



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**GANGAMAI COLLEGE OF PHARMACY NAGAON**

NAGAON, TAL. DIST. DHULE

424005

[www.gangamaipharmacy.com](http://www.gangamaipharmacy.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**August 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

NES's Gagnamai College of Pharmacy a constitute unit of the Nagaon education society's, Nagaon marks the beginning of a new era- echnical Education for rural students so to speak in the education spectrum of Nagaon. It was established by renowned personality with an unparalleled vision and acute foresight, Hon. Annasaheb Aka D. V. Patil. Gangamai College of Pharmacy started functioning in year in 2006 with a wide mission to impart high quality Pharmaceutical Education to rural students through innovative and interactive learning process for enlistment of their social image as well as help them to withstand in global competitive environment.

The Institute with modern Infrastructure comprises of class rooms, tutorial rooms, conference hall, administration office, medicinal Garden, well equipped laboratories, all of which are built in accordance to the norms of AICTE & PCI New Delhi.

### **Vision**

To conduct high quality educational and research activities that benefit students, researchers, and communities across the nation. We will also abide to extend, apply, and exchange knowledge between the institutions, industry and society.

### **Mission**

We aspire to do advancement of knowledge through excellence and innovation in education, research, and outreach activities.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### **Institutional Strength**

- Qualified, dedicated, and experienced teaching faculty.
- Students of weaker sections are admitted as per reservation policy.
- Supportive management and administration.
- Approximately 100% Admission every year.
- More than 40% of girls students are admitted every year.

### **Institutional Weakness**

- Lack of autonomy in curriculum designing.
- Less number of faculty and students from other states.
- Need to upgrade teaching community for more funded projects, quality research and development,

patents and consultancy.

- Less interest of students in sports and cultural activities.
- Being Self-Financed Institute there is non-availability of funds due to dependency on Government for scholarship amount.

### **Institutional Opportunity**

- Getting NAAC accreditation with good grade.
- Opportunity of empowering students from backward rural region.
- Fetching research grants from government and social research sponsoring agencies.
- Doing MoUs with industries and institutes of good repute.
- Scope for interdisciplinary and sponsored projects
- To arrange specialized training programs for faculty.
- To strengthen E-Governance system to reduce workload of faculty

### **Institutional Challenge**

- To meet the growing expectations of stakeholders.
- To encourage students for competitive examinations and higher studies.
- To create public awareness about the professional carrier in Pharmacy.
- To improve the soft skill of the students and make them employable.
- To strengthen alumni relations.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The institute being affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon adopts the syllabi prescribed by the university. However, the institute develops innovative and creative methods by using ICT tools for the effective delivery of curriculum. The identified gaps in curriculum are bridged by value added programmes and life skills programmes. The faculty members are also encouraged to attend and participate in orientation programmes/activities organized by the university. Various programmes have Choice Based Credit System (CBCS) implemented with elective subjects.

The institute also addresses and integrates issues relevant to gender equity, environment and sustainability, human values, and professional ethics in addition to curriculum prescribed by the university. The students are encouraged to undergo study tours and field visits in their tenure of study. The institute has structured feedback mechanism from all stakeholders including students, alumni, parents, employers and teachers for effective delivery of curriculum.

### **Teaching-learning and Evaluation**

The admission process of the institution is in accordance with the state government and university guidelines. The institute admits students from various reserved categories as per the reservation policies of the competent

authority. The institute caters to the learning needs of students of different backgrounds and abilities. Special efforts are taken to identify slow and advanced learners on the basis of their semester examination marks and appropriate measures are taken to satisfy their learning needs accordingly.

The institution has proficient and devoted faculty members from diverse backgrounds. The institution utilizes student-centric methods and experimental learning approaches. The teachers adopt ICT tools and e-resources to enrich the learning experiences of the students.

The institution ensures good performance from students through outcome-based education by calculating attainment levels of outcomes. The institute has adopted Continuous Internal Evaluation (CIE) mechanism prescribed by the university to achieve academic excellence. The mechanism of internal assessment is transparent and robust, covering all the learning domains. Examination related grievances are addressed at the institute as well as the university level in a well-defined, time-bound, and efficient manner. The institution adheres to the academic calendar and teaching plan for effective delivery of curriculum.

### **Research, Innovations and Extension**

The institute puts in sincere efforts to promote research culture amongst the faculty and students by motivating and encouraging them to publish their work in reputed journals and conferences. The institute organizes various seminars, workshops conferences and guest lectures to upgrade the knowledge of faculty and students. Extension Activity Cell, Cultural Committee, etc. have already been established in the institute to provide a platform for various extension activities. Activities such as tree plantation, blood donation, disaster management, etc. are regularly organized and some of them have also received awards/appreciation from renowned agencies in the surrounding area.

The institute organizes seminars/guest lectures to promote interaction between industries and the institution and MoUs are also signed with industries/ corporate houses/ firms to develop activities allied with industries.

### **Infrastructure and Learning Resources**

The institution has adequate infrastructure with well-equipped classrooms, laboratories, library, and seminar hall as per the requirement of the affiliating university and statutory regulatory authority.

The institution motivates students to participate in various extra-curricular activities. Facility for indoor and outdoor sports is available for the students.

Institution has a well-stocked library which is automated with software. Library has a good deal of downloaded e-books which are available to the students via open access.

For effective internet access, the institute provides high internet speed and dedicated computer laboratory.

The institute has a well-defined maintenance procedure to take care of the maintenance of infrastructure including laboratories, classrooms, and student support facilities.

### **Student Support and Progression**

The Institute continuously strives to provide excellent mechanism for support & progression of students. The students are benefitted by scholarship and free-ship schemes provided by the government.

The institute provides capability enhancement and development programmes such as guidance for competitive examinations, soft skills development, personal counselling, yoga/meditation, and remedial coaching for students. Student grievances are addressed through committees such as Grievance Redressal, Anti-Ragging, & Women's Grievances Cell or Anti-sexual Harassment Cell.

Institute organizes various training programmes and placement drives on-campus as well as off-campus to provide placement opportunities for final year students.

The students actively participate in sports/cultural activities and competitions organized at inter-college and intra-college level. The institute also maintains strong and healthy interaction with alumni through alumni meets organized every year.

### **Governance, Leadership and Management**

The decisions and policies of the management are implemented through the Principal, and the coordinators of various committees. The faculty members and students have representation on decision making committees. The strategic plan is prepared and its effective implementation is carried out for the attainment of the vision and mission of the institute.

E-governance system is used for planning and development, administration, finance, student admission, and examination.

Administration takes care of key attributes such as budgetary provisions, financial support, and Infrastructure development for the smooth functioning of the institute as well as for the empowerment of the faculty and non-teaching staff.

The institute has performance appraisal system to judge the performance of teaching and non-teaching staff members. There is established Audit Mechanism of accounts by external auditor.

The Principal implements the action plan to improve the quality of the teaching-learning process of the institute as per the recommendations of the IQAC cell.

The IQAC cell is functional and regular meetings are held, audits are done, and NAAC supporting works are carried out under the guidance of the IQAC.

### **Institutional Values and Best Practices**

The institute has girls' and boys' common rooms as common facility and separate provisions/facilities are also available for differently abled (Divyangjan) students.

The Institute takes adequate measures to organize the programmes related to gender equity promotion, social responsibilities, national festivals, and birth/death anniversaries of great personalities.

The institute promotes use of renewable energy (solar), Sensor Based Lights and LED bulbs. Solid, liquid, biomedical and e-waste management processes are well-structured. Institute has rain water harvesting mechanism and harvested water is used for maintaining green initiatives of the institute. Institute follows green practices such as tree plantation, plastic free campus, and partial paperless work to promote environmental consciousness and sustainability.

Institute has two best Practices namely “Spurt of Curricular, Co-curricular and Extra- curricular Activities” and “Spreading Awareness About Various Scholarships Schemes of State and Central Government.”

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	GANGAMAI COLLEGE OF PHARMACY NAGAON
Address	Nagaon, Tal. Dist. Dhule
City	Nagaon
State	Maharashtra
Pin	424005
Website	<a href="http://www.gangamaipharmacy.com">www.gangamaipharmacy.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vishal B. Badgujar	02562-243081	8830368620	02562-24318 1	nesgangamai.phar macy@rediffmail.c om
IQAC / CIQA coordinator	Vinod T Wagh	02562-	9420863255	-	wagh.vinod517@g mail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	01-01-2006

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

State	University name	Document
Maharashtra	Kavayitri Bahinabai Chaudhari North Maharashtra University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC		
12B of UGC		

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	25-06-2021	12	Extended Annually
PCI	<a href="#">View Document</a>	13-07-2021	12	Extended Annually

**Details of autonomy**

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	Yes
If yes, has the College applied for availing the autonomous status?	No

**Recognitions**

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



<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Nagaon, Tal. Dist. Dhule	Rural	2.87	4718

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPharm, Pharmacy	48	HSC or Diploma	English	100	100
PG	MPharm, Pharmacy	24	B.Pharm	English	15	15
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M.Pharm	English	8	5

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				7				19			
Recruited	3	0	0	3	1	0	0	1	9	10	0	19
Yet to Recruit	2				6				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				6				9			
Recruited	0	0	0	0	0	0	0	0	1	8	0	9
Yet to Recruit	2				6				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				22
Recruited	19	3	0	22
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	0	0	1	0	0	1	0	0	5
M.Phil.	0	0	0	0	0	0	17	10	0	27
PG	0	0	0	0	0	0	0	0	0	0
UG	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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	60	0	0	0	60
	Female	40	0	0	0	40
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		0	0	0	0

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, academic programmes may be redesigned to include Multidisciplinary /Interdisciplinary courses as electives so that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is</p>
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	proactively working towards implementation of the suggestions given in the NEP.
2. Academic bank of credits (ABC):	Under the university, the institute will also offer an online repository for all academic awards under the Digital India Program. Our university is working towards the nad.digitallocker.gov.in platform in which the National Academic Bank of Credits (ABC) portal will be integrated. The institute is already following a choice-based credit system for all of its programs and will follow the process related to the ABC as directed by the Academic Council of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon . The institute will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies.
3. Skill development:	This will help to enhance the employability of our post graduates as per the industry's current human resources requirements. Value Added Programs are introduced by the college to march towards the implementation of NEP in the real sense.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute is of the opinion that the inclusion of knowledge from ancient India to modern India will clear the sense of India's future aspiration about education, health, and the environment.
5. Focus on Outcome based education (OBE):	The institute has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes, and Course Outcomes. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that student contributes proactively to the economic, environmental, and social well-being of the nation.
6. Distance education/online education:	Due to Covid -19 pandemic, educational institutions in the country have increasingly evolved in using digital platforms for engaging classes, conducting conferences and meetings. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Institute has successfully imparted all its course content delivery in online mode during the Pandemic (COVID-19) and also

conducted online examinations successfully.



## Extended Profile

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### 1 Program

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	62	60	62
File Description		Document		
Institutional data prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

### 2 Students

#### 2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
532	479	494	436	399
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	58	58	68	68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	158	121	90	78

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3 Teachers

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	31	31	32	32

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	34	34	36	36

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 9**

**4.2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
157.41	262.72	332.3	210.79	395.67

**4.3**

**Number of Computers**

**Response: 10**

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

##### Response:

Being affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, institute follows the curricular framework and structure prescribed by university in terms of duration, content, delivery, evaluation and certification. The university reviews and restructures the syllabus and curriculum at regular interval where the minimum requirements, standards and quality of education are maintained as per the regulatory requirements of PCI and AICTE. The Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon follows multidimensional approach on curriculum design and development: namely need based assessment, demand of society, analysis from stakeholders and guidelines of regulatory bodies. Based on the critical evaluation of suggestion by all the stake holders, members of BOS design the curriculum of each subject.

The institution thoroughly follows the curriculum of Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. However, for effective implementation of the curriculum, the institution adopts the following steps:

##### A. Planning:

- By preparing institute time-table, scheduling the required number of classes per teacher per subject.
- By Preparing academic calendar covering various activities for the entire semester/year on the basis of the academic calendar of the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon. By preparing course file comprising calendar of events, syllabus, question bank, assignments and books for reference at the beginning of each semester.
- By forming various committees of staff for different Academic, Administrative and Other activities.

##### B. Implementation

- Display of academic calendar.
- Encouraging students to participate in various extension activities.
- Assignment of the work load to the individual faculty.
- Distribution of Academic and Administrative responsibilities and mentor-mentee formats to the faculty members.
- Effective implementation of curriculum as per the academic planner/ teaching plan is scrutinized by Principal on regular basis.

- Evaluation of students through regular class tests, and sessional examination and assignments.
- Assessment of practical records/ journals.
- Giving home assignments.
- Invites renowned academicians and industrialist to deliver talk on recent technological aspects, entrepreneurship and soft skills etc.
- Timely completion of the syllabus

### **C. Analysis and Action:**

- Regular class-wise faculty meetings are conducted by the Class Coordinator with Principal to review the action plan of teachers, the results, attendance, etc.
- If any divergence is observed from the stated plan of action then remedial actions and strategies are devised to cover the gaps.
- If needed extra classes are conducted as per the requirements of the students.
- Feedback is taken from the students to know the level of implementation of the curriculum and scope of improvement in the curriculum.
- The feedback so collected, analysed and actions are initiated for further improvement.
- Based on feedback, the institute organizes various seminars, workshops, development programs.

### **1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

#### **Response:**

The institute adheres to academic calendar prepared as per guidelines provided by the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon for the conduction of Continuous Internal Evaluation (CIE) system. The academic calendar includes the dates of start and end of semesters with schedules of internal examinations etc. Tentative dates of practical exams, viva-voce, theory examinations with dates extracurricular activities are also given in academic calendar. Also the holidays, adhering to government circular, are made known to staff and the students. After the due approval from the Principal, the academic calendar is displayed on the notice boards, website for information to the students as well as faculty members. The time tables are prepared and implemented accordingly.

The start of semester commences with meeting of the staff members. The teachers prepare teaching and lesson plans according to the academic calendar and guidelines. At the beginning of the semesters the allotment of the students for project/ seminar work is conveyed to the concerned students and teachers with defined time-frame for completion of the activities.

For continuous evaluation, the academic activities suggested are quiz, assignment, open book test, field work, group discussion and seminar. The planning and execution of these activities is possible with proper scheduling. The institute has incorporated mechanisms to ensure syllabus completion with timetables prepared obliging to prescribed teaching and tutorial hours per week. Tutorial sessions are conducted for the students who have to appear for the subjects mandated as per syllabus. Various measures are taken to cater to academic needs of these students to become at par for accumulation of total grades. If needed, the extra sessions are conducted on weekdays and on holidays too.

The results of continuous as well as internal evaluation is conveyed to the students regularly so that the stakeholders can identify the strength/weaknesses of the teaching learning process for individual student and adopt the appropriate change in the delivery method. The co-curricular activities are scheduled as per the availability of resource and the examination schedule.

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

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

**Response:**

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

Response: 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	4	4	0	0

File Description	Document
List of Add on /Certificate programs	<a href="#">View Document</a>

### 1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

#### Response:

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

2020-21	2019-20	2018-19	2017-18	2016-17
495	450	463	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

#### Response:

Institute has come up with many practices to ensure that students develop ability towards various cross-cutting issues relevant to Professional Ethics ,Gender, Human Values, Environment and Sustainability. Some of them are discussed below:

#### 1. Professional Ethics

The concept of professional ethics is introduced to students during the induction program where the general code of conduct and professional ethics are discussed. Later they learn more about it through courses like Pharmaceutical Jurisprudence, Pharmacy Practice, Pharmaceutical marketing, Communication Skills, etc. Further, the guest lectures by various pharmacy and other professionals, industrial training and visits to the industry strengthen the knowledge of students about ethics. The teachers and mentors themselves uphold strong ethical values thereby creating a conducive environment for such learning.

## 2. Gender

During the last five years, there have been more female students than male students in few years. Irrespective of gender, all the students participate in co-curricular, cultural, sports and community-related activities. The common rooms are available for both boys and girls. Additionally, there is a sanitary napkin dispensing machine available for the girls.

Further, the “Women Grievance Redressal Committee/ Anti Sexual Harassment Cell/ Gender Sensitization Cell ” is fully active and is responsible to address issues related to girl students. The cell also conducts periodic guest lectures/programs to sensitize students about other gender. Training about safety is also imparted to girl students. Overall, a gender- neutral environment is maintained in the institute.

## 3. Human values

The institute invites resource persons from various spiritual and life-skill organizations, Psychologists, Counsellors, and teaches human values through such guest lectures. Further, students opt for elective subjects such as marketing management and Social and preventive pharmacy that give insights of human values. Various community service-oriented activities also help in the learning of human values.

## 4. Environment and Sustainability

“Environmental studies” is a compulsory subject in the B. Pharm curriculum where students learn about the environment and its sustainability through both theory and practical deliberations. The concepts of green chemistry, green processes, use of animals in experiments, computer-aided drug design and development, hazards & safety management, industrial waste disposal, etc. are also part of the curriculum. Tree plantation is done regularly making students aware of their responsibility towards the environment.

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

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	60	60	60



File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	<a href="#">View Document</a>

<b>1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b>	
<b>Response:</b>	
<b>1.3.3.1 Number of students undertaking project work/field work / internships</b>	
Response: 532	
File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	<a href="#">View Document</a>

## 1.4 Feedback System

<b>1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni</b>
<b>Response:</b>
<b>1.4.2 Feedback process of the Institution may be classified as follows: Options:</b>
<ol style="list-style-type: none"> <li>1.Feedback collected, analysed and action taken and feedback available on website</li> <li>2.Feedback collected, analysed and action has been taken</li> <li>3.Feedback collected and analysed</li> <li>4.Feedback collected</li> <li>5. Feedback not collected</li> </ol>
<b>Response:</b>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
120	114	116	135	126

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

2020-21	2019-20	2018-19	2017-18	2016-17
123	123	123	135	135

#### File Description

Institutional data in prescribed format

#### Document

[View Document](#)

#### 2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
58	58	58	68	68

#### File Description

Average percentage of seats filled against seats reserved

#### Document

[View Document](#)

## 2.2 Catering to Student Diversity

### 2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

#### Response:

The prime objective of any educational institute striving to achieve excellence is to identify respective learning levels of the students. Students from the diverse socio-cultural, economic and educational background are admitted to the institute. Therefore taking into account the varied needs of the students it becomes necessary to identify slow learners and advanced learners from each class. At the commencement of every academic year, the institute conducts counselling sessions/induction programmes for newly admitted students. In these sessions, Head of Institute, Academic and Examination Incharge and the senior faculty members make students aware with their goals and objectives, code of conduct, classroom attendance, examination and evaluation system and the amenities available in the institute.

#### Identification of types of learners:

- Slow learners and advanced learners are identified on the basis of performance in internal examination, attendance, assignment & class test, practical performance & viva –voce.
- Students who scored marks below 50% are categorized as slow learners and others are categorised as advanced learners.
- During the course of study, group of students are assigned to a mentor for counselling.
- The mentor monitors academic performance and interact frequently to understand and assist any student with issues that affect their ability to learn or impeding their academic success.
- Faculty members are appointed as class teacher to maintain discipline & monitor their academic activities of the class.

#### Special program for Advanced learners:

- The institute promotes advanced learners by organizing and encouraging them to participate in various competitions like research project competition and poster presentation competition at University/State/National level.
- The advanced learners are encouraged to attend seminar/guest. lecturers/workshops/NSS activities.
- Special coaching is given for competitive exams like GPAT & other entrance examinations to students for higher studies.
- E-library facilities with annual subscription of learning resources like e-journals, e-books and databases are free to access for enrichment of knowledge.

#### Special program for Slow learners:

- Tutorial/Remedial Classes/Extra classes are organized for selected subjects. Assignments are given to the students to enhance self-learning.

- Question bank provided to the students containing important questions on the topic and frequently asked questions in the University examination.
- Notes are provided in class room. The power point presentations are also shared on virtual platform.
- Personal counselling of slow learners by mentor to motivate them for improvement of their performance.

### 2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

**Response:**

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

#### **Experiential learning:**

Practical approach with theoretical knowledge is the necessity to learn any field. Laboratory experiments are conducted to implement and understand class room theory knowledge with actual practical experience. Students are monitored by faculty during practical hours on daily basis to analyse and improve in their Practical skills.

Students are compelled to complete 4 Weeks industrial training for B.Pharm as a part of curriculum; it offers students to get real life experience of pharmaceutical field.

To extend learning's beyond the classroom teaching, we invite experts from different industries and academicians to conduct guest lectures, seminars and workshops. It creates awareness among students about future challenges in the industry and academics along with demands of different skills. With an aim to go beyond academics, industrial and various pharmaceutical conferences visit provide students a practical perspective on the field work.

#### **Participative learning:**

Students are motivated to participate in various activities other than curricular activities. Poster Presentation, Quiz competition etc. are provided as a platform for students to demonstrate their ideas and skills.

Extension Activity Cell of the institute arranges blood donation camps, health checkup camps, and

swachatha abhiyan, tree plantation as social welfare programs which help our students to learn from participation and to become responsible citizens of India in future.

Annual social gathering, sport competitions, lead institute activities are conducted in the institute to flourish the hidden talent, to build team work and leadership qualities.

**Problem solving methodologies:**

To enhance problem solving abilities of the learners, a real situation or series of events are presented to students for their analysis and consideration of possible solutions to the problems identified.

Providing in house- training workshops such as hands on training of sophisticated instruments and software. Problem solving abilities are addressed through experiments in individual students.

As per the curriculum, research or review projects are assigned to final year students to instill the research and scientific acumen in the students.

**2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

**Response:**

The Institute has equipped with high-speed LAN connectivity and computers with internet facilities in the reading room, computer laboratory, and classrooms for e-learning and self-learning assessment.

Theory classes are made more illustrative and interactive with e-learning tools such as projector, OHP, use of CDs, and internet facility for online and offline videos for clarification of the subject. The library has a sufficient number of free e-books, e-journals that help the students in the interactive learning process.

A reprographic facility is available for converting soft data to printable data. The faculties are encouraged to use academic support data to enhanced subject knowledge and new-age technology for integrated thinking of learners.

**The faculty member's use the following ICT- enabled tools in the teaching-learning process:**

- Computers with internet facilities are available in the library and in the computer lab which can be

accessed by all the students and staff members.

- The faculty members use projectors in the classroom for teaching.
- In every classroom, internet connection provided used by the faculty members to show the online video content.
- From the chemistry department faculty members use ChemDraw Ultra software (free downloaded) to teach students how to draw chemical structure and calculation of molecular properties such as density, molecular weight, molecular refractivity, etc.
- The faculty members in the pharmacology laboratory used simulation software to demonstrate the effect of drugs on various models.
- The faculty members downloaded free e-books available on the internet and the soft copies are providing to the students.
- Faculties are motivated to participate / present papers at national / international seminars/conferences.
- The faculty members also use Wi-Fi connectivity in institute premises when required to solve subject-related difficulties of students.
- Digital Library facility is available in the institute library. All students and staff members access free e-journals. The faculty members/students also access e-books available on National Digital Library.

### 2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )

**Response:**

#### 2.3.3.1 Number of mentors

Response: 31

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	<a href="#">View Document</a>
mentor/mentee ratio	<a href="#">View Document</a>
Circulars pertaining to assigning mentors to mentees	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:**

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	<a href="#">View Document</a>

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)****Response:****2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	2	2

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:****2.4.3.1 Total experience of full-time teachers**

Response: 128.5

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	<a href="#">View Document</a>

**2.5 Evaluation Process and Reforms****2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode****Response:**

The institute follows the PCI and Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon for conducting internal assessments. Both PCI and Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon has prescribed scheme of examinations along with internal examinations including, frequency of internal exams, marking system, and criteria for continuous evaluation.

An internal examination and assessment committee in the institute coordinate and conduct Internal examinations.

There are two class tests/ sessional prescribed for each course in a semester. The academic calendar mentions the proposed dates for all internal tests and it is circulated to all the stakeholders before the commencement of academic session. The time table of each class test is circulated to all stakeholders through WhatsApp groups, emails and is also displayed on the institute notice board in advance. Question papers are designed according to PCI guidelines to achieve course outcomes. Training regarding the question paper designing, pattern, and formatting are given by the examination cell to all the faculty members. Each examiner submits question papers in advance to the examination cell.

After the valuation, the answer sheets are shown to students, and grievances, if there are any, are addressed by the concerned teacher in charge. The final marks and valued answer sheets are returned to the exam section within 7 days from the date of completion of the class test and marks are entered as per the documentation system.

The students are well aware of the mechanism for continuous evaluation. Regular assignments are given to students as part of the continuous evaluation.

At the end of the semester, the marks of all the tests, their average score and marks of continuous evaluation are shown to students and document for the same is maintained.

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

#### **Response:**

The institute is affiliated with Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and follows the Examination pattern of the university. The University guidelines are in accordance with the evaluation process described by the Pharmacy Council of India. The university has adopted major reform in evaluation by introducing Credit based grading system from the academic year 2017-18 and the institute has adopted the same.

There are two class tests/ sessional conducted for theory and practical courses. The schedules of internal class tests/ sessional are communicated to students and faculty at the beginning of the semester through the institute's academic calendar.

The allotted internal marks are based on the performance in the class tests and on the continuous evaluation which is carried out by evaluating attendance, assignments, and student-teacher interaction.

The internal examination and assessment committee has a grievance policy which is displayed on the notice board. As per the policy students approaches internal examination and assessment committee incharge and fills the prescribed form. Then student submits form duly stating nature of grievance to internal examination and assessment committee incharge. internal examination and assessment committee incharge scrutinises application and forward it to the principal based on analysis with proper remark. Principal discusses issue with concern faculty and after resolution of grievance and putting proper remarks,



sent back to internal examination and assessment committee. Once grievance is resolved student is notified via proper channel.

An active grievance redressal committee ensures that the exam-related grievances are resolved in a time- bound efficient manner. Students are encouraged to voice their grievances without any fear of being judged/targeted by teachers/peers. Both direct/indirect modes of grievance reporting are considered for a fair evaluation process.

The grievances of the students related to examinations such as online form submission, late submission of examination form queries related to hall ticket viz. correction in name/ gender, hall ticket issues, writer requirement for handicapped students or accidental students, copy cases issues, conducting of re-session examination are addressed at institute. Any grievances related to university examination, institution contacts the university by phone or via e-mail.

## 2.6 Student Performance and Learning Outcomes

**2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.**

### Response:

Vision and Mission statements are displayed on the institute website and various places like entrance of the Institute, Corridor, Principal Cabin, Trustee Cabin, Library etc.

Programme Educational Objectives (PEOs), Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) have been defined by Institute. PEOs, POs and PSOs are disseminated on institute website, at the entrance of the Institute, Corridor, Principal Cabin, Trustee Cabin, Library and Course Files of Teachers.

The course outcomes are written by the respective faculty member. All the faculty members were maintaining COs in their course files. COs are discussed by faculty members in the classrooms during introductory lecture of respective Subject /Course.

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

### Response:

The attainment of various outcomes like COs, POs, PSOs and PEOs is carried out in four stages namely: Planning, Implementation, Evaluation and Action Taken.

### 1. Planning

Various outcomes are defined and a correlation is established between outcomes and tools used. A

mapping matrix is prepared in this regard for every CO, PO and PSO in the program including the elective subjects.

## 2. Implementation

An individual faculty member uses different direct tools like Class Tests, University Exam, Assignments, Seminars, Projects etc., for the evaluation of Course outcomes (COs). Principal evaluates POs and PSOs by using evaluation of COs and Indirect Tools like Surveys/ feedback from Alumni, Employer, Parents, Teachers and Students etc. PEOs are also evaluated by using Indirect Tools only.

## 3. Evaluation

Attainment of all outcomes are calculated and compared with expected level of attainment decided by subject teacher for COs and Principal for POs, PSOs and PEOs.

## 4. Action Taken

If attainment was up to the expectation, then appreciation is extended to the concerned faculty member and in case of deviation from the expected attainment of outcome necessary corrective actions are initiated to improve the outcome as per expectations.

### 2.6.3 Average pass percentage of Students during last five years

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
124	154	96	73	76

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

2020-21	2019-20	2018-19	2017-18	2016-17
125	158	121	90	78

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Upload database of all currently enrolled students (Data Template)	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

List of endowments / projects with details of grants

[View Document](#)

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

**Response:**

**3.1.2.1 Number of teachers recognized as research guides**

Response: 2

**File Description**

**Document**

Institutional data in prescribed format

[View Document](#)

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.1.3.2 Number of departments offering academic programmes**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

**File Description****Document**

List of research projects and funding details

[View Document](#)**3.2 Innovation Ecosystem****3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

Comprehensive inclusion of knowledge is a key for transfer of information and sharing of experience between the two people. College meticulously uses this principle for creation and transfer of knowledge. College has taken initiatives for the development of ecosystem for innovations and transfer of knowledge and organized various programs for the teachers and students.

College has taken several initiatives to enhance confidence and capability of both teachers and students.

- i. To provide conducive environment for research and encourage teachers and students to undertake research work
- ii. To encourage teachers to participate and present research papers in the conferences/Seminar etc.
- iii. To organize conference/Seminar/workshop on scientific, social and environmental issues.
- iv. To organize programs for students to build their confidence and to make them sensible human being.

College organizes Seminar/Conferences/Workshops etc. every year to brand teachers and students to acquire knowledge based skills and skill based knowledge.

**3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years****Response:****3.2.2.1 Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	1	1

File Description	Document
List of workshops/seminars during last 5 years	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

**Response:**

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

Response: 7

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

Response: 2

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

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

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	0

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

**3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:****3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description****Document**

List books and chapters edited volumes/ books published

[View Document](#)**3.4 Extension Activities****3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.****Response:**

The institute always creates an environment that facilitates the service to affect the optimal health of the individual and community. The institute organizes programmes including seminars / workshop / guest lecturers / awareness programmes, camps and other such programmes which sensitize the faculties and students about their role and responsibilities towards the community and social life. The institute has an Extension Activity through this unit students and faculty members are encouraged to serve for the community and society. The institute promotes holistic development of students through various activities conducted by the this unit thereby developing the social quotient and contributor for sustained community development.

**Highlights of the extension activities conducted by Institute:**

Sr. No.	Particular	2020-21	2019-20	2018-19	2017-18	2016-17
1	Number of Activities	4	8	4	2	2
2	Number of Awards/ Recognitions	2	2	3	1	1

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****Response:****3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description****Document**

Number of awards for extension activities in last 5 year

[View Document](#)**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****Response:****3.4.3.1 Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	4	2	2

**File Description****Document**

Number of extension and outreach Programmes conducted with industry, community etc for the last five years

[View Document](#)**3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years****Response:****3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**



2020-21	2019-20	2018-19	2017-18	2016-17
532	479	494	436	399

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

### 3.5 Collaboration

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

Response:

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	<a href="#">View Document</a>

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

Response:

##### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	2	2

<b>File Description</b>	<b>Document</b>
e-Copies of the MoUs with institution/ industry/corporate houses	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.**

**Response:**

NES's Gangamai College of Pharmacy, Nagaon, Dhule is located in a rural area to provide state of art infrastructure and learning resources, affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon, and approved by AICTE, All Pharmacy Council of India, New Delhi and Directorate of Technical Education, Maharashtra State, Mumbai.

The college has furnished classrooms with blackboards, notice boards, lights and fans, and well-equipped laboratories with major equipment's as per the requirement of modern curriculum. All classrooms are well ventilated and equipped with audio-visual facilities, LCDs, LAN/Wi-Fi connection, backup supply facilities, and have comfortable seating arrangements for the students. All laboratories are fully equipped with water, gas, electricity supply facility and safety features, which provides good atmosphere for academic and research work. Machine room have a well-built area and equipped with pilot scale machineries for pharmaceutical preparation. The instrument room is equipped with sophisticated instruments. The computer laboratory consists of Computers, LAN, Printers and Scanners connected in one network with 100 MBPS leased line high speed internet connectivity.

Seminar hall is meant for conference/ seminar equipped with LCD projector, dedicated CPU, audio-video recorder, PA System etc.

A library is a part and parcel of every educational institution. We offer online e-journals from various branches of pharmacy and life science in the college campus through subscriptions of various journals and e-journals. It has an independent reading room, Internet work stations with computers, and server, fibre optic connectivity.

The college has a well-maintained animal house. The institute has a well-maintained museum at different learning locations. Museums are composed of human skeleton, displays of laboratory equipment's, models, drugs, crude drugs and marketed formulations etc. The college has a well-maintained medicinal plant garden that significantly help in improving quality of air, enriched teaching learning and study perspective from different families.

**4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

**Response:**

The institute organizes sports and cultural event every year to promote the extra- curricular abilities of the students during Annual Sports and Cultural Festivals.

**Sports:**

The institute has its own exclusive playground for various outdoor games like Volley ball, Kabaddi, Kho-Kho and Cricket shared at trust level etc. and Indoor sports room is also available for indoor games like Badminton, Carom & Chess etc. Institute promotes the students to participate in Intercollegiate, Intra-collegiate, University, State and National level sports competition every year.

**Cultural:**

Members of Students' Council organizes various cultural activities as per dates proposed in Academic Calendar. It provides the platform for students to show their talent in on-stage activities like Dance, Singing, Drama etc. Institute promotes the students to participate in Intercollegiate, Intra-collegiate, University, State and National level cultural competition every year. Institute has Seminar Hall or Open Auditorium in ground is prepared at the time of Annual Gathering.

**Gymnasium and Yoga Centre:**

Gymnasium facility is not available at present but Yoga centre is available in the institute to perform yoga.

**4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)****Response:**

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

**File Description****Document**

Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)

[View Document](#)

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.71	2.32	1.33	2.1	2

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

#### Response:

The college has a well-developed library equipped with Integrated Library Management System. Library has a good collection of books both for courses run in the college and for competitive examinations besides subscription to standard journals and newspapers in Marathi, Hindi and English. It also has provision for separate reading sections for teachers and students, reference and digital section for accessing e-books, e-journals and online open-source books. Library is open for users from 09.30 AM to 05.30 PM. Total number of books in the library are more than 7000 books. The college also has membership of e-journal centre to provide unlimited e-resources to our students and teachers.

#### The library provides following facilities and services:-

- **Easy circulation:** There is a set method of issuing books to students, staff and other users. All data is maintained by the attendant under the guidance of librarian in the software. Taking the number of copies of particular book available and its demand, priority is given to the one who demanded it first.
- **Issue return period:** The students are given a 7 day issue retaining period normally which can be extended for another 7 days by renewing it. There is no such time limit for staff members.
- **Reading section facility:** There are separate reading sections for students and staff in the library besides a newspaper reading section which is common to both.
- **Digital Section:** The library also houses a computer lab wherein 10 computers are kept for students' use exclusively.
- **OPAC:** Online Public Access Catalogue (OPAC) allows users to browse a book by author, title, publisher or any keyword.
- **Project Reports:** Library also maintains project reports submitted by the students as part of their curriculum.
- **University Question Papers and Syllabus:** Library also has collection of previous university question papers and syllabus.

### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:**

File Description	Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	<a href="#">View Document</a>

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

**Response:**

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.5	0.5	0.5	0.5	0.5

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	<a href="#">View Document</a>

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

**Response:**

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

Response: 123

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college has computer lab with computers, LAN and internet facility. Antivirus is installed on all the computers to prevent, detect and remove malware. IT infrastructure is upgraded time to time as per need of students, faculty and staff.

In the recent years, computers with latest configuration and inverters are procured and installed in the computer lab. LCD projectors, Printers and Scanners are procured and installed to fulfil the requirement of regulatory body.

The institution emphasizes on computer-aided methods for quality teaching, learning and research. For this purpose, institute provide adequate number of computers with internet connection to staff and students for updating their knowledge and skills.

The digital library is equipped with 5 computers connected to internet for use of e-journals subscribed by college, access to e-library subscriptions like National Digital Library and e-content resources such as SWAYAM, NPTEL etc. The internet speeds have been improved from 50 to 100 Mbps which is paying rich dividend for research and training.

Various Software used for academic and administrative purpose are updated time to time. CCTVs are installed at key locations and a biometric machine is also there to maintain attendance record of the faculty and staff.

Apart from internet facility, the college also takes care of upgradation of anti-virus in all the computers and other peripherals are taken care of through Annual Maintenance Contract with IT service provider.

**4.3.2 Student - Computer ratio (Data for the latest completed academic year)****Response:****4.3.3 Bandwidth of internet connection in the Institution****Response:**

<b>File Description</b>	<b>Document</b>
Upload any additional Information	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	1.7	1.5	1.3	1

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	<a href="#">View Document</a>

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

The institute has developed a standard methodology for utilization & maintenance of all physical, academic & support facilities available in the campus.

**Laboratories:**

The labs in the institute are administered by Laboratory In-charge (a faculty). In case of any maintenance/repairs, the Laboratory In-charge initiates the appropriate corrective action in consultation with the principal of the institute.

**Utilization of support facilities:**

The infrastructural and resources utilization of the institute is administered by the principal. Faculty members are allowed to put up to the principal of the institute requirement if any with regards to extension, renovation, alteration, relocation etc. of the available resources and facilities.

**Sport / Ground Maintenance**

A faculty designated as Sports Coordinator is assigned the responsibility of maintaining sports accessories and supporting accessories of indoor and outdoor games. Maintenance of ground, sport kits and all consumable items are brought from outside vendor as per the requirement.



**House Keeping of classrooms, laboratories and the entire institute campus:**

Institute has in-house house-keeping team which looks after all the cleanliness of the classrooms, laboratories and the entire campus.

**IT Facilities:**

Institute appoints computer technician from outside as and when required to maintain the IT facilities in the Institute which includes maintenance of computers, LCD Projectors, Printer, Scanner and other peripherals.

**Electrical Maintenance:**

All the electrical maintenance of the peripherals, equipment's, infrastructure and power related resources available in the institute are carried out by electrician hired from outside as per need.

**Green Initiatives:**

Institute has employed a dedicated support staff who take care of Trees and Plants at various locations in the institute.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response:

##### 5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
421	351	318	389	240

#### File Description

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response:

##### 5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

#### File Description

Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)

#### Document

[View Document](#)

**5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following**

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

**Response:**

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years****Response:****5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
124	154	96	73	76

File Description	Document
Number of students benefitted by guidance for competitive examinations and career counselling during the last five years	<a href="#">View Document</a>

**5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**

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

**Response:**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

<b>5.2.1 Average percentage of placement of outgoing students during the last five years</b>				
<b>Response:</b>				
<b>5.2.1.1 Number of outgoing students placed year - wise during the last five years.</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	0	0
File Description	Document			
Details of student placement during the last five years (Data Template)	<a href="#">View Document</a>			

<b>5.2.2 Average percentage of students progressing to higher education during the last five years</b>	
<b>Response:</b>	
<b>5.2.2.1 Number of outgoing student progression to higher education during last five years</b>	
Response: 4	
File Description	Document
Details of student progression to higher education (Data Template)	<a href="#">View Document</a>

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**File Description**

**Document**

Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)

[View Document](#)

### 5.3 Student Participation and Activities

**5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.**

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	<a href="#">View Document</a>

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

#### **Response:**

Under the provision as specified in clause (b) of subsection (04) of The Maharashtra Public Universities Act, 2016, the student council is constituted. The establishment of the students' council plays an integral and important role in the overall development of students to serve them for co-curricular, cultural, social activities at the college and university level. Students' council is the platform to express the views of students in a democratic way without fear. Through this council, all issues related to students are communicated to institute authority. They take an active part in achieving the vision and mission of the college. It is the way to develop communications skills, planning, volunteering, and leadership qualities in the students and these activities help them in becoming responsible citizens of the country.

#### **General Objectives:**

1. To develop a sense of belongingness and to make them aware of their rights, duties, and values to become responsible citizens.
2. To promote overall development and leadership qualities.
3. To enhance communication between students, staff, and college authorities.
4. Motivates to share ideas, interests, and their services to college and society.
5. Relationship building between college and society, in the form of social activity, environmental issues, promotion of government policies, and for the benefit of society.

#### **Participation of Students in academic/co-curricular/extracurricular activities:**

1. Students' council conducts annual social gatherings and annual sports events under the guidance of In-charge teachers.
2. Students' council has representatives of all the classes who regularly convey informal students' feedback for quality improvement.

3. Students are members of the IQAC committee and thereby participate in all the quality initiatives and events of the institute.

4. Students' council participates actively in societal outreach programs through the Extension Activity Cell.

**Following is the constitution of the students' council:**

1. Principal – Chairman
2. Faculty nominated by the principal as a student council in charge
3. National service scheme program coordinator
4. Student President
5. Student General Secretary (University Representative)
6. Lady Representative
7. Representative from the Reserve category
8. NSS/Extension Activity Cell Representative
9. Sport Representative
10. Cultural Representative
11. Class Representative from every class

Apart from this, Students are also actively involved in various other institute level committees like Grievance Redressal and Anti Sexual Harassment Committee, Anti Ragging Committee, Library Committee, Women Internal Complaint Committee/Woman Development Cell, IQAC, SC/ST Cell, OBC Cell etc.

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

**Response:**

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

#### Response:

Alumni are one of the important stakeholders of any institute. They are integral part of the institute as they contribute to the overall development of the institute. Our Alumni totally focuses on “Come together and work as a family” for the budding pharmacists who just enter in the new field of pharmacy.

Alumni actively participates in the development of the institute and its students. The members of alumni association actively support the placement cell of our college and assist in providing employment opportunities to the students. Regular visits of alumni to our college for guest lectures and various other activities and guidance provide encouragement to students and boost their morale. Alumni of the institute help to arrange the industrial trainings and visits for our students.

Alumni Association has been contributing to the overall development of the institute and welfare of the students and faculty members in following ways.

1. Organization of Annual Alumni meet
2. Support for internships and industrial trainings of the students
3. Support for placements of the students
4. Arrangement of expert lectures / experience sharing sessions on various topics such as recent trends in pharmaceutical sciences, soft skill development, entrepreneurship development

For the preparation of competitive examinations such as GPAT, the qualified alumni share their knowledge for the betterment of students. The alumni are invited on campus to have interaction with the students. The Alumni Association acts as a facilitator between the alumni and the on roll students. Alumni also provide gift samples of Active pharmaceutical ingredients, polymers and testing facility to research



scholars in the institute. Alumni feedback is also an important contribution for the institute for taking corrective measures in the academics.

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

**Response:**

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

**Response:**

**Vision:** To conduct high quality educational and research activities that benefit students, researchers, and communities across the nation. We will also abide to extend, apply, and exchange knowledge between the institutions, industry and society.

**Mission:** We aspire to do advancement of knowledge through excellence and innovation in education, research, and outreach activities.

As far as the effective leadership being in tune with the vision and mission of the institute is concerned, the College Development Committee takes care of planning, sanctioning, monitoring and evaluating academic and administrative wings' working. The working of College Development Committee is made more transparent and effective as representatives in it are the members from the staff and different stakeholders. Major decisions like sanctioning of budget, introducing new courses, appointment of temporary teachers, implementation and evaluation of teaching learning process are taken by College Development Committee.

The head of the institution plays the major role in executing the decision taken by the College Development Committee with the help of IQAC.

The college governance tries to attain the vision and mission through:-

- a) Perspective Plan: Long term development to be implemented in the form of Future plan of the college.
- b) Academic Quality: To achieve academic excellence, the college put in the assessment process which ensures the enhancement in quality of academics.
- c) Students' Participation: Emphasis has been laid on the student centric approaches by involving more and more students in day to day activities of the college.
- d) Implementation of Government Schemes: GOI scholarships, State Govt Scholarship, are in practice for the welfare of the students.
- e) Organizing curricular, co-curricular and extracurricular Activities: Round the year students are exposed to curricular, cocurricular and extracurricular activities.
- f) Amenities and infrastructure: Keeping pace with the increasing number of students in the college, the new material is being added to infrastructure.

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

#### **Response:**

As mentioned in the previous section the college governance and management operate at three levels – the overarching Trust/ Management, Principal and the various committees and cells. Roles and responsibilities are distributed across these three levels, with the lower levels looking after more specific and smaller aspects of governance and management than the higher.

The management system of the institution is highly decentralized and participatory in nature. The higher level of management allows considerable autonomy, but also provides adequate support, to the lower level in its functioning.

The college works on the principles of teamwork, collective responsibility and participatory management. For various aspects of the daily work of the college, there are committees and sub-committees to look after the work. There are similar mechanisms for overall coordination and monitoring.

In case of academic matters, the heads of various departments are involved. For administrative matters, the Principal and Office Superintendent together with the coordinators are involved. For financial matters the principal and various committees hold the responsibility of management and monitoring. In all these matters, there is adequate representation of the teaching and the non-teaching staff, and in some cases, of students and alumni.

The planning and decision making at all levels is collective and collaborative. The teaching staff also contributes to various administrative responsibilities. The heads of various departments enjoy autonomous responsibility of their departments and they in turn work collectively with the departmental staff members to manage their affairs.

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic / Perspective plan is effectively deployed**

#### **Response:**

The management of the college, Principal, College Development Committee (CDC), Governing body, along with the IQAC, design the develop plans for the college.

The governing body, CDC, and IQAC have members from the industry, academia, education departments who contribute to the designing of policies that satisfy the requirement of the current needs of education. Before the beginning of each academic year, the IQAC prepares the plan of action/strategic plan for the upcoming academic year. The short-term goal of the plan is to exploit the strengths and improve upon the weaknesses of the institute. The long-term goal of the plan is to attain the vision and mission of the institution.

The strategic plan is effectively deployed by the Principal who is the administrative and academic

head of the college and looks after all the activities of the institute. IQAC keenly executes plans to have time-table, academic calendar and exam schedule that makes easy implementation of teaching-learning. IQAC has sensed the changing scenario in teaching-learning and decided to implement ICT enabled teaching in forthcoming sessions. This was achieved through first training sessions of the teaching staff.

### **Successfully implemented activity based on strategic plan – Training of ICT tools for teaching and its implementation**

The training for ICT enabled and non-conventional teaching started in the year 2020 because of the covid-19 pandemic with prior stepwise training to the faculty. Accordingly, it further covered procurement of projectors, LMS software, smart white boards, online platforms like Zoom/ Google Meet etc.

The faculty has successfully created several contents delivered through ICT tools like Zoom/ Google Meet. YouTube channels, WordPress pages, Google classrooms, etc. This strategic plan was successful as evident from smooth teaching-learning in the period of pandemic. The same is reflected from the feedback forms of students. Many teachers have won praise from the students for effective content delivery through ICT enabled teaching.

### **6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.**

#### **Response:**

The institute well defined organizational structure and decision-making processes. At the top of the organizational structure, there is a Nagaon Education Society and College Development Committee (CDC) and Governing Body (GB). The strategic plans and decisions are taken by these bodies. The Executive Body comprises of President, Vice- President, Secretary, Treasurer, and Executive Members. College Development Committee works Under the Executive Body which includes Chairman, Principal as a member secretary, and nominated representatives from Teaching and Non-Teaching faculty. College Development Committee reviews progress and gives approvals to various college activities. Teaching and Non-Teaching representatives in the College Development Committee acts as an interface between staff and management, thus ensuring smooth functioning and timely implementation of policies.

The next in the hierarchy is the Principal of the NES's Gangamai College of Pharmacy who is responsible for academics and administrative activities.

#### **Organization Structure:-**

Academic Staff :- Principal, Professor, Associate Professor, Assistant Professor, Laboratory Assistants, Laboratory Attendants

Office:- Office Superintendent, Senior Clerks, Junior Clerks, Computer Operators, Peon, Driver, Gardner

Library:- Librarian, Library Attendant

### **Recruitment Procedure:-**

Recruitment is done by the following norms laid by the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and other regulatory bodies.

### **Promotion:-**

There is a promotional procedure determined by the Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon and AICTE/ PCI which is duly followed by the institution.

### **Grievance redressal mechanism:-**

There is a grievance redressal committee at institute and also at university which resolves grievance of stake holders.

## **6.2.3 Implementation of e-governance in areas of operation**

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

### **Response:**

<b>File Description</b>	<b>Document</b>
Details of implementation of e-governance in areas of operation, Administration etc	<a href="#">View Document</a>

## **6.3 Faculty Empowerment Strategies**

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:****Teaching Faculty:**

- Motivates and deputed teachers for pursuing higher education.
- Encourages teachers to attend workshops, conferences, seminars, short term courses, faculty development programmes, etc. and financial assistance is provided for the same.
- Encourages teachers to become members of professional bodies and to participate in the activities organized by them. Teachers are given incentives to do the same.
- Encourages teachers to participate in research-orientated activities and to publish research papers in reputed Journals/conferences.
- Promotes and motivates teachers to use ICT tools in their teaching-learning process.
- Grants promotion to teachers on time.
- Grants duty leave to teachers for attending workshops, conferences, seminars, short term courses and faculty development programmes.

**Non-Teaching Staff:**

- The institute organizes training programmes as per the need of the non-teaching staff for the development and improvement of their skills.
- They are encouraged to participate in the organization of social events organized under Community Out-reach Services.

**The other welfare provisions made for both teachers and non-teaching staff are:-**

- Leaves (Casual, Earned, Medical, Vacation) as per the University and Govt. of Maharashtra norms
- Maternity leave for female staff members
- Provision of Insurance

**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:****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**

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	4	5	5

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<a href="#">View Document</a>

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

#### Response:

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	2	2	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<a href="#">View Document</a>

### 6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).

#### Response:

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Details of teachers attending professional development programmes during the last five years	<a href="#">View Document</a>

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

**Response:**

The self-performance appraisal forms are filled by faculty/ staff and reviewed by appraising authority. The proforma contains details of the performance appraisal of teaching faculty and non-teaching staff which is evaluated as per the Academic Performance Index (API) of the UGC Guidelines.

**For Teaching Staff:**

The Institution's performance appraisal system consists of 4 parts:

Category I: Teaching Learning and Evaluation related activities,

Category II: Co-curricular, Extension & Professional development related activities,

Category III: Research, Publications & Academic contributions

Category IV: Duties related to the university

**For Non-Teaching Staff:**

The assessment of the Performance index involves various parameters like attitude towards job profile, attendance & punctuality, Job knowledge and performance, dependability, contribution to institutional responsibilities other than job profile, communication & work equation with colleagues. These parameters are observed on a routine basis and a performance appraisal report is submitted to the management.

Every year these kinds of forms are received from the faculty and the principal will evaluate the head wise information as described above. The review of the performance of the appraisal report is taken by the management. The strengths and weaknesses are identified and discussed, and accordingly, the decisions are taken. These are communicated to staff through the Principal.

## 6.4 Financial Management and Resource Mobilization



**6.4.1 Institution conducts internal and external financial audits regularly****Response:**

The institute prepares the annual budget of each department and financial allocation is done for the recurring and non-recurring items. The internal audit of the expenditure is conducted by our office accounts department. A Chartered Accountant has been appointed by the management for external audit. The effective and efficient use of available financial resources of the college is ensured through proper system adopted by the college. Whenever there is a need of any expenditure incurred on any item, a proper demand in writing is made by the faculty of the department concerned or non-teaching staff with full details of requirement to the principal.

The principal scrutinizes the application and if the purchases cost more than Rs. 5000 the person concerned has to invite quotation of reputed concerns. A meeting of purchase committee is held on the receipt of the quotation. The principal forwards the same quotation to

the management for final approval. Purchases are finally made on the approval and sanction of the management. All the official formalities are completed i.e. preparation of vouchers / stock entry and issue of cheques to the parties concerned.

The Local Managing Committee (LMC) or College Development Committee (CDC) comprises members of the management and representatives from teaching and nonteaching staff which effectively monitors (and regulates) the use of available financial resources.

**Internal Audit:**

The college gets its accounts audited internally from the Accountant of the institution.

**External Audit:**

Chartered Accountants Firm is appointed as external auditor of the college. Firm conducts external audit after completion of the financial year.

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	<a href="#">View Document</a>

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

#### Response:

Before the financial year begins, Principal prepared the college budget. College budget includes recurring and non-recurring expenses such as salary, electricity and internet charges, equipment and facilities, maintenance cost, stationery and other consumables, etc. It includes planned expenses such as purchase of lab equipment, furniture, and other development expenses.

Mobilization of funds is done through fees collected from the students and scholarship disbursed by the state government.

#### The optimal utilization of funds is as follows:

- For salary, arrears, and welfare measures
- For mandatory deposits, annual fee of statutory bodies/university, etc
- For creation and maintenance of academic infrastructure
- For purchasing equipment, books, and software
- For construction and renovation of building
- For research and development
- For the purchase of sports equipment.
- For organizing various programmes/activities such as cultural, sports and NSS activities, visits and study tours.
- Any other expenditure as and when required.

## 6.5 Internal Quality Assurance System

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

**Response:**

**Practice I**

Agenda: To create e-library tab on website

Resolution:

It was brought to the notice of all IQAC members that for NAAC a tab on website is required by the name e-library where e-books, e-journals, databases, news papers and other e-resources are to be kept.

Thorough discussion was made and it was decided to create e-library tab on website. This responsibility is given to Librarian and instructed to submit report to IQAC.

Evidence of Success:

e-library tab is created and functional on website.

**Practice II**

Agenda: To implement Outcome Based Education

Resolution:

Principal suggested that there is need of implementation of Outcome Based Education i.e. nothing but defining of various outcomes and calculating attainment of various outcomes.

Thorough discussion was made and it was decided that Subject Teachers should define Course Outcomes (COs), IQAC Coordinator should define Program Educational Objectives (PEOs), Program Outcomes (POs) and Program Specific Outcomes (PSOs) and standard process for outcome attainment evaluation must be defined by the principal.

Evidence of Success:

Outcome Based Education system has been implemented from Academic Year 2021-22.

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

**Example I**

Agenda: Restructuring stakeholder feedback mechanism.

Resolution:

Dr. Wagh (IQAC Coordinator) proposed that presently there is different mechanism for collecting stakeholder's feedback, so there is need of establishing feedback mechanism at institute level which is related to design and review of syllabus.

Thorough discussion was made and it was decided that common feedback mechanism related to design and review of syllabus for collecting, analysing and initiation of actions need to be set. Dr. Sufiyan have been given the responsibility to upgrade existing feedback forms of Students, Teachers, Alumni, Parent, and Employer and asked to submit new formats for the same to the IQAC.

Evidence of Success:

Feedback forms are modified and implemented from Academic Year 2021-22 odd semester end.

**Example II**

Agenda: Modification of Course file content

**Resolution:**

Dr. Sufiyan proposed that there is need of addition of some extra points in course file content. He has suggested that this approved format of IQAC must be used by all faculty to maintain similarity in teaching learning process and its evaluation.

Thorough discussion was made and it was decided that course file content must be updated and Prof. Wagh have been given the responsibility to modify/add contents in course file as per NAAC guidelines.

**Evidence of Success:**

The modified course file format is used from Academic Year 2021-22 odd semester.

**6.5.3 Quality assurance initiatives of the institution include:**

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
- 2.Collaborative quality initiatives with other institution(s)**
- 3.Participation in NIRF**
- 4.any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

**Response:**

<b>File Description</b>	<b>Document</b>
Upload details of Quality assurance initiatives of the institution	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

##### Response:

Being a progressive institute, we believe in providing equal opportunity to all the employees including students in matters related to gender sensitivity with facilities such as safety, security, counselling and common room for the boys and girls.

##### Gender sensitivity on campus:

The institute ensures that boys and girls work together in academic, cultural, sports and other activities. However, institute takes care of gender sensitivity to ensure safety and security of female students

##### Safety and Security:

- Safety and security is provided on campus by deploying security guard at key locations
- Identity cards are mandated for everyone on campus
- Security is provided at the entrance to ensure all the visitors adhere to the entry procedure
- CCTV cameras are installed at important locations as well as most of the classrooms.
- Adequate provision is made with first aid box for the employees.
- As a policy female faculty members accompany girl students when they participate after college hours in outdoor or indoor activities.
- Firefighting system is established as a safety measure.
- In case of any major medical emergencies, institute has doctor on call facility available.
- Institute has institutionalized internal complaints committee for prevention, prohibition and redressal of sexual harassment of employees and students.

##### Counselling:

The counselling is done through Mentor: Mentee scheme available on campus.

##### Common Room:

Common room facilities are provided in the college for students to hold meetings, study, or simply

relax.

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

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

**Response:**

### **7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

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

**Response:**

#### **Solid Waste Management:**

- To reduce waste at college, students and staff are well educated and trained for proper waste management practices.
- Dustbins were placed at various locations on the campus.
- Waste is collected on a daily basis from various sources.
- Daily garbage is collected by concerned personnel and disposed of in a proper way.
- As a part of the green campus motive, students are encouraged to avoid the use of plastic bags.
- Students are made aware of waste management and chemical safety with reference to the disposal of chemical waste.

#### **Liquid Waste Management:**

- The generated waste liquids were disposed of through a well-constructed drainage system.
- A well-constructed drainage system connected to closed collection tanks receives all liquid waste and water from washbasins.

#### **Biomedical waste management:**

- The Petri plates containing culture are wrapped properly and autoclaved.
- Microbial culture is discarded by autoclaving.
- After autoclaving, the glassware is subjected to chemical disinfection by phenol and then washed with a soap solution.

#### **E-Waste Management:**

- The College has signed MOU for collection and disposal of E-waste Management.

#### **Hazardous chemicals and radioactive waste management:**

- The faculty members direct students for the careful use and handling of chemicals in laboratories.
- Fuming chambers are provided in the laboratories for the proper disposal of hazardous fumes.
- There is a prohibition of the use and burning of plastic on the campus. We are not using a radioactive substance for the practical's in Pharmacy.

#### **7.1.4 Water conservation facilities available in the Institution:**

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

#### **Response:**

#### **7.1.5 Green campus initiatives include:**

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

#### **Response:**

#### **7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions / awards**
- 5. Beyond the campus environmental promotion activities**



**Response:****7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:****7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).****Response:**

Institute believes in cultural diversity and cultural tolerance as a key to social harmony. Diverse cultures not only make societies more robust but also help humans to better cope with changes. Institute believes mutual corporation and respect among students of different community, language and religion. It also gives emphasis on adherence to the principle of cultural tolerance. Students admitted through centralized admission process from different socio economic background. These students are admitted not only from Urban but also from Rural area. Mostly admitted students belong to Rural area. Irrespective of the state or the religion the institute practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institute focuses on developing the students through academics, co-curricular and extracurricular activities.

Annual social gathering provides the most favourite platform where students perform in meaningful activities which include street plays, social awareness programs, dance, orchestra, fine arts, elocution and debates, quizzes, fashion shows, traditional days, etc., leading to social, cultural, regional, linguistic and commune socio economic harmony. The Institute praises the efforts of students by awarding them with medals, trophies and certificates.

Some prominent other events include Fresher's Day, Teachers' day, Voters' day, Pharmacists' day and Farwell function.

Republic day and Independence Day is celebrated by the institute every year. Constitution day is celebrated for sensitizing students about the constitution of India and creating awareness about social harmony. Faculty members and students take Pledge on Rashtriya Ekata Diwas for unity, integrity and security of the nation. The Institute also organizes 'Marathi Bhasha Gaurav Din' on 27 February (Birth date of a renowned Poet Kusumagraj). Birth anniversary of inspiring Indian personalities like Dr. A. P. J. Abdul Kalam, Shivaji Maharaj, Dr. Sarvapalli Radhakrishnan, Mahatma Gandhi, Dr. Babasaheb Ambedkar etc. are celebrated in the Institute.

The dedicated non-teaching staff is appointed by the college to assist students in obtaining scholarships/free ships from Government of Maharashtra like economic backward class (EBC), free ship

for the schedule caste and schedule tribe (SC & ST) and other backward classes (OBC). Students, faculty, staff and others take every care to protect and promote the rights of women, at all times. All stakeholders of the campus thus study, work, interact, perform, progress, guide, and value each other, with full harmony.

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

**Response:**

The Institute organizes various activities in the campus for inculcating values for being responsible citizens as reflected in the Constitution of India. Some of the events celebrated every year are as follows:-

- The Institute celebrates Independence Day on 15th August and Republic Day on 26th January every year. On this occasion, a program comprising of speeches on national importance, patriotic songs and dances used to be organized with full patriotic enthusiasm.
- Various types of Pledge taking activities, as per Government directives, are also organized from time to time in the Institute.
- The Institute also used to organize Integrity Pledge Day on 31st October every year on the birthday of Sardar Vallabh Bhai Patel as the symbol of Unity Day.
- The Institute organizes Swachh Bharat Campaign for the awareness about Swachhata in the neighbourhood on the occasion of Gandhi Jayanti.
- Programs imbining Human Values and Professional Ethics are also organized regularly in the Institute under extension activity cell.
- Institute used to pay respectful homage to Missile Man and Former President of India Dr.APJ Abdul Kalam on his birth and death anniversaries.
- Road Safety Awareness Programs were conducted every year in the Road Safety Week, where students take out rally to educate society about importance of helmet.
- For every Local, Vidhan Sabha and Lok Sabha election holiday was given for the students and staff to caste the vote, as well awareness of voting is also spread in neighbourhood.

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

- 1. The Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**

#### **4. Annual awareness programmes on Code of Conduct are organized**

**Response:**

##### **7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).**

**Response:**

The College celebrates or organizes various national and international commemorative days, events and festivals in the memory of eminent personality to create communal harmony among the students.

National and international commemorative days: -

1. Independence Day
2. Republic Day
3. International Women's Day
4. Teachers Day (Dr. Sarvapalli Radhakrishnan Birth Anniversary)
5. Library Day (Dr. S. R. Ranganathan Birth Anniversary)
6. Yoga Day
7. Pharmacist Day

Birth/ Death Anniversaries: -

1. Gandhi Jayanti
2. Ambedkar Jayanti
3. APJ Abdul Kalam Jayanti
4. Shivaji Maharaj Jayanti

Events:-

1. Annual Sports Day

2. Annual Cultural Day

3. Extension Activities

## 7.2 Best Practices

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

**Response:**

**1. Title of the Practice: Spurt of Curricular, Co-curricular and Extra-curricular Activities**

**2. Objective of the Practice:**

To ensure the 360° development of students by sharpening their skills through numerous curricular, co-curricular and extra-curricular activities and achieving indirectly the parents' and social recognition for the institute.

**3. The Context:**

Students joining our institute are from varied background lacking skills required for ensuring their 360° development. These skills are needed in various walks of personal, social and corporate life culture. The parents of the students often desire that their wards should be communicative, decisive as well as competent enough to phase the challenges. Through spurt of these activities the GCOP achieved the distinction of parental as well as social recognition. The name and fame of the institute spread very fast and the institute became the most preferred destination for the pharmacy aspirants.

**4. The Practice:**

On completion of every unit of the course, the students are encouraged to deliver their classroom learning through presentations on the relevant topics approved by the concerned faculty. The students are also motivated to come up with the case studies on the relevant topic and present their analysis and conclusions. The classroom teachings are then blended with industrial and field visits, expert lectures, seminars, workshops, developmental programs, add on activities, cultural activities, sports activities, social activities, organizing and successfully managing the camps of blood donation, health awareness, eradication of open defecation within as well as outside the institute. These various participatory methodologies inculcate the required skills into the students, spreading the name and fame of the institute without any leaps and bounds.

**5. Evidence of Success:**

The institutes whether university departments, aided or self-financed B. Pharmacy institutes are striving hard for fetching admissions and reaching hardly 50-60% admissions compared to their intake.

However, GCOP has secured approximately more than 95% admissions consistently for the last five years as well as for the current year also.

Year	2016-17	2017-18	2018-19	2019-20	2020-21
Sanctioned Intake	135	135	123	123	123
Admitted Students	126	135	116	114	120

#### 6. Problems Encountered and Resources Required:

-----Nil-----

#### Best Practice – II

##### 1. Title of the Practice: Spreading Awareness About Various Scholarships Schemes of State and Central Government.

##### 2. Objective of the Practice:

To increase number of students graduating from socially and economically backward class by spreading awareness about various scholarship schemes of state and national government.

##### 3. The Context:

To provide the right of education to economically backward students who stays away from education stream because of lack of awareness about various schemes of government related to scholarships.

##### 4. The Practice:

The various activities to make students aware about scholarship schemes of state and central government has been conducted as well as students were guided about Do's and Don'ts of scholarship form filling. We have observed that, because of sessions conducted, Institute is witnessing increase in reserve category students' admissions as well as economically backward students every year. Analysis of the same is given below.

##### 5. Evidence of Success:

It is observed that students benefitting from scholarship provided by state and central government has notable count as tabulated below:-

Academic Year	Number of Students benefitted by Scholarship

2016-17	240
2017-18	389
2018-19	318
2019-20	351
2020-21	421
<b>Total</b>	1719

## 6. Problems Encountered and Resources Required:

To bring seriousness among the students of the deadlines, documents required is difficult task.

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Extension Activities

**Objective of the Practice:** To promote extension activities in the neighborhood community

**The Context:** To provide the opportunities to inculcate the qualities among the students to understand social consciousness and problems of communities. These activities sensitizing the students to social issues and develops belongingness to the welfare activities towards the society. NSS program Coordinator conduct regular meet ups with volunteers and plans forthcoming activities.

**The Practice:** This objective is achieved through the Extension Activity Cell. This cell conducts various activities like environmental protection, cleanliness drive, tree plantation, awareness on health, hygiene and other issues, etc.

Year	Number of activities conducted
2020-21	4
2019-20	8
2018-19	4
2017-18	2
2016-17	2

**Evidence of Success:** It is observed by performing various activities in the neighborhood of the College and it is supported by appreciation letters received from the benefitted community as well as activities got covered in newspapers and local media.

**Problems Encountered and Resources Required:** It finds it difficult to arrange funds and appropriate resource person for the conduction of activity on large scale.

## **5. CONCLUSION**

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### **Additional Information :**

The institute has a dream of creating a benchmark in imparting pharmacy education and it aims to produce quality graduates through extensive teaching, learning and continuous all-round activities.

The Institute involves all stakeholders by organizing parents, alumni, and employer meetings.

Moreover, the stakeholders are invited on various committees either to contribute in academic or non-academic affairs or to keep students upgraded with latest happenings in respective fields. Faculty and staff also have representation on various committees where they contribute in decision making.

### **Concluding Remarks :**

We cordially invite the NAAC peer team to visit Gangamai College of Pharmacy, Nagaon and evaluate or assess the institute for the accreditation process.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p><b>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</b></p> <ol style="list-style-type: none"> <li>1. Academic council/BoS of Affiliating university</li> <li>2. Setting of question papers for UG/PG programs</li> <li>3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses</li> <li>4. Assessment /evaluation process of the affiliating University</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>																				
1.2.1	<p><b>Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented</b></p> <p>1.2.1.1. <b>Number of Programmes in which CBCS / Elective course system implemented.</b> Answer before DVV Verification : 2 Answer after DVV Verification: 2</p>																				
1.2.2	<p><b>Number of Add on /Certificate programs offered during the last five years</b></p> <p>1.2.2.1. <b>How many Add on /Certificate programs are offered within the last 5 years.</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	4	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	4	4	4	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	4	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	4	4	0	0																	
1.2.3	<p><b>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years</b></p> <p>1.2.3.1. <b>Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>495</td> <td>450</td> <td>463</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	495	450	463	0	0										
2020-21	2019-20	2018-19	2017-18	2016-17																	
495	450	463	0	0																	

2020-21	2019-20	2018-19	2017-18	2016-17
495	450	463	0	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	60	60	60

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	60	60	60

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

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

Answer before DVV Verification : 532

Answer after DVV Verification: 532

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

**1) Students**

**2) Teachers**

**3) Employers**

**4) Alumni**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

**2.1.1 Average Enrolment percentage (Average of last five years)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
120	114	116	135	126

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
120	114	116	135	126

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
123	123	123	135	135

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
123	123	123	135	135

**2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy ) during the last five years ( exclusive of supernumerary seats)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
58	58	58	68	68

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
58	58	58	68	68

**2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year )**

2.3.3.1. Number of mentors

Answer before DVV Verification : 31

Answer after DVV Verification: 31

**2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**

2.4.2.1. Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

3	2	3	2	2
---	---	---	---	---

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	2	2	2

2.4.3 **Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 128.25

Answer after DVV Verification: 128.5

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

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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

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

Answer before DVV Verification : 7

Answer after DVV Verification: 7

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

Answer before DVV Verification : 2

Answer after DVV Verification: 2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	14	2	8	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	1	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	4	3	4	4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years****3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	3	1	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

**3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years****3.4.3.1. Number of extension and outreach Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	4	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	8	4	2	2

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

**five years**

**3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
532	479	494	436	399

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
532	479	494	436	399

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
124	154	96	73	76

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

Remark : Actioned As per the data and documents

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

**3.5.2.1. Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	2	2

4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)</b></p> <p>4.1.3.1. Number of classrooms and seminar halls with ICT facilities          Answer before DVV Verification : 9          Answer after DVV Verification: 9</p>																				
4.1.4	<p><b>Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)</b></p> <p>4.1.4.1. <b>Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 712 1046 846"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>31.12</td> <td>34.65</td> <td>30.31</td> <td>28.31</td> <td>24.12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 922 1046 1057"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.71</td> <td>2.32</td> <td>1.33</td> <td>2.1</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per the data and documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	31.12	34.65	30.31	28.31	24.12	2020-21	2019-20	2018-19	2017-18	2016-17	0.71	2.32	1.33	2.1	2
2020-21	2019-20	2018-19	2017-18	2016-17																	
31.12	34.65	30.31	28.31	24.12																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.71	2.32	1.33	2.1	2																	
4.2.2	<p><b>The institution has subscription for the following e-resources</b></p> <ol style="list-style-type: none"> <li>1. e-journals</li> <li>2. e-ShodhSindhu</li> <li>3. Shodhganga Membership</li> <li>4. e-books</li> <li>5. Databases</li> <li>6. Remote access to e-resources</li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: A. Any 4 or more of the above</p>																				
4.2.3	<p><b>Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)</b></p> <p>4.2.3.1. <b>Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="306 1859 1046 1993"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>2.52</td> <td>2.37</td> <td>5.01</td> <td>3.45</td> <td>2.14</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2.52	2.37	5.01	3.45	2.14										
2020-21	2019-20	2018-19	2017-18	2016-17																	
2.52	2.37	5.01	3.45	2.14																	

2020-21	2019-20	2018-19	2017-18	2016-17
0.5	0.5	0.5	0.5	0.5

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

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

Answer before DVV Verification : 123

Answer after DVV Verification: 123

4.3.3 **Bandwidth of internet connection in the Institution**

Answer before DVV Verification : A. 750 MBPS

Answer After DVV Verification: A. 750 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
34.45	26.71	18.42	19.68	20.64

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	1.7	1.5	1.3	1

5.1.3 **Capacity building and skills enhancement initiatives taken by the institution include the following**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

Remark : As per the data and documents attached in the link during clarification.

5.1.5 **The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases**



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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

5.2.1 **Average percentage of placement of outgoing students during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	57	42	32	28

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	0	0	0

Remark : As per the HEI data provided with the Metric along with the SSR and also during the clarification.

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

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

Answer before DVV Verification : 54

Answer after DVV Verification: 4

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
8	8	8	8	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

**6.2.3 Implementation of e-governance in areas of operation**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	2	2	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	2	2	0

**6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course ).**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	12	10	7	16

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

**6.5.3 Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected,

	<p><b>analysed and used for improvements</b></p> <ol style="list-style-type: none"> <li>2. <b>Collaborative quality initiatives with other institution(s)</b></li> <li>3. <b>Participation in NIRF</b></li> <li>4. <b>any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: E. None of the above</p>
7.1.2	<p><b>The Institution has facilities for alternate sources of energy and energy conservation measures</b></p> <ol style="list-style-type: none"> <li>1. <b>Solar energy</b></li> <li>2. <b>Biogas plant</b></li> <li>3. <b>Wheeling to the Grid</b></li> <li>4. <b>Sensor-based energy conservation</b></li> <li>5. <b>Use of LED bulbs/ power efficient equipment</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per the documents in the response link.</p>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <ol style="list-style-type: none"> <li>1. <b>Rain water harvesting</b></li> <li>2. <b>Borewell /Open well recharge</b></li> <li>3. <b>Construction of tanks and bunds</b></li> <li>4. <b>Waste water recycling</b></li> <li>5. <b>Maintenance of water bodies and distribution system in the campus</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or all of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per the documents in the response link.</p>
7.1.5	<p><b>Green campus initiatives include:</b></p> <ol style="list-style-type: none"> <li>1. <b>Restricted entry of automobiles</b></li> <li>2. <b>Use of Bicycles/ Battery powered vehicles</b></li> <li>3. <b>Pedestrian Friendly pathways</b></li> <li>4. <b>Ban on use of Plastic</b></li> <li>5. <b>landscaping with trees and plants</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or All of the above          Answer After DVV Verification: C. 2 of the above          Remark : As per the documents in the response link.</p>
7.1.6	<p><b>Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p>

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

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

Answer After DVV Verification: D.1 of the above

Remark : Actioned As per the data and documents

7.1.7	<p><b>The Institution has disabled-friendly, barrier free environment</b></p> <ol style="list-style-type: none"> <li>1. <b>Built environment with ramps/lifts for easy access to classrooms.</b></li> <li>2. <b>Divyangjan friendly washrooms</b></li> <li>3. <b>Signage including tactile path, lights, display boards and signposts</b></li> <li>4. <b>Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment</b></li> <li>5. <b>Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading</b></li> </ol> <p>Answer before DVV Verification : B. 3 of the above          Answer After DVV Verification: B. 3 of the above          Remark : Actioned As per the data and documents</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</b></p> <ol style="list-style-type: none"> <li>1. <b>The Code of Conduct is displayed on the website</b></li> <li>2. <b>There is a committee to monitor adherence to the Code of Conduct</b></li> <li>3. <b>Institution organizes professional ethics programmes for students, teachers, administrators and other staff</b></li> <li>4. <b>Annual awareness programmes on Code of Conduct are organized</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: B. 3 of the above          Remark : As per the data and documents. HEI has provided data and documents of 5.1.4 Committees.</p>

## 2.Extended Profile Deviations

ID	Extended Questions				
1.1	<p><b>Number of courses offered by the Institution across all programs during the last five years</b></p>				
Answer before DVV Verification:					
2020-21		2019-20	2018-19	2017-18	2016-17
62		62	62	60	60

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
62	62	62	60	62

1.2 **Number of programs offered year-wise for last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	3	3	3

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
124	154	96	73	76

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
125	158	121	90	78

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	34	34	36	36

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
30	31	31	32	32

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
149	171	133	124	126

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

2020-21	2019-20	2018-19	2017-18	2016-17
157.41	262.72	332.3	210.79	395.67

4.3

**Number of Computers**

Answer before DVV Verification : 50

Answer after DVV Verification : 10