



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TATYASAHEB KORE COLLEGE OF PHARMACY

**AT POST WARANANAGAR TAL PANHALA DIST KOLHAPUR
416113**

www.tkcpwarana.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shree Warana Vibhag Shikshan Mandal's (SWVSM's) Tatyasaheb Kore College of Pharmacy, Warananagar (TKCP) is private-non-grant college affiliated to Shivaji University, Kolhapur (SUK) and approved by Pharmacy Council of India, New Delhi (PCI) as well as Maharashtra State Government through Directorate of Technical Education (DTE).

TKCP is constituent unit of 'epitome-of-cooperative movement' through brand '**Warana**' i.e. Warana Industrial and Educational Complex established by **Late Sahakar Maharshi Tatyasaheb Koreji**, 6 decades ago (est. 1964).

TKCP is established with the aim to provide quality pharma professional education to kith-and-kin of baliraja (farmers) of Warana Khore.

The basic philosophy of the complex is cooperative and education is believed to be sacred work. Our present President **Dr. Vinayji Kore**, considers himself as '*Sahakar-Karyakarta*', and truly inspires us to percolate the values '*Navmanava Sakaru, Hach Shikshanacha Mahameru*' in all stakeholders of SWVSM and hence TKCP, even in ICT era.

Everyone working in the HEI considers him/ herself as '*shikshan-karyakarta*' i.e. promoter, ambassador of 'spread of quality education', is real asset of the HEI.

We rightly understand that –

- The purpose of education is not to produce graduates but the educated persons;
- Infrastructure is not enough to produce educated persons, but it needs to be complemented with instilling 'skills, values and dispositions'.

When intentions are true and actions are directed by your honest intentions, institutions contribute in nation building in true sense.

We, at TKCP strive in reality to follow the principle of '**work is worship**'. And being one of the only 3 HEIs ever ranked in NIRF ranking from all colleges affiliated to SUK, is real certification of its honest work in quality pharma professional education.

Dedicated, focused, committed management; 'state-of-the-art' infrastructure providing ample opportunities to provide hands-on experiences; sincere and qualified '*vidyasevak*' (teaching and non-teaching staff); stupendous campus; peaceful, nature-sque environment conducive to self-learning, all in-house facilities for 'Kala and Krida' makes it distinctively unique in academic sphere.

When India is set to transform in education with NEP-2020, TKCP is set with all its 'mind-heart-hands' to bring the revolution and contribute in nation building with 'thoughts and deeds'.

Vision

MOTTO: '*Manushyavash Pariveshyati*' (????????? ??????????)

Which means Service to the Man is Service to the God.

Through quality pharma professional education, the ultimate objective of the college is to produce 'competent pharmacists' dedicated to serve human being by participating in the conservation of health of the society.

VISION:

To contribute in Nation Building by, transforming students into;

- Responsible citizens,
- The leaders,
- The innovators, and
- The entrepreneurs;

by rightly instilling knowledge, skills and attitude.

Nation's growth is guided by the quality education it caters. Every HEI has responsibility to sincerely think of it and work accordingly.

We at TKCP, with philosophy that our parent institution follows; Warana Educational and Industrial Complex – '*Ekmeka Sahaya Karu, Avaghe Dharu Supanth*' (?????? ?????? ??, ??? ???? ?????) and Shree Warana Vibhag Shikshan Mandal – '*Navmanava Sakaru Hach Shikshnacha Mahameru*' (???????? ????? ??? ?????????? ??????????); strives to translate students into responsible citizens, the competent professionals – the leaders, the innovators and the entrepreneurs; with planned and well executed academic and co- and extra-academic activities.

Mission

'To excel in professional pharmacy education, through *student centred learning*, *scholarly research* and *service to society*'

To march towards our vision, we put our sincere efforts to work in all 3 domains of higher education i.e.

- *Student centred learning* – which actually aims to see 'how much students have understood?' than 'how much he/ she has remembered?'. So, we take our efforts to make teaching-learning process more and more interactive, activity-based and experiential and internal assessment more and formative;
- *Scholarly research* – as we believe research in the key with which we can bring new ways of treating existing and newly arrived diseases. We, take maximum efforts to take research in most demanded area. We are honestly striving to bring and maintain 'research culture' in the HEI.
- *Service to the society* – is the major role of the HEI. Through the extension activities that the HEI demeanours, the programmes that we organise in collaboration with local pharmacists; we put our sincere efforts to serve the society. 'Indian Pharmaceutical Association Kolhapur Local Branch' with the head office in the HEI is really helping us in this noble work. We aim to serve to the humanity to the

larger extends by bringing our research from bench to the bed-side.

VALUES

The HEI cuddles the educational philosophy of SWVSM and SUK, and is committed to core values:

- *Culture of academic excellence* –to achieve excellence in teaching and learning, and create a culture that transforms graduates into competent professionals, committed to serve the society;
- *Commitment* – to progress education in innovative ways to make it more understandable and entertaining, so that graduates will be truly educated and not just graduated;
- *Innovation* – in teaching-learning process, co- and extra-curricular/ extension activities and research as innovation is key to the success;
- *Collaboration* – with industries and national and international institutes of repute for synergic growth in both teaching-learning and research.
- *Accountability* – in what we do as individuals and as an organization as we are aware of our responsibilities;
- *Professionalism* – with ethical behavior of high standard, as we believe talent without ethics and value system is either useless or perilous.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Cooperative Back-up: Warana is epitome of Co-operative movement in Western Maharashtra, founded 6 decades ago by **Late Sahakar Maharshi Tatyasaheb Kore**. The college is backed by Warana Co-operative Industrial & Educational Complex.

Strong Governance and Leadership: Vibrat leadership of **Hon. Vinayji Kore (Savkar)**, President of Warana Co-operative Industrial & Educational Complex empowers us to work efficiently, effectively.

Laboratories: HEI has state-of-the-art laboratories with the investment of more than 3.3 crores on equipment, leading truly exciting hands-on-experiences and research outcomes.

Research Facility including Animal House: State-of-the-art Cell Culture Laboratory, CPCSEA approved Animal House Facility, Common Instrumentation Facility with range of high end equipment for designing and characterizing novel drug delivery systems truly leveraging the research.

Enriched Library: With 15560 plus reference books of international and national repute, journals and e-library facility, the college library has become the enriched resource of knowledge in pharmaceutical science.

ICT Infrastructure: Significant ICT facilities including computers and peripherals, LCDs, CCTV along with LMS and high-speed internet and WiFi avails to use 21st century tools making learning easier and entertaining.

Student Centered Teaching-Learning: The HEI is striving to make teaching-learning process more-and-more student centered, ensuring imbibing of knowledge, skills and values.

Student Support System: HEI takes honest efforts in providing infrastructure and support in the process of

successful transformation of students into competent professionals.

Research Culture: PhD centre approved by Shivaji University, Kolhapur and tradition of scholarly and cutting-edge research in thirist areas, helped us in developing the research culture.

Collaboration: Partnership in research with international and national institutes of repute is truly leveraging the outcome-based research and co-academic activities.

Registered Alumni: The college has illustrious and high-profile alumni occupying top positions in pharmaceutical, administrative and other sectors in India & abroad.

Campus Life: Play grounds, Semi-Olympic grade swimming pool, basketball-volleyball-badminton-table tennis courts, wrestling club, cultural-sports clubs, NSS makes the campus life truly exciting and energetic.

Social Responsibilities: HEI is leading in academic sphere by undertaking diverse social activities aiming to translate graduates into responsible citizens and enhance health awareness of the society.

Institutional Weakness

Rigid Regulatory: Multiple regulation of pharmacy education has led to energy drains; in particular the time spent on satisfying the regulatory bodies diverts the core purpose of education.

Lack of Administrative Autonomy: Lack of administrative autonomy of private-non-grant HEI restricts us to come-up with new ideas to provide opportunities to students enabling holistic development.

Lack of Flexibility in Curriculum: As Shivaji University, Kolhapur accepted the curriculum recommended by PCI; very less flexibility is accorded, to keep the syllabus dynamic and satisfying changing needs of the profession.

Rural Location: Geographic rural location of the HEI has its own disadvantage in particular to the interests of the students, the majority of whom prefer to seek their higher education in metro/ big cities. It is also affecting recruitment and retaining of qualified, experienced teachers.

Undertrained Supporting Staff: Lack of adequately trained supporting staff affects the smooth conduction of academic and administrative activities.

Inefficient Public Transport Facilities: Limited public transport facilities are causing inconvenience in attending the college and also leads to serious academic loss.

Institutional Opportunity

Multidisciplinary HEIs: NEP-2020 demands setting up of multidisciplinary HEIs. To cater this various initiative will be taken to set academic programmes in Ayurvedic formulations/ Yoga & Health/ Music & Health/ Nutrition & Dietetics etc.

Accreditation, Certification and Ranking: Changing academic scenario is forcing HEIs to prove excellence

by getting accreditation and certifications accorded. We aim to retain and improvise in NIRF ranking and get accredited as well as status of 2(f) and 12(b) in near future.

Grants: The HEI will be truly positioned to fetch academic, research and other grants from different agencies once 2(f) and 12(b) statuses be accorded and accreditation.

Centre of Excellence in Pharmaceutical Research: Setting up the Centre of Excellence in Pharmaceutical Research that promotes research with high TRL. It also aims to provide technical manpower for pharmaceutical research with discernible set of knowledge and skills.

Drug Information Centre: Establishing Drug Information Centre that can satisfy needs of local and global society as per the safe use of medicine is concerned.

Training Centre: Establishing training centre for faculty and non-teaching staff and graduates from different disciplines in HEI's expert area.

Upgrading Digital Infrastructure: To keep updated with changing technologies, the HEI will sincerely be working to upgrade in digital infrastructure in true sense.

Value-added Courses: To imbibe vocational skills in the graduates, will be practically possible by availing value-added certificate-programmes in different disciplines of science and technology.

Institutional Challenge

Value System: The present situation of the youth with depilated EQ demands serious efforts to be taken in HEIs, to inculcate values and dispositions.

Employability of Graduates: After re-imagining skills and other personality attributes of graduates in particular to post pandemic era, it's going to be challenging to transforming skills of graduates for their brighter future.

Entrepreneurship Skills: Instilling leadership, time management, communication, creative thinking, problem-solving and other 21st century skills are going to be most important responsibilities of HEIs.

Industrial Exposure to Staff & Students: Enhancing industrial exposure to staff and students to instil industrial culture, skills and values is most demanding though challenging. The lack of pharmaceutical industry belt nearby the college's location makes it truly tough.

Communication Skills of Staff and Students: To help graduates meeting their requirements in the workplace, HEIs needs to take serious efforts mastering professional communication skills of graduates.

Staff Approvals: Matching with the cadre-wise staff requirements as per the regulatory authorities and the University staff selection in changing reservation policy is one of the most challenging tasks HEIs is facing.

Government Funding: The present system of granting of research funds in India makes it seriously tough for

private-non-granted institute to fetch grants.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

TKCP is a self-financing Pharmacy College affiliated to SUK, and follows the curriculum designed by the PCI.

The HEI follows the PDCA cycle and write-do-write policy, in terms of the delivery of the curriculum:

Plan

Based on the guidelines from the parent university and PCI, the HEI prepares **Academic Calendar** in the first meeting of staff at the beginning of the academic year (AY) itself. Different **College Committees** are reframed, empowered and workload is distributed among teachers in the same meeting. Based on the academic calendar the teaching staff members prepare their lesson plans and committee coordinators prepare their plan of activities for entire AY.

Do

All the HEI's activities are carried out as per the academic calendar. Academic coordinator takes reviews of academic sessions. The entire conduct is updated in VmEduLife software at 'right-at-time'. Students' performance is monitored continuously and informed to the parents time-to-time.

Check

The Head of the HEI through GB, CDC, IQAC monitor and control all the activities and ensures that the actions are serving the purpose. All the actions are done by strictly following the SOPs set time-to-time and conduct is continuously recorded using LMS.

Act

Any deviation in the calendar event is checked for the reason, and necessary corrective and preventive actions (CAPA) are applied. In certain unavoidable circumstances, the scheduled dates are modified with solid documented reasons. And this change is noted and taken into consideration while the next year's academic calendar is prepared.

All stakeholders are informed, trained and guided to 'what to do?' and 'how to do?' following **Write-do-write policy**.

Curriculum Enrichment

The HEI follows PCI curriculum approved by SUK, which gives flexibility to students to choose the elective subjects and project works too. Considering the requirements of the students the HEI adds value to the curriculum through various value-added courses, experiential/ activity-based curriculum transaction, curricular, co-curricular and extracurricular activities for their holistic development.

Feedback System

The HEI ensures the active participation of the stakeholders through a proper feedback mechanism. Feedback on curriculum and delivery is taken from the students, teaching staff, employers and alumni wherever necessary, corrective measures are adopted.

Teaching-learning and Evaluation

ICT infrastructure with investment of INR 68.34 lacs; laboratories with a cumulative investment of INR 3.33 crores on equipment and a library with an investment of INR 61.86 lacs on books and journals makes TKCP, a resourcefully enriched HEI with abundant opportunities of self-learning.

The activities beyond the curriculum are designed in order to bridge curricular gaps.

- In each semester students are exposed to the hands-on-experiences in various subjects including pharmaceuticals, pharmaceutical chemistry, pharmacognosy, pharmaceutical analysis, microbiology, biotechnology etc. and virtual practicals using software in pharmacology. Students get opportunity to verify/ criticise/ apply the knowledge that they have gained.
- Practice school projects in VIIth and VIIIth semesters of B. Pharm. and research projects in IIIrd and IVth semester of M. Pharm. offers students the opportunity to understand the problem(s), resolve the problems using their own ideas, supports developing problem-solving abilities.
- Industrial trainings in vacations of Vth to VIIIth semester hones their technical and interpersonal skills including self-discipline and communication.
- Community, clinical/ hospital pharmacy trainings provides them chance to improvise their knowledge about drugs, drug-drug/ drug-food interactions, safe use of medicines etc.

Teachers use self-created learning and teaching resources as well as open educational resources (OER). VmEdulife learning management system (LMS) is used to ensure a positive learning experience.

Evaluation

The HEI is University examination centre. So, SUK exams are conducted with all integrity. Sessional and internal continuous assessment are carried in most prompt and transparent way, while strictly abiding with the rules of SUK (examining body) and PCI (apex approval body).

| Course/ Pattern | Continuous assessment (T/P) | | Sessional (T/P) | | End semester (T/P) | |
|--------------------|-----------------------------|-----------|---------------------|-----------|---------------------|-----------|
| | Weightage/ marks | Frequency | Weightage/ marks | Frequency | Weightage/ marks | Frequency |
| B. Pharm. | 10 | 1 | 15 | 2 | 75 | 1 |
| M. Pharm. | 10 | 1 | 15 | 2 | 75 | 1 |
| Pharm. D. | -- | -- | 30 | 3 | 70 | 1 |

Use of LMS in entire evaluation brings maximum efficiency and avoids human errors. POs, PEOs, COs are made known to all students during beginning of the academic session and maximum efforts are taken to achieve the expected attainments in most honest way. Attainment of POs, COs are checked by using LMS.

Research, Innovations and Extension

The HEI has the state-of-art instrumental facilities (CFC), cell culture lab, and animal house facility (AHF), and serve as leading research centre in the pharmaceutical sciences.

The HEI is SUK recognized PhD centre in pharmaceutical sciences. About 10 PhD Scholars are perusing their PhD in this centre under two PhD recognized guides.

PhD scholars and PG students are developing and characterizing advanced pharmaceutical formulations for targeting variety of diseases in most advanced means Frontier areas of research are cancer targeting, herbal product development, skin disorder targeting, and drug repurposing etc. The students have presented their research outcomes at various levels including state, national, and international and secured many prizes.

The research outcome includes;

- Grants fetched by the HEI are worth more than INR 69 lacs;
- National/ international collaborations with institutes of repute including ICT, Mumbai and UTS, Australia;
- Research and review papers with cumulative impact factor of HEI 250+ till the date, along with intellectual properties to the HEI's credit;
- Organization of international/ national workshops/ conferences/ FDPs/ seminars on recent trends in pure, applied, and pharmaceutical sciences.

The head of the HEI has played major role to start Warana Science and Innovation Activity Centre (WSIAC) with support of INR 2 crores from Rajiv Gandhi Science Technology Commission (RGSTC), Maharashtra State Government, incepted on 24th February 2017. He is effectively and efficiently running the WSIAC with 5 scientific officers, human resource shared by the HEI itself. This is explained in detailed as portray.

Extension activities through NSS unit of the HEI noticeable. It includes awareness about different social issues, AIDS, gender equality, digital India and carrying socially important activities including Swachh Bharat Abhiyan, tree plantation, blood donation camp, health camps, eye check-ups, TT-vaccination, international yoga day celebration etc.

Few of the recognised acts of the HEI are;

- Sanitization of flood affected villages;
- Free medicine distribution in flood affected area;
- Distribution of 7 lacs doses of Arsenic Album, twice; the project by our President;
- Distribution of free hand-sanitizer to govt and semi-govt. offices in nearby talukas, the project by our President;
- COVID-19 hospital run under the guidance of Hon. President etc.

Infrastructure and Learning Resources

In 60-acre campus of SWVSM, dedicated 11 Hectare land demarcated to TKCP.

Salient features of the physical facilities of the SWVSM campus are:

- In-house hostels/ messes/ canteen for boys and girls;
- Residence for staff and heads of the constituent schools/ colleges;
- In-house banking/ ATM, medical facility;
- Ample sports and co-curricular facilities, play grounds, basketball courts, volleyball grounds, semi-Olympic grade swimming pool, indoor sports (badminton and table tennis) complex, gym,
- Competitive exam guidance bureaus;
- 1000 plus capacity auditorium;
- Warana Science and Innovation Activity Centre to clarify and understand basic concepts in science and mathematics;
- Warana Children Orchestra to learn and practice vocal and instrumental music etc.

Adequate infrastructural facilities are provided in the HEI, satisfying PCI as well as SUK norms – including:

- ICT facilities equipped classrooms along with LCDs/ interactive LCDs, inbuilt computer in each class etc.;
- ICT infrastructure, along with the total 85 computers available for students, 100 MBPs internet and WiFi facility with separate logins for staff and students providing abundant opportunities of e-learning;
- The instrumentation facility in the HEI is very well used by the researchers in 3 districts of jurisdiction of the University and that includes – freeze dryer, spray dryer, high pressure homogenizer, FTIR, UV-visible spectrophotometer, ultra turrax. HPLC, probe sonicator, ELISA plate reader, cell counter, digital/ cooling centrifuge, deep freezer, auto analyzer etc.;
- Library with e-referencing facility and reading room;
- Laboratories including CFC, cell culture lab, machine room, supercritical extractor facility etc.;
- Seminar hall of 250 capacity with inbuilt personal audio system, LCD and other facilities;
- Staff-rooms;
- Committee cells, including training and placement cell, office of IPA Kolhapur Local Branch;
- Administrative office;
- Boys and girls common rooms provided with washrooms;
- First aid room;
- Plentiful sports material and musical instruments;
- Fire safety instruments duly installed and maintained etc.

Library

The HEI has provided resourceful library, automated using VmEduLife software provides access to e-resources.

The key features of library are;

- Book bank for SEDGs;
- 10 books for each student on their library card;
- 3443 resources available to the stakeholders remotely;
- Mini libraries in girls and boys hostels etc.

Student Support and Progression

Around 57% of the students admitted in the HEI are from home district. While approximate 43% are from nearby districts and other part of the state and very few are from other states. Gender wise, the female students

(54%) dominate the male students (46%). There is not much cultural diversity among the enrolled students.

Inclusive policy is adopted and support is availed to the students for academic and non-academic progression towards the student's learning, co- and extra- curriculum activities, community engagement, ensuring holistic development.

It includes;

- Induction programme for freshers to help them cope-up with the environment in the HEI, and to make them aware with SOPs of overall conducts;
- Adorning white coat in the fresher's welcome inculcating professionalism;
- Providing students learning challenges, to make learning activity-based;
- Providing administrative support, in admission, scholarships, participation in co-, extra- curricular activities etc.;
- Mentoring and peer support aiding their transition from youth to the educated citizen;
- Imbibing technical, interpersonal skills and life skills through various activities;
- Providing industrial visits, industrial trainings to inculcate skills that industry expects;
- Career guidance and counselling for converting pupils into mavens;
- Instilling positive attitude and patriotism through all deeds and acts etc.

Through, their performance in first sessional examination itself, the slow learners and advanced learners are identified and appropriate remedial coaching is provided to the slow learners, and advanced assignments are given to the advanced students. Special attention is given to the socially disadvantaged category.

Innovative pedagogical techniques are employed making teaching-learning experiential, project and problem-based learning.

Alumni of the HEI are continuously engaged in the growth and development of the HEI, by sponsoring some of the programs and sharing expertise through seminars/ workshops.

63% of the graduates and post-graduates passed out from the HEI in the year between 2017-18 to 2021-22 are doing job in reputed organisations while 22% are taking higher education respectively.

In short TKCP is not only offering education to make their students graduated but educated and successful alumni working in esteemed organisations and in administrations at various levels is the real testimony.

Governance, Leadership and Management

TKCP is the constituent unit of Shree Warana Vibhag Shikshan Mandal, backed by Shree Warana Co-operative

Industrial and Educational Complex. The basic philosophy of Co-operative sector i.e. '*Ekmeke Sahayy Karu, Avaghe Dharu Supanth*', is of the principle of governance of the HEI.

HEI follows ideology of our **Founder President Hon. Late Tatyasaheb Koreji** and the consistent guidance, support, motivation of present **President Hon. Dr. Vinayji Kore**.

TKCP has strong, supportive, and participative management at the helm. We believe in self-governance though frequent inspections by PCI, local inquiry committee/ academic audit of SUK, validates the conduct of the HEI. All the responsibilities are distributed and leaders are empowered to take the decisions.

GB is the highest in-house body that takes decisions in GB meetings held, twice in each year. Also, as per the rules of Maharashtra Public Universities Act, 2016 and the affiliating university statutes, the governance of the HEI needs to be through the College Development Committee (CDC). So, CDC is also formed. It consists of Hon. President, Administrative Officer of SWVSM, Principal, IQAC Coordinator, local members, teacher representative(s), woman representative(s), representative(s) of administrative staff etc.

The participative deliberations of CDC result in decisions, formulating policies and implementation further. The Principal implements the policies by authority to committee coordinators and then staff and students. All major decisions related to infrastructural development, academic, co- and extra-curricular conduct, human resource, inventory etc.

The basic code of the governance is the **decentralization** of the power and delegation of authorities and making aware of responsibilities. Through various statutory and non-statutory committees like IQAC, programme committee, anti-ragging, internal complaint cell, parent-teacher association, mentoring, sports-cultural-cocurricular committees, NSS, etc.; all the activities are planned and advanced. The decisions are taken in the meetings of all these committees/ cells, informed and approved from higher body and management and are then implemented whole heartedly. Students are members of many of these committees and are involved in decision-making and execution as well.

So, in the true sense, institutional leadership is demonstrative and participatory, creating an environment to '**share, participate and flourish**'.

Institutional Values and Best Practices

In consonance with the motto of Shree Warana Vibhag Shikshan Mandal's '*Creating an empowered human being through eminence education*' and motto of the college '*Serving mankind*', the HEI maintains universal values.

The college cuddles the educational philosophy and values of SWVSM's and SUK and is committed to core values:

- Culture of Academic Excellence;
- Commitment;
- Innovation;
- Collaboration;
- Accountability;
- Professionalism.

Best Practices

Best Practice 1:

Title of the Practice: Imbibing research skills and marching towards center of excellence in research

The Practice: With the writing of strong research proposals, the faculty of HEI could fetch research grants, and the management invested money in developing state-of-the-art research facilities in the college including CFC, industry grade cell culture laboratory, animal house facility etc. The research facility is recurrently used by the researchers from the institutions in Kolhapur, Sangli and Satara districts.

Evidences of Success: The effective implementation of the practice led to many outcomes as mentioned below:

- NIRF Ranking of year 2017, 2018 and 2021;
- 3 MODROBS, RPS, Seminar grants form AICTE;
- Collaborative research resulted in impactful research outcomes;
- High impact publications, cumulative impact factor of the HEI 250+;
- Books and book chapters published in world's most reputed publishers like Elsevier, Taylor and Francis (CRC-Press), Springer-Nature etc.;
- Patents and other intellectual properties in credential of the HEI;
- Best research poster presentation awards to staff and students of the HEI etc.

Best Practice 2:

Title of the Practice: Implementation of SOPs for achieving quality assurance in HEI's conduct

The Context: SOPs are routine in pharma industry to ensure quality assurance. It is seen in the academia, on the contrary that, no training is availed to teaching and non-teaching staff as well as students, regarding what is expected while they perform. So, to bridge this gap SOPs were thought to be useful.

The Practice: SOPs are imbibed in all operations we do, may it be office, library, classrooms or laboratories.

Evidences of Success:

The successful implementation of SOPs has resulted into:

- Improved efficiency;
- Enhanced consistency in all operations;
- Better compliance;
- Quality improvement;
- SOPs served as a valuable training tool for new students and staff etc.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | TATYASAHEB KORE COLLEGE OF PHARMACY |
| Address | AT POST WARANANAGAR TAL PANHALA DIST KOLHAPUR |
| City | Warananagar |
| State | Maharashtra |
| Pin | 416113 |
| Website | www.tkcpwarana.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|---------------------|-------------------------|------------|--------------|--------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | John Intru Disouza | 02328-223501 | 7798885050 | 02328-223501 | tkcp.pc@unishivaji.ac.in |
| IQAC / CIQA coordinator | Kiran Shivaji Patil | 02328- | 7798884959 | - | iqac@tkcpwarana.ac.in |

| Status of the Institution | |
|---------------------------|---------|
| Institution Status | Private |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

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

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|-------------|--------------------|-------------------------------|
| Maharashtra | Shivaji University | View Document |

| Details of UGC recognition | | |
|----------------------------|------|---------------|
| Under Section | Date | View Document |
| 2f of UGC | | |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC) | | | | |
|---|---|----------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 03-07-2022 | 12 | None |
| PCI | View Document | 08-01-2023 | 12 | None |

| 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? | Yes |
| If yes, name of the agency | National Institutional Ranking Framework |
| Date of recognition | 09-09-2021 |

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | AT POST WARANANAGAR TAL PANHALA DIST KOLHAPUR | Rural | 2 | 9622 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BPharm,B Pharmacy | 48 | HSC IN SCIENCE | English | 60 | 60 |
| UG | BPharm,B Pharmacy Practice | 24 | DIPLOMA IN PHARMACY | English | 40 | 0 |
| PG | MPharm,Pharmaceutics | 24 | BACHELOR IN PHARMACY | English | 15 | 15 |
| PG | MPharm,Pharmaceutical Quality Assurance | 24 | BACHELOR IN PHARMACY | English | 15 | 15 |
| PG | Pharm D,Pharm D | 72 | HSC IN SCIENCE | English | 30 | 30 |
| Doctoral (Ph.D) | PhD or DPhil,Ph D | 36 | MASTERS IN PHARMACY | English | 10 | 10 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 3 | | | | 6 | | | | 13 | | | |
| Recruited | 3 | 0 | 0 | 3 | 4 | 2 | 0 | 6 | 6 | 2 | 0 | 8 |
| Yet to Recruit | 0 | | | | 0 | | | | 5 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0 | | | | 0 | | | | 5 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 2 | 0 | 5 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 26 |
| Recruited | 25 | 1 | 0 | 26 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 4 |
| Recruited | 4 | 0 | 0 | 4 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 4 | 2 | 0 | 9 | 2 | 0 | 17 |
| 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 | 4 | 3 | 0 | 7 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/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 |

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 5 | | 3 | | 8 |

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

Self Study Report of TATYASAHEB KORE COLLEGE OF PHARMACY

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG | Male | 127 | 1 | 0 | 0 | 128 |
| | Female | 166 | 0 | 0 | 0 | 166 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 37 | 0 | 0 | 0 | 37 |
| | Female | 23 | 0 | 0 | 0 | 23 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Doctoral (Ph.D) | Male | 4 | 0 | 0 | 0 | 4 |
| | Female | 6 | 0 | 0 | 0 | 6 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 47 | 0 | 0 | 0 | 47 |
| | Female | 86 | 0 | 0 | 0 | 86 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 13 | 13 | 15 | 21 |
| | Female | 14 | 16 | 13 | 19 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 2 | 3 | 4 | 3 |
| | Female | 8 | 4 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 41 | 37 | 35 | 31 |
| | Female | 27 | 24 | 32 | 25 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 74 | 72 | 70 | 74 |
| | Female | 79 | 81 | 78 | 96 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 31 | 32 | 25 | 17 |
| | Female | 29 | 32 | 21 | 26 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 318 | 314 | 294 | 313 |

Institutional preparedness for NEP

| | |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | At present the institution is offering the syllabus as given by the Pharmacy Council of India (PCI), as per the guidelines of PCI, we will implement the multidisciplinary/ interdisciplinary courses into the curricula. However, the institution has been conducting multidisciplinary courses like communication skills, life skills and yoga etc. Apart from this, the institution is creating awareness about NEP 2020 among teachers and students. In a workshop conducted on NEP 2020, a futuristic plan for implementing multidisciplinary/ interdisciplinary majors, minors was also discussed. |
| 2. Academic bank of credits (ABC): | As this institution is affiliated with Shivaji |

| | |
|--|---|
| | University, Kolhapur, we are awaiting guidelines and support in this regard. On our own, we have been creating awareness among the students regarding ABC. |
| 3. Skill development: | As per the latest guidelines of UGC regarding National Skill Qualification Framework and National Credit Framework, we are incorporating skill elements in the curricula as per the levels mentioned in the NSQF. The institute has prepared and published a five-year perspective plan, the skill development courses in the curricula as envisioned by NEP 2020 are included in the same. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Indian Knowledge System (IKS) is an integral part of the curriculum we offer. Courses, such as Pharmacognosy which is about studies of medicinal plants mentioned in India's ancient knowledge, known as Ayurveda. We aim to start B. Pharm. Ayurveda course, PG Diploma and certificate courses in Ayurvedic formulations, identification of plants of medicinal importance and some courses in Unani and Siddha. |
| 5. Focus on Outcome based education (OBE): | The institution is using Outcome Based Education (OBE) approach. In all three areas of OBE: Design, Delivery, and Assessment PEOs, POs, and PSOs are designed in line with the vision and mission of the institution. COs of each course have been designed as per Bloom's Taxonomy and are percolated to the students. Active learning techniques such as Think Pair Share, Zig Saw, Learning by Doing, Project, and Problem-Based Learning are used to deliver the courses and achieve Course Learning Outcomes. By using Learning Management System (LMS) learning resources are provided to the students. All the examinations are conducted as per the academic calendar and questions are set as per Bloom's Taxonomy levels. At the end of the cycle, CO-PO attainment is calculated in LMS and a necessary course of action is carried out if needed to bridge the gap, if the level of attainment is not as per the expectations set at the beginning of the semester. |
| 6. Distance education/online education: | As of now, we don't have permission to start distance education courses, we plan to integrate online courses into the academics. Though, our students are completing distance courses from different online sources. |

Institutional Initiatives for Electoral Literacy

| | |
|--|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Yes |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes, students' coordinator and coordinating faculty members are appointed by the College, and changed time-to-time and the ELC is functional. The present Nodal Officer is Prof. Vinay Bagal, supported by Mr. Dnyandev Pange as a non-teaching staff representatives and Mr. Rajvardhan Patil as student member. |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | Every year as per the communication from the Tehsil office, the institute organizes drives for voter registration with the help of students and staff. The programmes undertaken by the ELC are like. 1. Voter awareness camps promoting ethical voting; 2. Voter registration drive for the eligible students in the campus; 3. Guest lectures/ students' competitions on promoting on the theme etc. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | Our staff members have participated in the Systematic Voters' Education and Electoral Participation Program, (SVEEP), which is the flagship program of the Election Commission of India for voter education, and spreading voter awareness. Various initiatives are taken in advancing democratic values and participation in electoral processes jointly with other HEIs in the campus or isolate in the HEI. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | Every year as per the communication from the Tehsildar office, the institute organizes drives for voter registration with the help of students and staff. The forms from the eligible students are filled and submitted to the Tehsildar office for further processing. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 342 | 324 | 297 | 307 | 312 |

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

2 Teachers

2.1

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

Response: 33

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

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 23 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79.62 | 62.63 | 79.63 | 48.04 | 46.85 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The HEI offers B. Pharm., M. Pharm. (Pharmaceutics and Quality Assurance); Pharm D programme and is affiliated to Shivaji University, Kolhapur (SUK). From the year 2017, SUK has implemented the nation-wise common syllabus given by Pharmacy Council of India (PCI). The HEI strive to follow all regulations and guidelines published by both the authorities time-to-time, to efficiently and effectively deliver the curriculum.

Student centred teaching-learning is key objective of our college. Institution follows the curriculum, calendar events, evaluation pattern (semester and sessional examinations and continuous evaluation) etc. designed by PCI and SUK. However, for effective implementation of the curriculum, the institution adopts 'write-do-write' policy by following steps:

Planning:

- Preparation of **academic calendar** for various activities for the entire academic year aligned with schedule provided by the university;
- Distribution of workload by conducting staff meeting, headed by Principal and **academic planner** from each faculty is taken at the beginning of the session;
- Preparation of theory and practical **time-table** of each programme and each class, satisfying weekly workload of the faculty and hours prescribed by PCI for each theory and practical course;
- Academic in-charge of the college in co-ordination with class teachers is responsible for smooth conduction of academic sessions;
- Formation of various committees of staff for different activities ensures the efficient conduct.

Effective Implementation:

- Display of academic calendar well in advance at the beginning of AY, prepares stakeholders mind to plan and participate in HEI's conduct;
- SOPs for all activities by all the stakeholders;
- Academic planner by each subject in-charge;
- Timely record keeping of academic and co-, extra-curricular activities, continuous formative evaluation, internal and university examinations etc. guided and monitored by LMS – Vmedulife to avoid manual errors and effective conduct;
- Uploading useful content as per course in LMS using Vmedulife providing e-learning opportunities to the students;
- Taking review of academic completion time-to-time;

- Continuous internal assessment of the students through regular class tests, and sessional examination and assignments;
- Online feedback from students on academic sessions conducted through Vmedulife;
- Assessment of practical journals from time-to-time basis;
- Based on the inputs of IQAC, activities learning is more-and-more experiential by using short projects, training on sophisticated instruments, industrial/ botanical/ field trips etc. are planned and executed;
- HEI takes all efforts to transform their teachers into subject matter expert (SME) using effective teaching techniques (ETT), by organising teacher's workshops;
- Faculties are encouraged to participate in new syllabus orientation programs/ workshops, FDPs, STTPs, refresher programs etc;
- CBCS provides flexibility in selecting the subject(s) that students aspire to take as career;
- Faculty members of the institute do effective delivery of curriculum by ICT enabled pedagogies.

Critical Analysis and Feedback Action:

- If any divergence is observed from the stated plan of action, corrective and preventive actions (CAPA) is applied;
- Efforts are taken at the beginning of the academic sessions to identify slow learners and advanced learners and efforts are taken on both;
- Feedbacks from the students are analyzed and timely actions are taken for quality assurance and improvement.

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

1.2 Academic Flexibility

1.2.1

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

Response: 3

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

1.2.2

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

Response: 13.65

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 172 | 0 | 0 | 28 | 16 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum for all the programs run by the HEI, is designed to inculcate Professional Ethics for the improvement of professional skills and knowledge, gender equality for equal competencies in male and female students, human values for building the finest temperament and education with sustainable development for the benefit of society.

Professional Ethics: The study of subjects that imparts knowledge related to professional ethics in various aspects and includes the professional ways of handling prescriptions, care of laboratory animals, the importance of GLP, quality control & quality assurance, rules & regulation under various acts like Pharmacy Act 1948, Drug & Cosmetic Act 1940 Rules 1945, etc.

These subjects are Pharmaceutics, Social and Preventive Pharmacy, Pharmacy Practice, Pharmacology, Industrial Pharmacy, Pharmaceutical Jurisprudence, Pharmaceutical Quality Assurance, Biostatistics, and Research Methodology.

The newly admitted students are made aware of the “Pharmacy Code of Ethics” & “Pharmacist Oath” with a White Coat adorning ceremony in the **Induction Program** at the beginning of their academic year.

The Code of Ethics of Pharmacists is displayed at the HEI’s entrance and printed on the first page of our Practical Journals.

Students are encouraged to participate in various events/ competitions organized during National Pharmacy Week (NPW), ‘World Pharmacist Day’, breastfeeding week etc., which motivates the young budding pharmacists to improve their confidence, knowledge, leadership qualities, and teamwork etc.

Gender Equality: All students are given equal opportunity to participate in co-curricular, extra-curricular, cultural, sports, and NSS activities. Several events like Women’s Day celebrations, Women empowerment workshops are organized regularly. College has Gender Sensitization Cell to handle any issues and discriminations related to gender.

Human Values and Health Awareness: Various programs to inculcate human values & health awareness conducted include –Blood Donation Camp, Blood group and Haemoglobin detection, Rational use of medicines campaign, distribution of medicines in natural disasters, Swachha Bharat Abhiyan, etc. inculcate student’s awareness and inspire human values and their responsibility towards society. Under National Service Scheme (NSS) adopting a village and conducting a special residential camp in such a village.

Environment and Sustainability: As prescribed in the curriculum of the Shivaji University Kolhapur, students at S.Y.B. Pharmacy have ‘Environmental Sciences’, M. Pharmacy (QA) have ‘Hazards and Safety Management’ in the course, which helps to create awareness about the ecosystem, biodiversity, natural resource conservation, waste management, and pollution.

NSS platform fulfils environment and sustainability concepts through Tree plantations.

The College has a medicinal garden with an array of medicinal plants. Various field trips are organized as a part of Environmental science and Pharmacognosy subjects which are attended by staff and students with experts to give information on the flora and fauna of the region being visited.

College is certified “Green Campus” by Vmedulife as it uses online platforms for conduct and documentation with a paperless initiative contributing to sustaining a greener nation.

The campus operates on solar and bio-renewable energy systems. Campus recycles the wastewater and has generated a green picturesque garden.

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

1.3.2

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

Response: 41.52

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

Response: 142

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

1.4 Feedback System

1.4.1

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 94.22

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 90 | 76 | 81 | 87 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 90 | 90 | 90 | 90 | 90 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 93.58

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 31 | 33 | 44 | 34 | 33 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 35 | 35 | 47 | 35 | 35 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 14.87

2.3 Teaching- Learning Process

2.3.1

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

Response:

The traditional teaching-learning process has shifted from classroom teaching to a student-centric approach which involves experiential learning, participative learning, and problem-solving methodologies for enhancing learning experiences. The methods like interactive learning, participatory or collaborative learning, experiential learning, problem-based learning, ICT-enabled learning, and blended learning are adopted by the HEI to enhance the learning experience of students and enable self-directed and flexible learning.

Learning Facilities:

ICT infrastructure with a cumulative investment of INR 68.34 lacs for effective academic affairs, well-equipped laboratories with a cumulative investment of INR 3.33 crores on equipment, a language lab., an herbal garden, an animal house facility, a resourceful library with an investment of INR 61.86 lacs, project reports etc.

Experiential Learning:

The activities beyond the curriculum are designed to bridge curricular gaps. Following activities are conducted by the institute which gives students the opportunity to learn through experience and discover the opportunities in the field;

- Laboratory experiments are conducted to implement and understand classroom theory knowledge with actual practical experience;
- Industrial training for B. Pharm students;
- Community Pharmacy training for Pharm D students;
- Research projects give students the opportunity for self-planning, implementation, and self-assessment;
- Industrial visits give exposure to students to the working environment of the industry;
- Hospital visits for B. Pharm and Pharm D students;
- Botanical trips for the students;
- Hands-on advanced instrument training workshops organized by the institute;
- Participation of students in in-house, intercollegiate, or national research and poster competitions.

Participative Learning:

Participative learning in the institute is a team process where small groups of students with different learning abilities collaborate and interact (group discussions, assignments, projects, etc). In the flipped classroom, brainstorming activities are being conducted for effective pedagogy. Participation in poster competitions and learning through YouTube videos. To extend learning beyond classroom teaching, we invite experts from different industries to conduct guest lectures, seminars, and workshops. It creates awareness among students about future challenges and industry demands of different skills.

Problem-Based Learning:

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

As per the curriculum, research or review projects are assigned to B. Pharmacy final-year students to instil research and scientific acumen in the students. Institute encourages M. Pharm students to undertake industrial projects and participate in journal clubs to inculcate problem-based learning and a professional environment.

The HEI focuses more on giving students a positive learning experience through students centric participative and collaborative learning methods such as – Project Based Learning, Flipped Classroom, Think Pair Share, Teach Back, Jig Saw, One Minute Paper etc. Students are take real-life problems as a part of their 7th and 8th Semester projects.

Teachers use self-created learning and teaching resources at the same time using several Open Educational Resources such as – Kahoot, Socrative, Nearpod, Padlet, Virtual Labs, Lectures from SWAYAM, Lesson Plans, and books from National Digital Library etc.

Learning Management System (LMS) is actively used to ensure a positive learning experience for our students. The LMS includes learning resources, assessments, and outcome attainments as well.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 23 |

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

2.4.2

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

Response: 30.43

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 7 | 7 | 7 | 7 | 7 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The HEI has framed Examination committee to ensure fair and genuine internal examination practice. The committee is responsible for the planning, coordination and conduct of internal examination for B. Pharm, Pharm. D and M. Pharm. The examination evaluation process is followed as per course structure of PCI and Shivaji University, Kolhapur (SUK).

Evaluation system:

| Course/ | Continuous assessment | Sessional (T/P) | End semester (T/P) |
|---------|-----------------------|-----------------|--------------------|
|---------|-----------------------|-----------------|--------------------|

| Pattern | (T/P) | | | | | |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|
| | Weightage | Frequency | Weightage | Frequency | Weightage | Frequency |
| | Marks | | Marks | | Marks | |
| B. Pharm | 10 | 1 | 15 | 2 | 75 | 1 |
| M. Pharm | 10 | 1 | 15 | 2 | 75 | 1 |
| Pharm D. | -- | -- | 30 | 3 | 70 | 1 |
| Annual pattern | | | | | | |

The Examination Committee plans the internal assessments schedules on commencement of Semester. Examination in-charge makes sure that the internal assessments are conducted as per planned schedule and the pattern prescribed in course structure.

Mechanism for transparency in internal assessment

- During the Induction programme for fresher students, Examination Committee gives a direction to students and parents about the assessment pattern as per the Rules and regulation of PCI/ SUK, as part of Institutional initiative. Students are made aware about the continuous internal assessment (CIE) and Sessional examination weightage, question paper pattern and frequency of assessments.
- Exam circular and time table: as per the planned schedule, exam committee prepares and displays the time table for the Sessional/CIE on the notice board at least 10 days before the exam date.
- Appointment of invigilators: The examination committee prepares the classrooms which are under CCTV surveillance as a seating arrangement of capacity 40 and appoints invigilators block-wise to conduct the exams.
- Framing of question papers: The Head of the HEI and examination committee makes sure that – the students are assessed as per Bloom's Taxonomy and the COs and POs are attained.
- Assessments for Internal examination are done by the subject teachers and evaluated sheets are shown to the students and marks are conveyed to them.
- Compilation of internal marks: The exam committee regularly monitors the performance of the students and the mentors/ class teachers are asked to convey the internal assessment performance of the students to their parents/guardians at regular intervals.
- Verification of internal marks: The examination committee carefully monitors internal marks entry by the respective subject teacher in university portal.

Robustness in terms of mode and frequency of assessment:

The exam committee conducts internal assessments as per the mode and frequency of internal assessment prescribed by the University.

- **Sessional examination:** B. Pharm./ M. Pharm./ Pharm D. – written examination, M. Pharm. seminar presentations etc.
- **Continuous assessment:** assignments, open book test, seminars etc.

Institute initiative:

Continuous assessment data is uploaded by students on the Vmedulife software and maintained there as a

record.

Thus, the examination committee adheres and conducts all exams as per the schedule. All the internal marks are communicated to the University within the stipulated time period. Committee circulates all information and performance to students maintaining transparency in complete examination and evaluation process.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

TKCP has achieved success in 'outcome-based education (OBE) process' in accordance with UGC guidelines. The PCI curriculum implemented by the University mentions objectives for all courses taught in the HEI. The HEI has identified course outcomes (COs), programme specific outcomes (PSOs) and programme outcomes (POs), keeping in view the objectives of the courses, expected outcomes of the professional education and Vision, Mission and Motto of the HEI to align with OBE system as stipulated by UGC. POs comprehends a broad spectrum of knowledge, skills, abilities, competencies, values and ethics in the interest of the multi-round development of students' character.

The outcomes stated mapped with expectations of the industry from the graduates including domains knowledge, application, analysis, critical thinking, problem solving, team work, communication skills, project/ task management, social awareness, environment and sustainability, ethics and human values and life-long learning. These are developed out of and correlated with COs.

While defining COs, the revised form of Bloom's Taxonomy is used. COs are the aligned with knowledge and technical competencies to be developed in students by the end of teaching the courses.

Head of the HEI is members of Boards of Studies (BoS), sub-committees of the BoS like 48(3)(a), e-content development of the University and is directly involved in the preparation of outcome-based syllabi, wherever possible.

HEI arranges teachers' pedagogy workshops and also promote and facilitate faculty to attending curriculum enrichment workshops and update themselves about COs. The process of understanding and following course outcomes takes place in the desired manner and enhances quality of teaching-learning.

The IQAC organizes various sessions on OBE in association with the LMS partner of the HEI, VmEdulife and teachers are trained in the identification and assessment of outcome attainments. The IQAC motivates and monitors the entire process. At the time of academic audit, teaching-learning process is evaluated in terms of outcomes.

The salient features of the curriculum enrichments are;

- Use of LMS;
- Diverse mechanism of communication including – HEI’s website, displays in the HEI, digital media including WhatsApp, classrooms and laboratories, practical handbooks, induction and refresher programme etc.;

HEI achieved ‘A’ grade for year 2022-23, in academic audit conducted by the committee constituted by the University.

During induction, students are introduced with COs, PSOs, and POs. COs, PSOs, and POs are displayed in prominent places in HEIs including classrooms and laboratories. The students are also asked to paste COs, PSOs, and POs in their practical journals. Teachers in the departments discuss COs and PSOs at the commencement of each semester in department meetings with a view to know possibilities or difficulties in the attainment of these outcomes.

COs are kept in focus while designing curricular, co-curricular and extra-curricular activities for students. Outcome-based, career-oriented courses impart various skills and knowledge to cope up with challenges of life. The attainment of AY 2021-22 were found satisfactory, calculated after mapping COs and outcomes using Vmedulife software.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of POs and COs are evaluated by the HEI using direct method and indirect method.

In the direct method, students’ performance in the University Semester examinations and Sessional and continuous internal assessment (CIE) is taken into consideration. The internal evaluation incorporates seminar presentations, tutorials, assignment submissions, laboratory examination, project evaluation, test papers, journal submission and viva voce examination through which the learning outcomes are

measured.

Various direct assessment tools such as unit tests, midterm tests, preliminary tests, surprise tests, etc. Laboratory practicals are conducted keeping in view the course outcomes.

Indirect method of measuring course outcomes consists of students' performance in co-curricular activities and extra-curricular activities.

COs attainment levels are set for all courses in each program.

Attainment of COs at PG and UG levels:

The attainment level for course outcomes is defined as follows:

N = Number of students scoring 50% or more than 50% marks

Level 0: $N = 0\%$ (No student from a class scores 50% or more than 50% marks)

Level 1: $0\% < N < 20\%$

Level 2: $20\% \leq N < 50\%$

Level 3: $N \geq 50\%$

Target level for CO attainment is set at 2.5.

CO attainment by both methods is measured and results are obtained.

Attainment of POs at PG and UG levels:

COs contribute to the attainment of programme outcomes. POs attainment is defined at three levels. It is based on the average outcome attainment levels of corresponding courses and programme specific outcomes and programme specific activities, progression and placement.

Programme outcome attainment target level is set at 2.5.

It indicates that the HEI is aiming at achieving minimum level of 2.5 in the performance of students.

Indirect method of PO attainment consists of university rank-holders, students with merit scholarships, progression to higher studies and placements etc.

Upon completion of UG courses, students opt for higher studies or get jobs or go for competitive examinations.

Our alumni have distinguished themselves in industry, research, academics and even in administration, which is an indication of higher attainment level of POs. Feedback is collected from alumni and employers on curricular aspects and their suggestions are considered diligently. Academic audits conducted every year by IQAC and also by the University keenly observe and analyze the results in CIE

and semester examinations, give constructive suggestions to improve attainment of the COs, PSOs and POs.

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

2.6.3

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

Response: 97.16

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 89 | 81 | 88 | 92 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 96 | 89 | 86 | 90 | 96 |

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.41

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 38.77

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.1 | 7.049 | 29.97 | 1.55 | 0.1 |

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The HEI has developed an ecosystem for innovation including incubation centre for creation and transfer of knowledge. Research and Development Cell and Intellectual Property Rights (IPR) Cell have been developed to meet the R & D and IPR requirements of the researchers, potential start-ups, and anybody else who requires assistance in this area. The chief goal of incubation centre is to assist students in turning their ideas into pharmaceutical and technological innovations. The HEI offers a favourable setting for fostering innovation and incubation. All necessary resources including the state-of-the-art laboratories are offered to students and faculties. The others facilities required are made available to students in association with collaborators so they can create prototypes that will promote innovation of societal benefits. Students are urged to develop their practical skills and increase their exposure at the workplace.

The HEI is recognized as PhD centre affiliated to Shivaji University Kolhapur. About 10 PhD Scholars

are perusing their PhD from this centre under two PhD recognized guides. The institute has the sophisticated instrumental analysis facility, cell culture lab, and animal house facility, and serve as leading research centre in the pharmaceutical sciences. Both PhD scholars and PG students are developing and characterizing advanced pharmaceutical formulations for targeting variety of diseases. The students have presented their research ideas at various levels including state, national, and international and secured many prizes. The institute has published many research and review papers in the peer reviewed journal with good impact factor. Till date the cumulative impact factor of HEI is 250+. About five Indian patents have been filed and published by the institute. The institute has fetched several grants for organizing innovation-related activities for both students and faculties.

The HEI organizes workshops/ conferences on recent trends in pure, applied, and pharmaceutical sciences.

Also, in collaboration with Warana Science and Innovation Activity Centre, the HEI organizes various workshops, competitions, hands on training program for stakeholders of higher secondary education to imbibe innovation aptitude, in the young age itself.

Students are urged to take an active role in using technology to meet societal requirements and also encouraged to participate in practical training and improve their exposure to industry. The institute provides assistant for paper publications in reputed journals, fetching research grants, and obtaining patents. The awareness meets, workshops, seminars, and guest lectures are planned on the entrepreneurship. Through C2PC i.e. Campus to Pharma Corporate, Entrepreneurship Conclave; students get chance to interact with successful business people and acquire corporate skills.

The HEI is supporting students to participate in various conferences or workshops for presentation of posters and models.

Overall the HEI is taking significant efforts for holistic development of students and generating next generation scientists/ entrepreneurs/ competent employees etc.

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

3.2.2

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

Response: 22

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 12 | 04 | 04 | 01 | 01 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

3.3 Research Publications and Awards

3.3.1

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

Response: 1.52

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 9 | 14 | 11 | 13 | 3 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.21**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 2 | 0 | 1 | 2 |

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

TKCP is a pioneer institute catering professional pharmacy education; conducts various extension and outreach activities throughout the year for the holistic development of students as well as for the benefit of society nearby.

Awareness (sensitizing the students to social issues):

Different guest lectures are organized for creating awareness among college students regarding various social issues.

The awareness and sensitization of students are carried out by organizing different competitions like essay writing, debate, slogan writing, elocution competition, and T-shirt design etc. on subjects like gender sensitization, AIDS awareness, safe use of medicine, role of pharmacist in the healthcare system,

etc. on the occasion of National Pharmacy Week/ World Pharmacist Day/ International Woman's Day and other occasions.

The college NSS unit is always keen to create awareness among the students about different social issues including;

- Swachh Bharat,
- AIDS awareness,
- Digital India,
- Sex education, gender discrimination, Gender Equality etc.

Activities:

- Unnat Bharat Abhiyan a flagship programme of the government of India, through which household survey of five adopted villages i.e. Kakhe, Male, Paijarwadi, Arale and Awali was carried out and submitted to IIT, Delhi;
- Annually seven days residential NSS camp is organized by the HEI at the nearby village. The student enjoys their stay in the rural area and tries to understand and solve the problems of villagers. There, our students actively participate in social services like tree plantation, cleaning the debris, organization of dental check-ups, eye check-ups, TT vaccination, blood group, and haemoglobin detection camps for villagers and school children. The other activities include the distribution of deworming medicine, making aware the residents of the village of various social and medical problems through street plays, awareness about communicable and non-communicable diseases, etc. All teaching, non-teaching faculties along with the students actively participate and work in the NSS camp;
- Swachha Bharat Abhiyan: cleaning of the villages and HEI's campus is undertaken under Swachha Bharat Abhiyan every year;
- Tree plantation drives;
- International Woman's Day, International Yoga Day celebration, Surgical Strike Day, Swachata Pakwada, etc.;
- Blood donation camp on the occasion of the Birthday of **Hon. President Dr. Vinayraoji Kore (Savkar)**;
- Dental check-up camp in collaboration with Tatyasaheb Kore Dental College and Research Centre;
- Eye-check-up in collaboration with Vasan Eye Care;
- De-worming;
- Tetanus Toxoid vaccination;

- Health check-up camps were organized for flood-affected people;
- Donation food, clothes, and medicine to the flood-affected;

The HEI is continuously exploring ways to help society and provide practical exposure to the students relating to various social issues as well as motivating them to try to seek solutions for some of them. The institute organizes a series of programs for girls and women employees to encourage them and provide a fair environment for their studies and work. Women empowerment, health and hygiene, personal safety, financial independence, personality development, zero tolerance to Sexual harassment, and legal rights of women, are a few of the fields dealt with through seminars, workshops, webinars, discussions, etc.

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

3.4.2

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

Response:

The basic value of the HEI is cooperative and **Hon. President of the SWVSM Dr. Vinayraoji Kore** is seating MLA of Panhala-Shahuwadi. So, working on various social projects is tradition in TKCP. Stakeholders of the HEI are voluntarily and happily involved in number of extension programmes guided, supported by Hon. President.

Every year joint activities are conducted with our sister concern industrial cooperative units like Warana Sugar Industry, Warana Milk Factory, Warana Bazar and others. So, recognitions, accolades and awards are routine for us though we don't work for it.

TKCP's contribution in extension programmes is outstanding. In recognition of the work done by the students and staff of the HEI, various authorities, institutes of importance in local society have given letters of appreciation. The representatives are as follows;

- The appreciation and recognition received in 2021-22 is from Tatyasaheb Kore Warana Sahakari Sakhar Karkhana Ltd. Warananagar for the Participation in Republic day-2022 patriotic event.

7 lac doses of Arsenic Album were distributed free of cost under guidance of Hon. President, twice to help society develop immunity against deadly COVID-19. Few thousand litres of hand sanitizer were distributed to all government, semi-government offices and local society offices to help people fight the pandemic.

14 appreciations and recognitions were received in 2020-21 to the institute for the distribution of free

sanitizer and Arsenic Albums during the Covid-19 pandemic. The different organization from Taluka Panhala, District Kolhapur includes –

- Grampanchayat Jakhale,
- Grampanchayat Bahirewadi,
- Grampanchayat Mohare,
- Grampanchayat Pokhale,
- Grampanchayat Kekhale,
- Grampanchayat Shahapur,
- Grampanchayat Borpadale,
- Grampanchayat Male,
- Grampanchayat Arale,
- Grampanchayat Kodoli, and
- Grampanchayat Kakhe
- Vithumauli Foundation, Savarde, Taluka Hatkanangle, District Kolhapur, and
- Kolhapur District Central Co-operative Bank Ltd., Warananagar branch.

In the year 2019-20 the institute carried out different social activities like sanitization of Bachche-Savarde village and free health check-up camp, distribution of medicine for flood-affected people of Kakhe, Bhendawade, Chavare, and Ghunaki. The work was appreciated and recognized by respective Gram panchayats. The Certificates were received by the students for the successful completion of NSS as volunteers from 2017 to 2019 and 2016 to 18 from the Government of India, Ministry of Youth Affairs & Sports, National Service Scheme, and Shivaji University, Kolhapur. Also, the appreciation and recognition letter from Satave-Savarde Grampanchayat was received for organizing NSS special camp in 2018-19 and 2017-18. Appreciation and recognition letters were received from Shree Tatyasaheb Kore Warana Sahakari Sakhar Karkhana Ltd. Warananagar for Participation in Republic day-2018 and 2019.

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

3.4.3

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

Response: 61

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 3 | 19 | 17 | 14 |

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

3.5 Collaboration

3.5.1

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

Response: 28

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The HEI is a constituent part of Shree Warana Vibhag Shikshan Mandal (est. 1964); in 60 acre of higher education campus, 11-acre land is demarcated to TKCP.

College is having adequate infrastructural facilities satisfying PCI as well as SUK norms. It has adequate number of facilities – classrooms, laboratories, common instrumentation facility, cell culture lab, machine room, supercritical extractor facility, computing equipment, staff-room, seminar hall, committee cells, administrative office, library and reading room, etc. Fire safety instruments are installed and duly maintained.

Library

With the total investment of INR 61 lacs plus on books and journals, college has provided resourceful library. It consists of 2742 titles and 15,560 volumes playing significant role in creating knowledgeable youth.

The reading rooms in the central library accommodate more than 60 students at a time. The library is automated with integrated library management software (ILMS) Vidyasagar from year 2005 and integrated with VmEdulife in year 2019. VmEdulife remote access provides access to 3443 resources. OPAC service is provided by library where the users can search the collection of books by title, author, publisher etc for the better searching options and data collection. Unique barcode ID are given to users. Library also have access to e-resources with list of books/ journals/ data etc., which is a part of e-shodhsindhu, consortium of INFLIBNET, DELNET where user provided with an access to browse and download e-books, e-journals, databases etc.

Laboratories

With the cumulative investment of INR 3.6 crores on laboratory instruments, TKCP provides ample opportunity of hands-on-experience and impactful research not only to TKCP's students and staff, but to researchers of other institutions too.

16 spacious laboratories are equipped with latest instruments and supported by advanced software. Common facility centre with range of highly sophisticated instruments provides high end analytical

solutions.

Language laboratory is equipped with ENTL software.

Computing Equipment

The HEI has one computer lab with 25 computers having a separate CPU with high end configuration latest processors like Core i3, Core 2 Duo with 4GB & 2GB RAM that supports 1TB & 500 GB HDD. These all computers are connected to the internet using fiber optic broadband connection that provides great speed for browsing, updating and downloading the data with secured antivirus facility. This enables students to operate computers and share data easily by wired LAN connection. Printer facility is also available in laboratories. Office no. 1 has Wi-Fi data card/ modem facility used for wireless internet connection. Principal Sir's system is equipped with a video conferencing facility with Zebronix Webcam which is used for live video chat as well as for video discussions.

HEI has installed HIKVISION CCTV system of 46 cameras to cover the entire campus. 6KV battery backup in HEI helps for fluent execution of digital infrastructure during emergencies.

Three ICT enabled classroom enriches the effective teaching and PPT presentations, video lectures, and demonstration of digital components. 8 computers are used for office & administrative work and other purposes.

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

4.1.2

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

Response: 73.09

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 75.40 | 56.43 | 10.82 | 45.12 | 43.75 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

4.2 Library as a Learning Resource

4.2.1

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

Response:

TKCP as a putting all its efforts in creating human resource with knowledge and creativity. We understand that – ‘there is nothing pleasanter than exploring library’. 158 Sq. Mtr. Library with the total expenditure INR 61,86,104 on books and journals; 2742 titles and 15,560 volumes playing significant role in creating knowledgeable youth.

The library is automated with integrated library management software (ILMS) Vidyasagar from year 2005 and integrated with VmEdulife in year 2019. VmEdulife remote access provides access to 3443 resources. OPAC service is provided by library where the users can search the collection of books by title, author, publisher etc for the better searching options and data collection. Unique barcode ID are given to users. Library also have access to e-resources with list of books/ journals/ data etc., which is a part of e-shodhsindhu, consortium of INFLIBNET, DELNET where user provided with an access to browse and download e-books, e-journals, databases etc.

Some of the salient features of library are;

- Dewey decimal classification used to classify books;
- At the start of the year, during induction programme new users are oriented with the facilities, services, and resources accessible at the library;
- The journals and newspaper are also displayed on stand at the library for access to each and every one;
- The list of new arrival is displayed for two weeks on the display board;

- The library provides reprographic service and internet service for e-referencing;
- Welfare scheme, financially supported by social welfare department, is also made available, through which 245 books are made available and a set of 6 books are issued to each SC student at one time;
- Competitive exams by providing the necessary study material;
- Book exhibitions are conducted and various other measures are taken by the library committee to improve foot-falls and library usage;
- Spacious reading room is referencing works;
- General books are also provided to the readers to make them aware with political, socio-economical changes around;
- Library is under cc-tv surveillance for monitoring the decorum by staff and students;
- Fire safety units is also available to avoid the incidences and safety of library regarding the fire.

To bring back students from the learning loss caused during pandemic; and to enable students read more books, policy was made and implemented to issue 10 books per students.

Mini Library in both boy's and girl's hostels is formed in January 2023 for ready referencing is helping students study in hostels.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The HEI has one computer lab with 25 computers having a separate CPU with high end configuration latest processors like Core i3, Core 2 Duo with 4GB & 2GB RAM that supports 1TB & 500 GB HDD.

These all computers are connected to the internet using fiber optic broadband connection that provides great speed for browsing, updating and downloading the data with secured antivirus facility. This enables students to operate computers and share data easily by wired LAN connection. Printer facility is also available in laboratories. Office no. 1 has Wi-Fi data card/ modem facility used for wireless internet connection. Principal Sir's system is equipped with a video conferencing facility with Zebronix Webcam which is used for live video chat as well as for video discussions.

HEI has installed HIKVISION CCTV system of 46 cameras to cover the entire campus. 6KV battery backup in HEI helps for fluent execution of digital infrastructure during emergencies.

Three ICT enabled classroom enriches the effective teaching and PPT presentations, video lectures, and demonstration of digital components. 8 computers are used for office & administrative work and other purposes.

The details of digital infrastructure in HEI is given below:

| Sr. No. | Device Name | Configuration/ Company Name | Total |
|---------|---|--|-------|
| 1. | Computers | Windows Ver.7,8.1,10, 4GB/2GB/1GB RAM/PC, 1TB/ 500 GB HDD/PC | 92 |
| 2. | Projector | Epson | 3 |
| 3. | Printer | Samsung, Canon, Epson, Sharp, hp | 8 |
| 4. | Internet Modem Airtel | NETGEAR PROSAFEGS748T (100MBPS Speed) | 3 |
| 5. | WIFI Data card (for WIFI Connection) | Airtel | 1 |
| 6. | Web Cam | Zebronix Webcam | |
| 7. | CCTV having 32 Camera | HIKVISION – DS-7332HGHI-SH | 1 |
| 8. | Battery Backup | 6KV | 1 |

Comparative chart showing updates of ICT facilities in the five years:

| Sr. No. | Facility | In 2017-18 | In 2022-23 |
|---------|-----------------------|---|---|
| 1. | Total Computers | 72 | 92 |
| 2. | Campus Network | Broadband with LAN in Labs, Library and Office 8 Mbps high speed broadband | Broadband with LAN in Labs, Library and Office 100 Mbps high speed broadband |
| 3. | Internet Facility | 8mbps high speed broadband | 100mbps high speed optical fiber connection |
| 4. | Computer laboratories | 01 | 01 |
| 5. | ICT enabled classroom | 03 | 03 |
| 6. | Printers/scanners | 5 | 8 |
| 7. | e-Journals | 1786 | 6556 |

| | | | |
|-----|------------------------------------|-------------------|-------------------|
| 8. | e-Books | 10676 | 44951 |
| 9. | Language laboratory | ETNL Language Lab | ETNL Language Lab |
| 10. | Number of books in Central library | 11688 | 15490 |
| 11. | Number of LCD Projectors | 01 | 01 |
| 12. | Barcode Scanner | 01 | 01 |

Software's Used in Computers:

- Windows ver.7,10,11;
- Microsoft Office 2007, 2010 (MS-Word, MS-Excel, MS-PowerPoint, MS-Access)
- SQL Server Std.;
- Additional Software's licensed & Freeware installed for students to enhance their skills: Design Expert, Cosmoquick, Chemix, MiniTab, Chemosketch, Pyrax.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 4.28**4.3.2.1 Number of computers available for students usage during the latest completed academic year:****Response:** 80

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 76.38

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)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 67.75 | 55.02 | 47.51 | 26.75 | 44.93 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 51.9

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 188 | 175 | 154 | 178 | 126 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 75.92

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 427 | 228 | 182 | 278 | 86 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 83.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 81 | 60 | 83 | 64 | 84 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 89 | 83 | 88 | 92 |

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

5.2.2

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

Response: 27.03

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 4 | 2 | 0 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 33

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 9 | 2 | 13 | 6 | 3 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 27.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34 | 0 | 35 | 34 | 35 |

| File Description | Document |
|---|-------------------------------|
| Upload supporting document | View Document |
| Institutional data in the prescribed format | View Document |

5.4 Alumni Engagement

5.4.1

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

Response:

TKCP has registered Alumni Association registered at The Assistant Registrar of Society, Kolhapur Area with registration under Societies Act XXI of 1860 and registration no. MH/30144/KOP, dated 21/10/2011.

The Alumni Association provides an edge for establishing a link between the alumni, staff, and students of the HEI.

TKCP alumni are working at various positions locally and globally and proving their distinction in all spheres of pharma business, including R & D, Production, Clinical Research, QA/ QC, Marketing & sales, Pharmacovigilance, Academia etc. Few have made their noteworthy presence in administration including revenue department, railway, police, state administrative services, food and drug administration etc. The alumni have now been transformed into great resource to the HEI in various fields. And are contributing in college development and supporting undergoing students by various means including;

- **Book Donation:** Alumni have contributed number of reference books to the HEI's library making it more resourceful;
- **Career Guidance:** TKCP Alumni are invited at the HEI, as resource persons at various events including Campus to Corporate (C2PC)/ Entrepreneurship Conclave/ guest lectures and panel discussions etc. They share their experience with the students and motivate them for their career development in various domains. They provide inputs and share their experiences recent technologies & trends in corporate world, regarding skills, application of knowledge and corporate working culture etc.
- **Placement Support:** A separate cell of 'Training & Placement Support' is formed with Alumni and Training and Placement Office (TPO) of the HEI. Proactive alumni and TPO are working on every-day basis to provide training and placement opportunities to undergoing and pass-out students of the HEI through a WhatsApp group. They assist and guide the students to crack the interviews too.
- **In-plant Trainings:** Industrial and otherwise training in Hospitals/ Retail-Wholesale and other settings is part of curriculum. Alumni provide numerous opportunities in various companies to the students.
- **Entrepreneurship Awareness:** Some of our Alumni have established start-ups in different sectors. These first-generation entrepreneurs guide and hand-hold TKCP students getting

developed entrepreneurship minds and move ahead in path of self-employment.

- **Promoting Institute Events:** Alumni associates with various co-, extra-curricular and sports events conducted the HEI. Alumni supports these events by contributing their share recently the Alumni Association have sponsored sports kits to the students participated in Lead College Sports Competitions.
- **Social Responsibility:** The Alumni of the HEI are always keen in supporting existing students and alumni financially in their bad phase of life too.

Alumni Meets: TKCP has a tradition of inviting alumni and organise ‘Annual Alumni Meet’ every year. Alumni get opportunity to reconnect with the Alma mater and old friends. These meets have now been witnessed as one of the best platforms for networking and sharing new trends and current happenings in the corporate world. The inputs given by alumni are observed helpful for teachers of the HEI for moulding the aspiring students into competent professionals.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The HEI's Vision, Mission statements were reframed in year 2010, and it's astounded to see that – when NEP-2020 was declared, vision, missions and motto of the HEI are in-line with the objectives of NEP-2020.

Though, HEI is private-non-grant college affiliated to Shivaji University, Kolhapur (SUK), it dreams to contribute in making individual strong but sensitive and disciplined and committed, that can strengthen the society and the nation.

It is constituent unit of Shree Warana Vibhag Shikshan Mandal (SWVSM), which is educational unit under Shree Warana Industrial and Educational Complex, established by visionary with aim nothing but – bring world's best learning opportunities in Warana. The present President is dynamic leader of the Shahuwadi-Panhala constituency, the one who cares everyone, especially downtrodden. So, the values and ethics that head of the HEI follows and strives to percolate in staff and students are influenced by basic philosophy of 'co-operative movement'.

The Governing Body (GB) is highest in-house body that takes decision in GB meetings held, twice in each year. Also, as per the rules of Maharashtra Public Universities Act, 2016 and the affiliating university statutes, the governance of the HEI needs to be through the College Development Committee (CDC). It consists of Hon. President, Administrative Officer of SWVSM, Principal, IQAC Coordinator, local members, teacher representative(s), woman representative(s), representative(s) of administrative staff. The participative deliberations of CDC result in decisions, formulating policies and implementation further. The Principal implements the policies by authority to committee coordinators and then staff and students. All major decisions related to infrastructural development, academic, co- and extra-curricular conduct, human resource, inventory.

CDC: The functioning of the CDC is fully democratic. The decisions are taken unanimously in accordance with the agenda of the meetings. Each matter on the agenda is first proposed by one of the members of the CDC, and then, the same is seconded by another member leading to the decision. The agenda of each CDC meeting addresses important issues and also incorporates suggestions made by various stakeholders for the betterment of the HEI.

NEP implementation: Head of the HEI is BOS member, and is involved in the measures SUK takes in implementing NEP-2020, may it be Academic Bank Credit (ABC) or holistic and multidisciplinary education, formative examinations etc. Through Indian Pharmaceutical Association's Kolhapur Local branch various workshops are organised for pharmacy teachers to create awareness and to make them

ready for the successful implementation of NEP-2020.

Sustained institutional growth is achieved in all the key indicators of the HEI's performance. The basic principle is **decentralization** of the power and delegation of authorities and making aware of responsibilities. Through various statutory and non-statutory committees like IQAC, Programme Committee, anti-ragging, internal complaint cell, parent-teacher association, mentoring, sports-cultural-cocurricular committees, NSS etc.; all the activities are planned and advanced. Students are members of many of these committees and are involved in decision making and the execution as well.

So, in true sense institutional leadership is demonstrative and participatory, creating environment to 'share, participate and flourish'.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

'Vision-2025' – the Perspective Plan, is the blue print of activities of the institution to be undertaken during the five years starting from 2020 to 2025. After the successfully making place in NIRF ranking in 2017 & 2018 in rank band 50 to 75 and in 2021 in rank band 75 to 100, the plan was prepared to improvise the quality of the HEI in both infrastructure and the conduct. Keeping with the philosophies of apex bodies, affiliating university and our own trust the Vision, Mission statements, Goals and core values of the institution; the strategic plan of the college was prepared.

It covers a range of items like enrichment of curricular aspects, teaching-learning and evaluation, research and extension, augmentation of infrastructure, student support facilities and services, adoption of e-governance, gender and environmental awareness. Vision-2025 was approved in the CDC meeting held on 05/03/2020.

The key pointers of the plan were;

- Introduction of Pharm. D. and B. Pharm. (Practice) courses;
- Not to increase the intake of B. Pharm. and D. Pharm. but to improvise in all aspects teaching-learning, research, student support systems and extension activities;
- Improvise in NIRF rank;

- Getting NAAC and other accreditations and certifications;
- Getting 2(f) and 12(b) statuses accorded;
- Promotion of research culture;
- Create infrastructure to attract foreign students and improvising in it qualitatively and quantitatively as per as admissions to foreign students is concerned;
- Shaping HEI into training centre for graduates of community college (B. Sc./ M. Sc. etc.) and community pharmacy professionals (retailers and wholesalers);
- Running short-term courses in core pharmaceutical and allied subjects, focusing mainly on developing technical skills like analytical method development, animal handling and experimentations, identification of plants, nutrition and dietetics etc.;
- Improvising infrastructural facilities for academic/ non-academic conduct and research;
- Use of formative and innovative evaluation practices for continuous/ internal assessment, so that knowledge gained by the students be truly and timely measured;
- Improvising in ICT facilities for teaching-learning;
- Improvising functioning of Entrepreneurship Development Cell (EDC);
- Strengthening of mechanism for counselling of students and staff;
- Improvising in networking and collaborations both quantitatively and qualitatively etc.

The Perspective Plan incorporates other initiatives that are important from the view point of fostering overall development of the institution. Some of them are the initiatives like promoting use of student centric methods, activities to cater to student diversity, organization of seminars and workshops, collaborative academic and extension activities, enrichment of library resources, programmes for faculty development and welfare, etc.

The HEI is putting sincere efforts to deploy the plan. Policies are framed and re-framed and implemented; SOPs are applied as best practice, in all the conducts of the HEI. The outcomes are truly rewarding, helping the HEI in good overall improvisation – teaching-learning, research, and extension activities.

| File Description | Document |
|--|-------------------------------|
| Upload Additional information | View Document |
| Institutional perspective Plan and deployment documents on the website | View Document |
| Provide Link for Additional information | View Document |

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal system: The unique practice of ‘Term of reference’ (ToR) is followed in the HEI. ToR is the agreement between staff and the administration, in which each staff gives promise about their performance in various domains such as – teaching-learning, administrative work through committee’s in-charge or member, research and exclusivity while contributing to the development of organisation, the trust and the society etc.

Performance appraisal system for both teaching and non-teaching staff is already in action. Every year, performance appraisal of staff is carried out following well defined procedure and the staff is graded as performing or non-performing and the increments are given.

The HEI is backed up by one of the most vibrant co-operative unit of the nation famous by name – “Warana”. Each employee of the constituent unit is called as ‘Vidyasevak’ and valued part of the organisation. We care our employees and ensure their welfare through various means.

The following are the representative of **effective welfare measures** that the institution; takes;

- Employees Provident Fund;
- Gratuity;
- Shivaji University, Kolhapur Kalyan Nidhi Yojana;
- Staff quarters, guest houses in the campus are provided with cheapest cost, for convenient stay in the campus;
- In-house, our own Warana Bank with branch in the campus with ATM facility satisfy financial needs;
- Warana Bazar, caters the daily needs of grocery and stationary, in concessional rates;
- Many of the staff members are shareholders of Warana Sugar Industry, and takes advantages;
- Staff members are shareholders of very well-known Warana Dudh Sangh, milk processing unit;

- Warana Mahila Patsanstha also satisfy the financial needs in emergencies;
- Warana Vibhag Shikshan Mandal's Credit Society (*Patsanstha*) is useful in imbibing culture of saving for the future;
- In-house schooling, higher and higher technical, medical facility;
- Roof covered semi-Olympic grade swimming pool and badminton table tennis court, gymnasium and other sports facility for healthy living;
- Warana Children Orchestra (Vadyavrund) provides free-of-cost learning opportunities to kids of Warana Complex in vocal singing and musical instruments;
- Warana Satkar Mandal motivates kids of the staff by awarding with cash prizes and felicitating for their success;
- Vidyasevak Melava and Celebration of Maharashtra Din (cultural and sports feast) helps us keep healthy relations with each other's and teaches us to live happy;

Avenues for career development/ progression:

- Facilitation for higher studies including PhD, resulted into – 5 scholars are already awarded with the PhD; Head of the HEI, AO and one staff have done MBA in year 2013-14; almost all staff are now enrolled for their PhDs; stat-of-the art research facility and support in procuring chemicals are provided to promote quality research;
- Felicitation of meritorious children of teaching and non-teaching staff by Patsanstha;
- Felicitation of achievers among teaching and non-teaching staff;
- Preferential appointment of the wards/ dependents of the employees deceased during the service period;
- Maternity Leave, medical leave, duty leave, casual leave and other leaves are provided as per the Government norms etc.

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

6.3.2

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

Response: 11.3

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 5 | 8 |

| | |
|---|-------------------------------|
| File Description | Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3.3

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

Response: 81.41

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 41 | 25 | 8 | 11 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 3 | 3 | 3 | 4 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

TKCP is a private-non-granted institution affiliated to Shivaji University, Kolhapur. The major source of fund is fees from the students and the SC/ST/NT, OBC, EBC scholarship received from Maharashtra State Government. Besides, the college obtains grants from AICTE/ ISTE/ SUK/ for academic, research purposes and infrastructure development.

Policy of the Institution

- To approach Fees Regulatory Authority of the State to fix the fees
- To collect the information of types of candidatures admitted in all the course and approach Maharashtra State Government for SC/ST/NT, OBC, EBC scholarship and other scholarships
- To promote and facilitate each and every student to fill and submit all requisite scholarship forms
- To approve and forward all eligible scholarship forms to State SC/ST the State
- To approach funding agency to fetch research and development grants
- To avail consultancy services in drug product development, characterizations and animal studies
- To appeal to the alumni association to sponsor activities and contribute in college development

Sources of Funds

The major sources of funds are reflective in table of amounts received from various resources. Details of Funds received during the Assessment Period under major heads:

| Sr. No. | Income | Amount received in last 5 years INR (lacs) |
|---------|--------|--|
|---------|--------|--|

| | source | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
|----|---|---------|---------|---------|---------|---------|
| 1. | Tuition/ Development fees received from students | 211.94 | 210.25 | 210.27 | 246.46 | 268.89 |
| 2. | Tuition/ Development fees received from Maharashtra State Govt. as scholarship grant | 89.12 | 86.89 | 68.51 | 75.15 | 82.74 |
| 3. | Grants received from AICTE | 0 | 0 | 23.90 | 4.83 | 1.9 |
| 4. | From consultancy services | 0.13 | 0.16 | 0.19 | 0.02 | 1.47 |
| 5. | From other sources | 0.41 | 0.31 | 0.71 | 0.21 | 4.47 |

Procedure for Optimal Utilization of Resources

The set procedure for utilization of funds from various sources is as follows;

- The budgetary requirements of the departments and committees are obtained at the beginning of the academic year;
- The same are placed before the Purchase Committee, the meetings of which are held periodically and forwarded to CDC for final approval;
- CDC approves all budget heads while considering the fund available and need of the material demanded;
- As per the approved budget, at least 3 quotations are called in sealed envelope and purchase/work orders are given to the vendor with the lowest quote, while not compromising the quality;
- Utilization is monitored by the Principal;
- The expenditure is then audited by Sushant Phadnis & Co, the officially appointed Chartered Accountant firm.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC of TKCP is an integral part of the quality culture of the college and works towards the realization of quality goals by imparting quality education, through its creative, innovative, comprehensive, and flexible education policy. It applies to students, faculties, administration and staff at the institution through Internal quality assurance mechanism – (continuous) and, External quality assurance mechanism – (periodic).

The college has constituted IQAC since 2015-16 to achieve the goals of the college through performance evaluation, assessment, and quality enhancement. The institution's IQAC is vibrant and is constituted as per the norms of NAAC. It has representation from most of the departments and has an amalgam of teachers and administrative officers along with better women's representation. The IQAC of TKCP Warananagar serves as a nodal agency for coordinating quality-related tasks, such as the adoption and dissemination of best practices.

Its main goal is to create a system for consciously, consistently, and catalytically improving college performance as a whole. To do this, it prepares and supervises all college-related programs and initiatives that are focused on holistic academic excellence. The IQAC, different subcommittees, and the support staff of the HEI take utmost care that the physical, academic, and support facilities of the institution are well maintained. IQAC ensures various committee members, teachers, office staff, and library staff which gives them an opportunity to take part in decision-making and actions taken.

Internal Quality Assurance Cell (IQAC) has contributed significantly to institutionalizing the quality assurance strategies and processes with the help of the following activities.

Objectives

- To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution;
- To promote measures for institutional functioning towards quality enhancement through the internalization of quality culture and institutionalization of best practices;
- To provide a solid foundation for decision-making that incorporates all aspects of service quality to enhance institutional performance;
- To organize internal communication and make it better to promote better policy implementation and stakeholder quality assurance;
- To ensure the adequacy, maintenance, and functioning of the support structure and services.

Few of the future responsibilities recognised by the IQAC are:

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the institution;
- Dissemination of information on the various quality parameters of higher education;
- Organization of workshops, and seminars on quality-related themes and promotion of quality

circles;

- Documentation of the various programs/ activities leading to quality improvement;
- Preparation of the Annual Quality Assurance Report (AQAR) to be submitted to NAAC based on the quality parameters;
- IQAC encourages HEIs to pay attention to R&D and make the faculty future-prepared by empowering them.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

| File Description | Document |
|---|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period. | View Document |
| NIRF report, AAA report and details on follow up actions | View Document |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date. | View Document |
| Link to Minute of IQAC meetings, hosted on HEI website | View Document |

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

In consonance with the motto of Shree Warana Vibhag Shikshan Mandal's '*Navmanava Sakaru Hach Shikshnacha Mahameru*' and motto of the college '*Manusyhawash Pariveshayati*', the HEI maintains universal values such including gender equality in thoughts and actions.

The male-female ratio of the HEI is 44:56. The HEI's policy gives top priority to safety, security and all-round development of girls.

60 sq. meter girls common room is provided with provision of napkin vending and other facilities. Napkin incineration facility is provided in girls' hostels.

The dedicated committees 'Prevention of Sexual Harassment and Internal Complaints Committees (ICC)' is established since inception of HEI to undertake gender equity initiatives as per the action plan prepared by IQAC. With a view to creating gender-neutral society, the college consciously inculcates and promotes equality among girls and boys as can be seen in the participation of girls in the activities organized by the institution and by other institutions too including NSS, sports, cultural activities.

Internal gender audit is carried every year, while consolidated audit of 2017 to 2022 is supported by senior eminent academician and learned Dean of Academic Affairs SGU, Kolhapur.

In order to cater to the all-round development of girls, the institution organizes the following activities.

1. Gender awareness programs
2. Self-defence training
3. Health and hygiene related events
4. Yoga and meditation camps
5. Special lectures on women's rights and constitutional provisions
6. Gender equity-based competitions and poster presentations
7. Rallies to create awareness about violence against women and prevention measures
8. Participation in sports and cultural programs
9. Employability enhancement programs
10. Participation in recruitment drives
11. Entrepreneurship promotion activities
12. Display of movies upholding values of gender equality
13. Day celebrations- International Women's Day and Savitribai Phule Jayanti

Women's safety and security measures:

1. CCTV cameras in the campus
2. Security guards appointed to keep the troublesome elements away from the campus
3. Self-defence training for girls
4. Prevention of sexual harassment awareness programs by Internal Complaints Committee
5. Grievances are redressed through Internal Complaints Committee
6. Female teacher/s accompany during out-station activities such as study tours and NSS camp

Infrastructure for girls:

1. Girls common room
2. Girls' hostels
3. Counselling and Health centre
4. Sanitary wear disposal machine
5. Adequate number of washrooms
6. On campus stay for women working in the college

Social outreach programs for promotion of gender equity in the society:

1. Beti Bachao, Beti Padavo
2. Single Girl Child Promotion campaign
3. Save Girl, Save Environment campaign
4. Blood donation camps
5. Street corner meetings
6. Health check-ups at hostels

The positive outcomes of the various programmes are witnessed in the academic progress, increased participation in extra-curricular activities, selection in placement drives and entrepreneurship initiatives by girls.

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

7.1.2**The Institution has facilities and initiatives for**

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives

5.Disabled-friendly, barrier free environment**Response:** A. 4 or All of the above

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

7.1.3

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

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

Response: C. Any 2 of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

HEI takes all possible initiatives to create inclusive environment. As our country stands on the democratic fabric with right of equality and freedom accorded to every citizen; HEI also strives aligning its ingenuities to imbibe culture of zero tolerance, inclusivity across genders and socio-economic classes.

HEI strives to follow and foster core values displayed across nation like national integration, gender equality and social sensitivity and service to the mankind with the moto of HEI – '*Manushyavash Pariveshyati*'. Special efforts are taken to inculcate these values among staff and students.

The HEI caters to the higher education needs of the society irrespective of caste, social dogma, religion, gender, region, language or community. An atmosphere of **inclusiveness** is created through admitting SEDGs students as well as appointing faculty and staff from various categories, following all reservation rules. Induction programme helps students and staff to cope-up with the environment. Equal Opportunity Centre, ensures justice to everyone.

Various committees in the HEI takes all its efforts to bring cultural, regional, linguistic, communal and socioeconomic harmony amongst the stakeholders of the HEI.

The college adheres to cultural diversity through various cultural activities such as 'Unity in Diversity' particularly during traditional days. Every year punya-tithi of our founder president **Sahakar Maharshi Hon. Tatyasaheb Koreji** is celebrated in the campus with spectrum of activities with local societies. Cultural exchange between students of HEIs and local villagers takes place during this event. During annual social gatherings, named – 'Crescita', students are encouraged to represent a variety of cultures during the events. NSS special and general camps provides cultural exchanges platforms to them too.

The HEI is located in rural part of western Maharashtra. Students in the institute are good mix of local kith-and-kin of farmers and urban areas. The HEI runs special machinery to extend Maharashtra government scholarships to the students.

Tri-lingual system is nicely observed in the HEI, throughout the year. Linguistic harmony in the HEI is observed by organizing various events and competitions including t-shirt design competitions, poster presentation competitions, poetry recitations, experts' lectures are organized on 'Rajyabhasha Diwas', 'Marathi Din' and during other occasions.

In the pursuit of inclusiveness, the college organizes lectures to create awareness specifically about the issues of minority communities. For instance, speeches by minority community representatives are organised.

Majority of the students admitted to HEI are belong to farmer community. Added services are provided to the local farmers. Community development courses of Shivaji University were conducted to train students on areas on local concern.

HEI staff is encouraged to business in the period other than working hours and their enterprises are used to instil skills.

Scientific temper among school children, school teachers as well as Divyang students is developed by joint venture with Warana Science Centre.

MoU with Warana Bhagini Mandal is raised for conducting joint activities in the area of women empowerment. Various activities are undertaken throughout the year with the aim to reduce and remove gender bias. '**Shobhadnya Scholarship**' is implemented to financially support meritorious girl students.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1:

Title of the Practice: Imbibing research skills and marching towards centre of excellence in research

Objectives of the practice:

Some of the key objectives of SOPs include:

- Establishing and imbibing research culture in the HEI;
- Improving quality of research that HEI takes;
- Promoting staff and students to take research with high TRL and hence potential of commercialization;
- To bridge the gap of research skills that industry demands and the present graduates competencies;
- To explore the concealed potential of students;
- To create intellectual properties, impactful publications etc.;
- To create network, collaborations with international and national institutions of repute;

The Context:

Private-non-granted affiliated college is purely meant for transacting the curriculum. Not much research is undergoing in such institutions, due to various constraints. While India is gearing-up to bring educational revolution by NEP-2020, it is expected that discrimination in HEI's between private and government is removed. HEI's are expected to take high quality research particularly in thrust and demanded area. The stakeholders of HEI must now start measuring impacts of the research by mere publications but to go beyond and commercialize the research.

Additionally, students admitted to the HEI are from diverse socio-economic backgrounds and are lacking in research skills that industry demands.

The Practice:

With **writing of strong research proposals**, faculty of HEI could **fetch research grants**, and the management invested money in developing state-of-the art research facilities in the college.

Common **instrumentation facility** center (with high end sophisticated instrument facility), industry grade **cell culture laboratory**, and CCSEA approved **animal house facility** and the outcome from these facilities have helped us making our distinct standing.

With the honest hard-working of the faculty, we could launch and imbibe '**research culture**' in the HEI, against all odds.

The steps that HEI takes include;

- Promoting graduate/ postgraduate students conducting quality research;
- Hand-hold students writing manuscripts;
- Built network and collaborations with researchers/ research institutes globally and locally;
- Organizing national/ international events by the expert scientists from academia and industry on basics and advances in pharmaceutical sciences;
- Support and inspire students to participate and present their work in various national and international forum etc.;

Evidences of Success:

The effective implementation of the practice lead to many outcomes as mentioned below:

- **NIRF ranking:** the HEI has made its place in NIRF Ranking of year 2017, 2018 and 2021;
- **Grants:** 3 MODROBS, RPS, Seminar grants form AICTE;
- **Collaborative research:** resulted in publications with high impact factor;
- **High impact publications:** with PG students contributing in research publications with impact factors ranging between 5-12 with cumulative impact factor of the HEI 250+;
- Books and book chapters published in world's most reputed publishers like Elsevier, Taylor and Francis (CRC-Press), Springer-Nature;
- Patents and other intellectual properties in credential of the HEI;
- Best research poster presentation awards to staff and students of the HEI etc.

Problems Encountered and Resources Required:

For private-non-grant HEI, there are many hurdles that needs to be surpassed. Some are as follows;

- Financial provisions to develop infrastructural facilities, high end instrumentation facilities in particular;
- Fetching grants is also challenging as it demands stature of institute of national importance/ government institute or institute with 12(f), 2(b) statuses etc.;
- Bringing resource persons of international reputation to the HEI is a difficult task, due to the rural location of the HEI etc.

Best Practice 2:

Title of the Practice: Implementation of SOPs for achieving quality assurance

Objectives of the practice:

The main objective of SOPs implementation is to establish a set of step-by-step instructions or guidelines that ensures the consistent and efficient performance of specific tasks or activities within an organisation.

Some of the key objectives of SOPs include:

- 1.Ensuring consistency;
- 2.Improving quality;
- 3.Enhancing efficiency;
- 4.Reducing risk;
- 5.Facilitating training and onboarding etc.

The Context:

SOPs are routine in pharma industry to ensure that what we do is correct. It is seen in the academia, on the contrary that, no training is availed to teaching and non-teaching staff as well as students, regarding what is expected while they perform. So, to bridge this gap, SOPs were thought to be useful.

The Practice:

SOPs are imbibed in all operations we do, may it be office, library, classrooms or laboratories, like;

- **SOPs for the office;**
- **SOPs for the all labs;**
- **SOPs for the college committees;**
- **SOPs for safety management etc.**

Evidences of Success:

The successful implementation of SOPs has resulted into:

- **Improved efficiency:** reduced errors, minimized downtime, and improved overall efficiency;
- **Consistency:** SOPs resulted into consistent and standardized processes, which leads to a more streamlined and effective operations;

- **Compliance:** improved compliance in all activities;
- **Quality improvement:** Helped us to identify areas for improvement and create a framework for continuous improvement;
- SOPs served as a **valuable training tool** for new students and staff etc.

Problems Encountered and Resources Required:

- Jotting down and fixing clear and precise SOPs after identifying critical operations in the HEI for the first time was much **time consuming**;
- The **resistance to change** among some staff members implementing culture of SOPs;
- **Rigid and inflexible** nature of SOPs, making it challenging to accommodate unique situations or exceptions to the standard process;
- Initially developed SOPs were not much efficient and clear lead to **errors in understanding or misunderstandings**, resulted into some sort of confusions. This has made us to revise SOPs.

To implement effective SOPs in the college, certain resources were required, such as:

- **Skilled personnel:** personnel with the necessary expertise and training to develop, implement, and monitor SOPs;
- **Documentation:** SOPs must be documented and stored, easily accessible to staff members and students;
- **Time:** developing, implementing, and maintaining SOPs requires a significant investment of time;
- **Effective communication tools:** Clear and effective communication tools are essential for ensuring that staff members understand and follow SOPs for efficient and effective implementation of SOPs;
- **Feedback mechanisms:** Feedback mechanisms should be in place to ensure that SOPs are continuously reviewed and updated to reflect changes in the process.

Overall, while there were challenges and resource requirements associated with using SOPs in HEI, the benefits of standardization are worthwhile.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

1000 words

Response:

Title of the practice:

Collaborative efforts of the HEI with Warana Science and Innovation Activity Centre, Warananagar (WSIAC) to popularize science

Objective of the practice:

- To make society superstition free by popularizing science;
- To simplify science concepts through activity-based learning;
- Science popularization – mainly among rural society.

The Context:

Science is the prime element behind every day-to-day activity. In urban area, availability of human resource and other essential facilities led students & common public to enhance their interest in science whereas the rural society is lagging back. Lack of awareness about scientific concepts affecting their health issues and living standard. Countryside public is more superstitious because of scientific illiteracy about planets & planetary motion; harmful environmental condition; women & children health etc.

The Practice:

To inculcate the scientific approach among young minds and common public, WSIAC was established in 2017. Principal of TKCP is expediting additional duty as Principal Coordinator of this WSIAC, since inception. He has putted sincere efforts in fetching grants from RGSTC, Govt. of Maharashtra to set WSIAC. The human resource i.e. 5 scientific officers for the day-to-day functioning of the WSIAC is provided by TKCP. We are working tirelessly, to organise events, workshops, competitions, visits etc. for school and college students, teachers and other stakeholders.

Few to mention activities are;

- ‘Toys from trash’ workshop for school students;
- Awareness campaign about cancer, breast feeding, women health problems, malnutrition, safe use and storage of medicines;
- Sky gazing;
- Competitions and public talks on social issues etc.

Pre-eminent organizations are collaborators of the activities, like;

- Vigyan Prasar, New Delhi;
- Nehru Science Centre, Mumbai (NSC’s);
- Homi Bhabha Centre for Science Education, Mumbai;
- Inter University Centre for Astronomy and Astrophysics, Pune etc.

NSC’s mobile science exhibition van was availed for major 225+ schools in Kolhapur and Sangli

district. TKCP staff has played a role of science communicator with this van.

Students of TKCP contributed for the cause by delegating in this event. They are trained do various experiments with the help of small box that contents number of experiments into it. Then each group of 2 students have adopted 1 school per group. Students have visited 28 schools throughout the year, under '?????? ??????????' 'Science Procession every Saturday' programme.

9 shows on areas like Birth of solar system, Extra solar planets, Climate change, etc are made available through 'Hon. Vilasrao Kore Planetarium', is playing major role in improvising knowledge of the local society regarding universe and other SDGs. TKCP have contributed financially for SIAC development and every year sum of approximate INR 8 Lacs is paid as salary to the human resource shared with WSIAC.

'?????? ???????', One day at WSIAC a unique program is run by the WSIAC. 6500+ students from deprived schools of the rural areas are brought to the centre to explore science. Entire responsibility of expenditure of the transportation from their school to back to the school, working lunch, snacks made available during visit is taken care by the TKCP and other sister-concern institutes.

Evidence of Success:

Rural and urban public in various districts of Maharashtra and Karnataka visits the facilities like innovation lab, fun science lab, multipurpose hall & outdoor exhibits available in WSIAC and get wondered about the simplest ways of understanding the science in daily life. People visiting the centre get impressed & delighted about having and being accessible such infrastructure in rural part. They explore the science and understand the concepts in science the way they cannot forget.

100000+ students visited the Mobile Science Exhibition Van during academic year 2019-20. Considering the huge response for Van, Dr. Anil Kakodkar, Chairman RGSTC, decided to launch the book in Warana.

Visitor gets world class experience at planetarium.

Problem encountered and resources required:

Providing financial support for sustainability of WSIAC affects the fluent execution of TKCP.

Evidence of Success:

- WSIAC has become revolutionary model to popularize science;
- More than 50000 people, particularly school students from Maharashtra and Karnataka have visited the facility (innovation lab, fun science lab, multipurpose hall and outdoor exhibits and planetarium) and explored science;
- 100000+ students visited the Mobile Science Exhibition Van during academic 2019-20;
- Around 1500 rural school students have taken advantage of '?????? ??????????'.

Looking at the success of SIAC, RGSTC have sanctioned INR 3.5 crores for setting virtual/ augmented reality, is the certificate for the noble work of the centre.

Problem encountered and resources required:

- Apathy amongst teachers and parents in rural India to explore and make their pupil explore science;
- Financial sustainability of WSIAC project;
- Generating CSR funds for this noble cause is always challenging too.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

With 18 years of standing and making place in prestigious NIRF rankings of 2017, 2018 and 2021; the HEI is truly marching ahead in quality pharma professional education, while balancing the fees, making affordable to common people.

HEI is located in Shree Warana Vibhag Shikshan Mandal's campus; the integrated campus of NAAC accredited engineering & liberal college, and other HEIs including architecture, ITI, B.Ed., polytechnic etc. The advantage of integrated is such that – students get vibrant and diverse cross-cultural/ disciplined opportunities. In-house boys and girls hostels where students from all these HEIs stays together and share their lives; actually provides rare opportunity for them to progress into aesthetic person.

The present President of the Complex is revolutionary in thoughts and deeds. He always emphasizes to have facilities polished for higher class society and with the same time affordable to poor. This removes discrimination in the campus in true sense.

Secured girls hostel is one of the strongest features of the campus.

Warana Industrial and Educational Complex is integrated in to the town named as 'Warana' which is mentioned as '**Model of Sustainable Economy**' by former President of India **Hon. Late A. P. J. Abdul Kalam**. This integration provides plentiful academic, sports, cultural opportunities and exclusive aether for successful translation of students into sensitive but strong, talented but empathetic, competent and responsible citizen.

So, the complex is not just curriculum transacting but transforming young graduates into competent professional.

Concluding Remarks :

TKCP is constituent pharmacy college under umbrella of **Shree Warana Vibhag Shikshan Mandal, Warananagar**; affiliated to Shivaji University, Kolhapur (SUK); following nationwide common syllabus introduced by the Pharmacy Council of India and presently running courses - B. Pharm., D. Pharm., M. Pharm. (Pharmaceutics and Pharmaceutical Quality Assurance); Pharm. D. and B. Pharm. (Practice) are introduced in AY 2022-23. The HEI is SUK approved Ph.D. research Centre too.

Infrastructure and Learning Resources are plentiful making education truly entertaining.

TKCP has strong, supportive, and participative management at the helm. GB, CDC, IQAC with all statutory and non-statutory committees are really conducting, controlling and monitoring the activities ensuring successful transformation of students into professionals. Institutional leadership is demonstrative and participatory, creating an environment to 'share, participate and flourish'.

The HEI follows the PDCA cycle and write-do-write policy, in terms of the delivery of the curriculum and ensures OBE. POs, PEOs, COs are imbibed in teaching-learning process and attainment of POs, COs are

checked by using VmEduLife software. HEI strives for generating knowledgeable, disciplined and creative graduates.

Faculty of the HEI employs traditional curricular transaction modes along with effective teaching techniques in most efficient way. LMS is actively used to ensure a positive learning experience to the students. The LMS includes learning resources, assessments, and outcome attainments. The evaluation and assessments are most genuine and transparent.

The HEI has fetched several grants and performance of the HEI in research is extraordinary.

63% and 22% progression of the graduates from the year between 2017-18 to 2021-22 into placement and higher education speaks about the success.

Best Practices of the HEI are '**Imbibing research skills**' and marching towards 'centre of excellence in research' and '**Implementation of SOPs**' for achieving quality assurance. Both the practices have truly evolved leading to leverage research and improvising quality of all conducts in the HEI respectively.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|----|----|----|----|---------|---------|---------|---------|---------|-----|----|----|----|----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :3</p> <p>Remark : DVV has made made changes as per report shared by HEI.</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>232</td> <td>46</td> <td>40</td> <td>41</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>172</td> <td>0</td> <td>0</td> <td>28</td> <td>16</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per report shared by HEI.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 232 | 46 | 40 | 41 | 16 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 172 | 0 | 0 | 28 | 16 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 232 | 46 | 40 | 41 | 16 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 172 | 0 | 0 | 28 | 16 | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>33</td> <td>44</td> <td>34</td> <td>33</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>31</td> <td>33</td> <td>44</td> <td>34</td> <td>33</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 31 | 33 | 44 | 34 | 33 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 31 | 33 | 44 | 34 | 33 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 31 | 33 | 44 | 34 | 33 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 31 | 33 | 44 | 34 | 33 | | | | | | | | | | | | | | | | | |

wise during the last five years

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 37 | 37 | 48 | 37 | 37 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 35 | 35 | 47 | 35 | 35 |

Remark : DVV has made changes as per the report shared by HEI

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years**2.4.1.1. Number of sanctioned posts year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 22 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 23 |

Remark : DVV has made changes as per the report shared by HEI

2.6.3 Pass percentage of Students during last five years (excluding backlog students)**2.6.3.1. Number of final year students who passed the university examination year wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 89 | 81 | 88 | 92 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94 | 89 | 81 | 88 | 92 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| | | | | |
|----|----|----|----|----|
| 96 | 90 | 86 | 90 | 96 |
|----|----|----|----|----|

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 96 | 89 | 86 | 90 | 96 |

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.1 | 7.049 | 29.97 | 1.45 | 0.1 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.1 | 7.049 | 29.97 | 1.55 | 0.1 |

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 8 | 14 | 11 | 13 | 3 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 9 | 14 | 11 | 13 | 3 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25.00 | 52.70 | 0 | 43.80 | 33.35 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 75.40 | 56.43 | 10.82 | 45.12 | 43.75 |

Remark : DVV has made changes as per report shared by HEI.

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94.08 | 78.92 | 100.18 | 67.51 | 59.38 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 67.75 | 55.02 | 47.51 | 26.75 | 44.93 |

Remark : DVV has made changes as per report shared by HEI.

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 197 | 132 | 91 | 101 | 86 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 427 | 228 | 182 | 278 | 86 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11 | 6 | 7 | 4 | 0 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8 | 6 | 4 | 2 | 0 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34 | 0 | 36 | 33 | 35 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 34 | 0 | 35 | 34 | 35 |

Remark : DVV has made changes as per report shared by HEI.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 30 | 15 | 10 | 7 | 7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 42 | 41 | 25 | 8 | 11 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 24 | 24 | 24 | 24 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 28 | 3 | 3 | 3 | 4 |

Remark : DVV has made changes as per report shared by HEI.

7.1.3

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

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made changes as per report shared by HEI.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 26 Answer after DVV Verification : 33</p> | | | | | | | | | | |
| 1.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>18</td> <td>16</td> <td>17</td> <td>21</td> <td>21</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 18 | 16 | 17 | 21 | 21 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | |
| 18 | 16 | 17 | 21 | 21 | | | | | | | |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 23 | 23 | 23 | 23 | 23 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 119.07 | 131.62 | 100.18 | 111.32 | 92.73 |

Answer After DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 79.62 | 62.63 | 79.63 | 48.04 | 46.85 |