our Vision and Mission, we strive to excel in Pharmaceutical education and research. We aimed to prepare our students to play crucial role in development of society. In the development any country, science and technology play an important role. As our country is developing nation, promotion of research is very crucial. This could be achieved, only by enabling the researchers by focusing on their core research work with a support system and helping them to gain the necessary funding, required facilities and sufficient time for research work. Therefore, promotion of research is a need of the time. The college initiates research activities through the motivation, and providing basic research facilities to the faculty and the students.

The Practice:

- The institute has Research and Development Cell and Research Advisory Committee which

monitors and promotes research activities at the institute and responsible for continuous improvements in the quality of research of each department.

- The research work carried out by the students and faculties in the institute are critically monitored and supervised by their respective research guides and reviewed by the Research Committee as and when required.
- Faculty members are encouraged to participate and present their research papers in National and International Conferences/Seminars/Workshops/Symposiums
- The college provides computing and internet facility, e-journals, etc. for research scholars and teachers.
- We practice and promote scientific ethics through the screening of research reports through plagiarismX software.
- Students are encouraged to participate in AVISHKAR research convention organized by University for developing their research attitude.

Evidence of success

The Institute has observed successful outcomes in research in the last few years.

- More than 40 faculty members have been awarded with a Ph.D. degree.
- Many faculties are approved research guides/supervisors at university.
- More than 700 research papers published in the journals notified by UGC, and International level of journals and in conferences/workshops/symposiums, with large number of citations
- More than 800 lakhs of research grants received to institute.
- More than 100 Major and Minor funded research projects completed/ongoing during the last five years.
- Many Students and faculties won various prizes in State level Avishkar competition

Problems encountered and resources required:

- The continued motivation of the student and the faculty is always a challenge
- All the concern departments have established their own research domain, but there is a need for multidisciplinary research.
- More research funding needs to be generated for the advancement and growth in R & D activities of the institute.

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

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Arranging the communication skill development Training for Students

Our college RCPIPER believes in philosophy that students are the most essential and crucial stakeholder and all essential efforts are made to make them professionally and socially competent, so special efforts are made in this context, it was observed that employers look for skills and attributes in two broad areas: defining skills (technical skills) and enabling skills (soft skills). In our institute Students from a diverse socio-economic and academic background are enrolled annually. Based on the assessment of learning levels, it was observed that student's needs special assistance in development of communication skills, To render the students globally proficient and employable, to enhance the technical competence of students, to encourage students for highly changing scenario of job and so special training programs are organized.

The following efforts and initiatives are taken by the Institute to train students.

Communication Skill & English language Improvement:

A group of professional trainers having huge experience in English language teaching and communications skill development are hired and modules are developed for first to final year students according to their requirements, and continuous inception of the programmes throughout the year is done. Language Voice and Accent Training is conducted to make student competent to work in professional environment, an initiative for endowing the students with better placement opportunities in top leading organizations and enrolment for Higher Education.

Soft Skills:

Professional trainers are hired to train students to enrich their skills and help them secure a career trajectory through extensive aptitude training sessions, group discussion, personal interview techniques, resume writing skills, corporate etiquettes, e-networking etc. Personal Interview sessions were also conducted which include personality development comprising aspects such as attire and dress codes, greeting, gestures, postures, confidence & preparation for the anticipated questions.

Add on Training workshops:

Rigorous training and preparation of the students is taken care to create awareness about current market trends, leadership/team building qualities and entrepreneurial opportunities the college has organized guest lectures Entrepreneurship Awareness Camp wherein entrepreneurs and industry experts shared their insights with the students. The college has organized training sessions for students with regard to opportunities in higher education and preparation for GPAT examinations. The students are duly certified after the successful completion of the training.

The students experienced improvement in their English language helps in multi-dimensional aspects ranging from help in their theory exams, Practical viva-voce, job interviews, Professional life, also in competitive examinations, It helped in identifying the areas of improvement, Institutions had proposed action plan in their implementation report for improvements in communication skills, infrastructure, learning resources, facilities and support system etc which also served as an input during the programme review.

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

NAAC

Criterion 8 - Pharmacy Part

8.1 Pharmacy Indicator

8.1.1 Module * developed on competency based curriculum enrichment as per PCI / AICTE guidelines during the last five years

1. Community Pharmacy training
2. Instruments/Equipment handling
3. Animal Handling for pharmacological experiments
4. Clinical pharmacy training
5. Clinical trial training

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
List of students who participated in the programme.	View Document
List of modules for competency based curriculum enrichment developed by the college	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Detailed Report of the modules developed and photographs of the activities developed preferably hosted on the institutions website and links shared in response	View Document
Any other relevant information.	View Document

8.1.2 Internal assessment methods adopted (preceding academic year data)

1. Manuscripts /articles /monographs / official books Presentation
2. Project proposal presentation
3. Seminar
4. Lab-book/log-book
5. Written Examination

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
List of students who participated in the Internal Assessme	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Certified year wise certificate from the principal with number of students participated	View Document
Any other relevant information.	View Document

8.1.3 Average percentage of Quality Improvement Programme (QIP)/ leadership training undergone by teachers

Response: 20.39

8.1.3.1 No. of Teachers participated in QIP/leadership training during a year

2018-19	2017-18	2016-17	2015-16	2014-15
16	21	15	21	16

File Description	Document
List of teachers who have participated in the QIP / Leadership training programme	View Document
List of QIP programme	View Document
Institutional data in prescribed format	View Document
Detailed report of the Quality improvement programs with photographs	View Document
Any other relevant information.	View Document

8.1.4 Percentage of teachers who have membership in professional bodies (i.e., IPA, APTI, IPGA, IHPA,AASP, FIP , IACP etc.,) during the last five years

Response: 50.69

8.1.4.1 Number of teachers with membership in professional bodies during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
48	46	44	43	40

File Description	Document
List of teachers who are registered members of professional bodies.	View Document
Institutional data in prescribed format	View Document
Geo tagged photographs of the emergency preparedness facilities	View Document
Link for Additional Information	View Document

8.1.5 Safety norms adopted and preparedness available in the college.

- 1.Maintenance of wiring and electrical installations and earthing
- 2.Fire fighting measure
- 3.Handling of hazardous chemicals
- 4.Availability of emergency medical care
- 5.Safety drills conducted as per prescribed protocol

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
Institutional Data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.6 New physical facilities created, Equipment added during the last 5 years

Response:

The institute is progressive in terms of its quality improvement and recent up gradations related to infrastructure and equipment. Every year, we are creating and modernizing our laboratories as per current trends in pharmaceutical industries and also as per regulatory guidelines. Recently, we have constructed 6000 sq. meter area for Pharmaceuticals, Quality Assurance department and seminar hall, over the existing infrastructure. To match with the vision of country, the institute has installed solar panel to conserve energy having the capacity 100 KWA.

To strengthen the connectivity with all floors and for inclusive participation of Divyangjan in college activity, elevator with capacity of 13 persons has been installed. The state of art laboratories are well equipped with many sophisticated instruments required to perform advanced practical/experiments. The institute has a policy to periodically upgrade their instrumental facility or procure new instruments as per the current abreast. From last five years institute has procured sophisticated instruments for different departments. The total cost of the equipment purchased is more than Rs 2.5 crores.

In pharmaceuticals and quality assurance department new instruments like powder flow tester, rheometer, bi-layer tablet machine, cascade impactor, diffusion cell apparatus etc., This has added new dimension to departmental research.

In the department of pharmaceutical chemistry, few new equipment such as, flame photometer, one pot synthesizer, coursel, rota evaporator, chiller, Ice flaker, Auto-analyzer (Karl-fischer) etc. have been purchased.

In the department of pharmacology and clinical pharmacy, we have added whole-body plethysmograph, micro-plate reader, haemocytometer (Horiba), small animal anaesthesia device, stereotaxy (Harvard), western blot apparatus and gel documentation unit. To keep these instruments in functioning condition AMC and CMC were done with concerned agencies.

Several in-house seminars and workshops were organized on these instruments and have been acquainted with operations. By using all these newly added sophisticated instruments students get an exposure to handle them and creates opportunities for their placement. Number of research papers were published and patents were filed.

File Description	Document
Photographs / Geo- tagging where ever possible	View Document
Any additional information	View Document
New physical facilities created, equipment added during the last 5 years	View Document
Link for Additional Information	View Document

8.1.7 Software available in the institution for Teaching-Learning Process and Research Type of Software available in the institution for Teaching-Learning Process and Research

1. Statistical analysis
2. Research (Ex: Quality by Design etc.)
3. Monitoring of student activities in clinical/hospital training
4. Drug discovery
5. Pharmacology experiments

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: B. Any 4 of the above

File Description	Document
List of the Software for teaching Learning process	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.8 Availability and usage of following facilities. Write a brief note on each of facilities and its usages within 500 words.

1. Medicinal herbal garden
2. Model Pharmaceutical pilot plant
3. Departmental Museum
4. Drugs and Poison information centre
5. Sophisticated instrumentation facility

Response:

8.1.8.1: Medicinal Plant Garden

Institute has established the medicinal plant garden in an area of about 1000 Sq. meter from the date of inception of institute. The objective of establishing this garden is to maintain a conservatory of the most common and important species of medicinal and aromatic plants which are being used in day-to-day primary health care. The medicinal garden has more than 100 plants belonging to 35 different species.

8.1.8.2: Model Pharmaceutical Pilot Plant

Institute has Pilot plant developed as per cGMP guidelines. Pilot plant facility is replica of industrial set up of pharmaceutical manufacturing unit containing facilities for pilot development studies of solid and liquid dosage forms. It is equipped with various sophisticated instruments such as vibrosifter, rapid mixing granulator, blender, mills, compression machine, spray dryer, freeze dryer, Glatt coater, extruder Spheronizer, particle size analyser, high pressure homogenizer, ultracentrifuge, bilayer compression machine. Separate facility for sterile manufacturing developed as class 10000 aseptic area next to pilot plant providing replica of commercial sterile manufacturing unit for injectables and non injectables.

8.1.8.3: Departmental Museum

Departmental museum is set up at all departments with adequate space to display the history of Pharmacy Profession and also the various formulations and description related to it. It is split in to various sections which includes history of pharmacy profession with the photograph, various formulations and its classifications as solid dosage form, oral liquid, sterile formulation, aerosols, cosmetic preparation, Ayurvedic/ herbal formulation, novel drug delivery system, packaging material, OTC Products. Also few homeopathic formulations have also been displayed.

8.1.8.4: Drugs and Poison information centre

Drug and Poison Information Centre have an important place in the health care process since they provide independent and updated information. In DIC centre we disseminates information and research in the field of drugs, in accordance with DIC centre of Maharashtra State Pharmacy Council.

8.1.8.5: Central Instrument Facility

Central Instrument Facility - a distinctive laboratory of the institute functioning under department of pharmaceutical chemistry. This laboratory has been established with the view to provide essential scientific support to other research laboratories. The state-of-artair-conditioned infrastructure of laboratory with working area of **300 Sq. meter** and available with UPS/battery backup power supply to instruments. These sophisticated instruments are under AMC and CMC. The Good Laboratory Practices include calibration of instruments, logbook maintenance and SOPs for instruments. Due to it, researcher finds it easy to work on the instrument with diligence. More than 100 researchers are benefitted daily with these facilities. Also, CIF organize short term training program for the students of undergraduate and also post graduate. Further, CIF provides scientific services to various other institutes in the area of research and consultancy. Dedicated five faculties are working in the CIF laboratory. **300+** research papers have been published by various faculties during last five years.

File Description	Document
Geotagged photographs	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.9 Maintenance and Utilization of Equipment /Instruments

Response:

The institute believe in the policy that purchasing and maintenance of equipment throughout its life cycle is very important. Therefore, most of our sophisticated equipment are under **Comprehensive Annual Maintenance Contract (AMC)** after their initial maintenance period. The instruments available in each department of the institution have blanketed with insurance for natural calamities. Due to it, all equipment are in proper functioning condition to its fullest strength since the date of purchase. The institute policy is that none of the instruments should have a tag of 'under maintenance' for more than a fortnight. These equipment are operated by PG students independently after proper training. UG students use these equipment with the help of our trained PG students/Lab technicians. We provide training and exposure of instrument/equipment handling to our students as well as faculty and students of nearby institutes through organizing workshop/demo/training programs time to time. These instruments are also used to generate revenue by providing the opportunities for sample testing to faculty and students from other institutes for their research work at very nominal fees.

We genuinely agree with the concept that all laboratories should have a well-organized equipment management program. The program should address equipment selection, preventive maintenance and procedures for troubleshooting and repair. We ensure that good documentation and records are maintained. These include a complete and accurate inventory of all laboratory equipment, documents provided by the manufacturer on operation, maintenance, and troubleshooting, and records of all preventive maintenance and repair activities. we take utmost care of maintenance of Advanced Research Labs, Central Instrumentation facility, Tissue Culture Labs, aseptic lab and Animal House.

To name few measures taken are

- 1. Standard Operating Procedure:** We in our college maintain and practice standard operating procedures for all the equipments/instruments. The sop's are placed near all the instruments/equipments for easy handling of the particular instrument by both students and faculty. The instruments are placed or installed as per the instruction given in the protocol and operated as per standard operating procedures.
- 2. Log-books:** Log-books are maintained for almost all instruments/equipment. These log-books contain the information about the students who used that particular instrument, information about the experiment performed, the date on which they performed signature of the concerned faculty and lab assistant.
- 3. Calibration and maintenance record:** The maintenance and calibration is the document proof that the equipment was maintained and calibrated. These calibration records will help us in avoiding practical errors while performing the experiments on the particular instrument/equipment. we maintain separate record for chemicals (for their expiry dates, quantity available and quantity

required to be purchased), for glassware in all the labs(number available and number of glassware in breakage)

4. **Annual maintenance contracts:** We have an annual maintenance contracts. The service person periodically visits the college and checks the working conditions of the instruments. The instruments whichever need servicing is serviced and if any needs any parts to be replaced, the spare parts are purchased and replaced. The servicing and purchase bills are furnished.

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

8.1.10 Annual Pharmacy internal Audits conducted in the following areas

Response:

As per the policy matters, the institute every year exercises internal audit for its entire department. The internal audit committee is constituted by the institute and comprises of the Principal, the Vice Principal, Head of Departments and other senior professors of the department. An external member is included in committee of Professor / Associate Professor Cadre, The procedure for the audit is meticulous and on the basis of the internal audit report changes are suggested to department. The internal audit committee has Performa consisting of Criteria 1 (infrastructure), Criteria 2 (curriculum) Criteria 3 (teaching and learning & result analysis) Criteria 4 – (Research and Development) Criteria 5 (social work at institute) Criteria 6 (best practices at the department).

There are several types of internal audits performed, which include financial audit, operational audit, management audit, compliance audit, Cost Audit and investigation audit. Each audit has different team and strategy according to its objective.

The following are the focused audits done annually with proper auditing strategy.

1. **Equipment and Instruments audit**
2. **Glassware Audit**
3. **Chemical Audit**
4. **Safety Audit**

The points noted in our internal audits include, failure to document and investigate discrepancies, failure to follow a change control system for equipment, whether Equipment systems were adequately qualified (IQ, OQ, PQ), Computer System Validated as per protocol, cleaning validation program, any obsolete SOP used, maintenance records for the machines, record of pre-filtration integrity test, upgraded written procedures for calibration and preventive maintenance, record of calibration of sensors.

Glassware's, Chemicals, Equipment and Instruments Audit procedure: At the end of every academic year, Principal of the college constitutes committee for stock verification. The constituted committee comprises of external member at the cadre of professor/associate professor, teaching faculty, laboratory

assistants, store in-charge, computer lab in-charge, store keeper and librarian. The committee members are responsible for verification of stock of glassware's, chemicals, equipment's/instruments available in laboratories and in institutional store. The college has also signed AMC for maintenance of instruments/equipments and the vendors visit the institute periodically to ensure proper functioning of the instruments/equipments available in college. The report of stock verification/instrument maintenance report is submitted to the Principal through faculty store in-charge during annual review meeting of institutional stores. The store keeper maintains the record of audit. The stock verification reports are taken into consideration while preparing chemical/glassware/equipment/instrument requirement for new academic year.

Safety Audit: The fire safety audit is carried out after every three years. After approval from management, the vendor of fire extinguisher is called for refilling and checking of safety working of instrument. The vendor refilling fire extinguishers give demonstration of fire fighting equipment for faculty and students and also provide information on safety measures to be followed while working in laboratories. The electrician is available in college and conducts electric audit to measure safety and working of electrical wiring/connections and earthing in college. The electrician also verifies the working of fans, tubes, bulbs, air conditioners etc. to ensure safe working. Air-conditioners are under AMC.

File Description	Document
Reports of the Annual Pharmacy Internal audits documents	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.11 Is the Pharmacy College / laboratory accredited by any National Accrediting agency?

1. NBA Accreditation
2. NABL Accreditation of the laboratories
3. ISO Certification of the departments / divisions
4. Other Recognized Accreditation / Certifications

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for additional information	View Document

NAAC

5. CONCLUSION

Additional Information :

- The institute have completed NBA accreditation for full-length in third cycle.
- The institute is participating and securing coveted place in top 50 among Pharmacy institutes at national level since the inception. i.e. 2016, by NIRF, A ranking framework by MHRD
- The students have bagged maximum number of gold medals at University level examinations.
- Wonderful outdoor sports facility with support of 20 different specialized coaches.

Concluding Remarks :

The institute is presently offering various courses in pharmacy includes B.Pharm. M. Pharm in seven different specialization and also doctoral Program. The institute has been accredited by National Board of Accreditation for the period of 6 Years in 3rd cycle, ranked by NiRF in top 50 institutes from last four cycles. It has also been awarded with Platinum grade by CII. Institute has recognized KBC North Maharashtra University, Jalgaon with **Grade A**.

More than 85 faculties and students are contributing more than 70 research publications every year and so far published more than 700 research papers, filed more than 20 patents and published more than 30 books. The institute has received research grants of Rs. 8 Crore from different funding agencies and also DST-FIST for research projects. Many awards and honors are to the credit of institute faculty and students includes “Best Teacher Award” Best Thesis Award, Young Scientist Award etc.

The institute profile is decorated with many milestone achievements and honours in Pharmacy fraternity. With this trackrecord of excellence, we aspire for endorsement from the nation's apex body.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 07 Answer after DVV Verification: 02</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 11 Answer after DVV Verification: 11</p> <p>Remark : DVV has made the changes as per pro-rata basis of provided certificate of interdisciplinary Courses by HEI. Industrial Pharmacy-I , Industrial Pharmacy-II , Industrial Pharmacy-III Pharmaceutical Product Management , Pharmaceutical Business Innovation Management not provide by HEI. DVV has considered mail copy.</p>																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 5 Answer after DVV Verification: 1</p> <p>Remark : DVV has not considered Workshop on Analytical Method Development and Trouble Shooting in HPLC and Workshop on Communication Skills.</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>1049</td> <td>1006</td> <td>975</td> <td>355</td> <td>354</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>246</td> <td>220</td> <td>260</td> <td>262</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per list of students who are participating in Junoon and Analytical Method Development and Trouble Shooting in HPLC for 2014-15, 2015-16, Junoon for</p>	2018-19	2017-18	2016-17	2015-16	2014-15	1049	1006	975	355	354	2018-19	2017-18	2016-17	2015-16	2014-15	00	246	220	260	262
2018-19	2017-18	2016-17	2015-16	2014-15																	
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00	246	220	260	262																	

	2016-17 and 2017-18 provided by HEI.																														
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 428 Answer after DVV Verification: 427</p> <p>Remark : Supporting document not provide by HEI.</p>																														
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																														
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>236</td> <td>280</td> <td>275</td> <td>249</td> <td>292</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>335</td> <td>338</td> <td>318</td> <td>319</td> <td>326</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	236	280	275	249	292	2018-19	2017-18	2016-17	2015-16	2014-15	335	338	318	319	326	2018-19	2017-18	2016-17	2015-16	2014-15					
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2.2.1	The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and low performers																														

The Institution:

1. Follows measurable criteria to identify low performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for low performers
4. Follows protocol to measure student achievement

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : Report of Protocols followed to measure achievements not provide by HEI.

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning

The Institution:

1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.
2. Has advanced simulators for simulation-based training
3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning.
4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : DVV has not considered order of appointment. Geo tagged Photos of the Training programmes for the faculty in the use of clinical skills lab and simulation methods of teaching-learning not provide by HEI.

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years

2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
21	28	15	12	11

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	28	15	12	11

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
8	11	7	6	7

Answer After DVV Verification :

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

Remark : DVV has not consider certificate of appreciation , certificate of participation , certificate of best research paper, certificate of achievement.

2.6.2 Incremental performance in Pass percentage of final year students in the last five years

2.6.2.1. Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
349	290	282	291	264

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
339	291	280	291	264

2.6.2.2. Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
368	326	292	299	281

Answer After DVV Verification :

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

367	324	290	299	281
-----	-----	-----	-----	-----

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
14	12	12	12	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	10	12	12

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

3.1.3.1. Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	38	8

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	3	36	11

Remark : DVV has made the changes as per letter of research projects/clinical trials funded by government/industries and non-government agencies provided by HEI.

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	13	9	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	12	11	8	8

3.4.1 Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
17	15	19	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
08	09	07	03	02

3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1240	666	833	470	344

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
419	389	279	267	18

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Answer before DVV Verification : 30

Answer after DVV Verification: 29

4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
384.90	531.94	108.52	75.78	71.76

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
384.90	531.94	108.52	32	71.75

Remark : DVV has made the changes as per expenditure of computer software, computer & accessories, dead stock furniture, science equipment , sports equipment duly signed by Chief financial officer for the year 2015-16. Audited statement of infrastructure development and augmentation for the year 2014-15 not available on website.

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

4.2.3.1. Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2390	2325	1944	2101	2002

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2390	2325	2144	2101	2002

4.2.3.2. Number of PG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden year-wise during the last five years.

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
334	300	259	286	266

Answer After DVV Verification :

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

334	300	259	286	266
-----	-----	-----	-----	-----

Remark : DVV has made the changes as per list of UG students in Animal House for 2016-17 provided by HEI.

4.3.4 Average annual expenditure for the purchase of books and journals including e-journals during the last five years

4.3.4.1. Annual expenditure for the purchase of books and journals including e-journals year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12.74	8.32	10.57	11.06	7.48

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12.78	7.76	10.59	11.07	7.91

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)

4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Answer before DVV Verification : 19

Answer after DVV Verification: 19

4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution

Answer before DVV Verification : 19

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
271.24	167.88	138.93	159.06	128.28

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
42.30	53.16	37.80	41.62	33.18

Remark : DVV has made the changes as per expenditure of Plant maintenance wages, Annual maintenance contact exp, Repair & maintenance , Medical plant maintenance wages duly signed by

CA.

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	4	5	4

Answer After DVV Verification :

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

Remark : DVV has not considered state inter -university for 2018-19.

5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
40	43	46	44	44

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38	41	44	42	42

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
12	31	30	22	24

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	30	21	19	22

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
18	38	12	14	6

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
11	33	10	12	5

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

6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
7.94	24.37	9.6	0.4	1.87

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2.58	24.26	9.1	0.3	1.36

Remark : DVV has not considered excel sheet.

7.1.1 Total number of gender equity sensitization programmes organized by the Institution during the last five years

7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years

Answer before DVV Verification:

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

5	5	5	3	3
---	---	---	---	---

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
4	4	4	3	3

8.1.3 Average percentage of Quality Improvement Programme (QIP)/ leadership training undergone by teachers

8.1.3.1. No. of Teachers participated in QIP/leadership training during a year

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	30	19	23	18

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
16	21	15	21	16

2.Extended Profile Deviations

ID	Extended Questions																				
1.3	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>349</td> <td>290</td> <td>282</td> <td>291</td> <td>264</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>367</td> <td>326</td> <td>292</td> <td>299</td> <td>281</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	349	290	282	291	264	2018-19	2017-18	2016-17	2015-16	2014-15	367	326	292	299	281
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2018-19	2017-18	2016-17	2015-16	2014-15																	
367	326	292	299	281																	
2.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>561.77</td> <td>585.88</td> <td>498.17</td> <td>576.74</td> <td>545.59</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>2764.08</td> <td>2922.18</td> <td>948.99</td> <td>1625.92</td> <td>2053.95</td> </tr> </tbody> </table>	2018-19	2017-18	2016-17	2015-16	2014-15	561.77	585.88	498.17	576.74	545.59	2018-19	2017-18	2016-17	2015-16	2014-15	2764.08	2922.18	948.99	1625.92	2053.95
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