



# **SELF STUDY REPORT**

**FOR**

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

**DHULE CHARITABLE SOCIETY'S ANNASAHEB  
RAMESH AJMERA COLLEGE OF PHARMACY,  
NAGAON, DHULE**

**MUMBAI AGRA HIGHWAY BEHIND ASHISH PETROL PUMP NAGAON DHULE  
424005**

**[www.aracopdhule.org](http://www.aracopdhule.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dhule Charitable Society was established in 1901 and is a renowned NGO of Northern Maharashtra imparting Quality Education. Dhule Charitable Society's, Annasaheb Ramesh Ajmerna College of Pharmacy Nagaon, is one of the pioneer and oldest college, established in 1994. DCSARACOP is located on a beautiful sprawling campus of 13 acres at Nagaon. The institution has its own vision and mission for promoting quality education in pharmaceutical sciences. The institution has strategic plan to provide and enrich the curriculum in order to prepare the graduating students for the global competencies to serve the national development. DCSARACOP offers D. Pharm., B. Pharm, M. Pharm and PhD programmes. The college is a self-financing private institution affiliated to KBCNMU, Jalgaon, approved by Govt. of Maharashtra, PCI, New Delhi, and MSBTE Mumbai and follows the syllabus as given by PCI. Effective curriculum maintained by following the academic calendar issued by DCSARACOP and various committees to monitor academic activities and meet the vision / mission statement of the institution. The institution is striving to achieve its objectives and goal which are reflected in its Mission, Vision, PEO and PO. The curriculum design and development which meet the community needs through pharmaceutical subjects which are included in the syllabus. Institute provides knowledge on communication skills, interview facing technique by organizing guest lectures for the development of overall personality of the student. The organization has 36 highly qualified faculty members (out of which 15 are doctorate) involved in teaching and learning, research as well as consultancy works, and fetching the grants from AICTE and other funding agencies etc. The institute has developed excellent facilities and has an admirable academic status. An Animal Ethical Committee (IAEC) is instituted at the college level. The TPC available in institute organizes lectures by industry experts to develop employability skills in the students.

Various activities like Women Empowerment, Youth Programmes, Social Activities, Health Camps, Workshops/Conferences/Guest lectures and Industrial visits enrich the curriculum and enhance the learning experience at the institution. Feedback collected from the stake holders provides the institution with an opportunity to become proactive and bridge the existing lacunae from time to time.

### **Vision**

Reaching towards pre-eminence in education by providing quality teaching and learning aspects with effective application of advance technologies to device an integrated framework that contains all the aspects of pharmaceutical education and research to develop an ideal pharmacist to serve humanity better than the best.

### **Mission**

- To impart high degree of excellence in pharmacy education to cater the evolving need of the students, industries and the society at large.
- To create and evaluate innovative pharmacy practice to support pharmaceutical research to optimized quality of medication, cost effectively and healthcare.
- To stimulate an exceptional community of students, faculty and staff.

- To attain personal and professional growth and success.

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

### Institutional Strength

1. Mission to impart quality education to all.
2. A rich history of 119 years of Dhule Charitable Society as of 2023.
3. A committed and visionary management.
4. Additional healthcare services like Blood bank and Dialysis center.
5. University approved research center for Ph. D. scholars.
6. NBA Accredited institute since from 08 years.
7. Developed Central Instrumentation labs for research & consultancy.
8. Emphasis on holistic development, social commitment and environmental consciousness.
9. Established Entrepreneurship Development Cell
10. Representation of 29 faculty members on different authorities like BOS Chairman, BOS members, BOE members, RRC and AC member etc. of KBC North Maharashtra University, Jalgaon.
11. Licensed software and computer interfaced experiments for teaching and learning .
12. Well-developed and Green Campus with diverse Flora and Fauna.
13. Highly qualified, competent and committed faculty with a potent combination of Experience & Enthusiasm.
14. Emphasis on career-based education, disciplined class room teaching, regular attendance of the students, well-conducted examinations and timely publication of results.
15. Numerous extension and outreach activities, research publications and collaborations with academic institutions and industry.
16. Well-developed ICT based facilities i.e., Computers, LMS, LCD projectors, Smart boards and Laptops.
17. A spacious library automated with software and equipped with online resources ( DELNET, VMedulife)
18. Adequate sports facilities for indoor and outdoor games & well-equipped gymnasium.
19. Registered Proactive Alumni Association.
20. A robust Mentor-Mentee system.
21. Secure & safe environment for girl students.
22. ARA Pharma: the college E-bulletin, a platform to exhibit the latent potential of the students.
23. Eco-friendly campus with rain water-harvesting, energy conservation, waste management mechanism.
24. Extension activities through NSS unit. Excellent performance in Sports and Cultural activities.
25. Student support services including Primary healthcare Centre, hostel and common rooms for girls and boys.
26. Internet facility with more than 100mbps speed with Wifi campus.
27. VMedulife software for all academic activities.

### Institutional Weakness

- Economically weaker background of students limits us to offer Add on and Career Oriented Programs.

- Limited research grants from Government / Non-Government funding agencies.
- Being an affiliated college, limited scope for adopting any interdisciplinary innovative curriculum. Limited revenue generation through research and consultancy work.
- Locational disadvantage for strengthening academia-industry linkages.

Lack of barrier free campus for differently-abled persons.

### **Institutional Opportunity**

- Revenue generation through various funding resources.
- To explore the alumni involvement in placement.
- Expansion of Collaborations and Consultancy.
- Create ecosystem for promoting start-ups.
- Potential to introduce interdisciplinary courses and programs under NEP2020.

### **Institutional Challenge**

To Develop entrepreneurial aptitude in students.

To overcome the language barrier amongst the students of rural areas.

To attract core companies for training and recruitment.

To collaborate with national and international organizations for academic and research activities in the thrust areas of pharmacy.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

DCS's A. R. A College of Pharmacy, Nagaon, dhule is affiliated to KBCNMU, Jalgaon . Institution follows program structure, academic regulations and syllabus and certification regulations as laid down by affiliated University. Institute creates and follows academic calendar prepared in line with the annual calendar of university. Institution operates with permission of Maharashtra state government and is recognized by various regulatory bodies like PCI and AICTE New Delhi. Program offered by institution are D. Pharm, B. Pharm, M. Pharm. and Ph.D. The UG (B. Pharm) programme of institute was reaccredited by NBA for three years (2022-25) in the subsequent reaccreditation process. The institute ranked as the B grade institution by affiliated university. Institute operates via different departments namely Pharmaceutics, Pharmaceutical Chemistry, Pharmacology and Pharmacognosy & Phytochemistry. The B. Pharm and M. Pharm program functions through semester system where as D. Pharm is as annual.

The delivery of effective curriculum is the prime objective of institute and is done by planning and execution of well-balanced academic calendar of university and institute. To meet the vision, mission and smooth conduct

and monitoring of curricular, co-curricular and extracurricular activity institute prepares different committees. The regular meetings are scheduled to review coverage of the syllabus, conduct of internal examinations, continuous evaluation, attendance of students, and organization of co-curricular and extracurricular events towards the betterment of students. Conduct of examination is joint activity of institute and university. The internal examination and continuous evaluation is done by institute authority while end semester exams are planned by university but conducted under the supervision of institute.

Various cross cutting activities like Women Empowerment Programmes, Youth Programmes, Social Activities, Health Awareness Programmes, Training and workshops on First Aid, Fire Safety, soft skills, Health Camps, annual Workshops/Conferences/Guest lectures and Industrial visits enrich the Curriculum and enhance the learning experience at the institution. Yoga and self defence program focus on making women students physically fit and morally strong to face the challenges of life.

Feedback collected from the all stake holders provides the institution with an opportunity to become proactive and bridge the existing lacunae from time to time.

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

Our college accept the reservation policy stated by competent authority and therefore, due consideration is given to even-handedness and inclusiveness by providing reservation of seats to all categories during the admission process. Admissions of last five years reflect state wide presence. Institute categorically judges the performance of students in the class and extra-curricular activities. We have robust procedures for identification of advanced and slow-learners. Institute organizes orientation program for all newly admitted students and remedial classes to assist slow learners. Academic requirements for student teacher ratio are maintained by the institute with qualified and experienced faculties. Outcome-based learning with paradigm shift from traditional learning has enabled to nurture innate talent and also differentiate aptitude of learning. We not only encourage the students to regular academics, but also allow to participate in various cultural events and provides in-house platform for their overall personality development. Our institute follows several student-centric methods for making pharmacy education experience coherent, relevant, and engaging for the students. To achieve this learning atmosphere, we implement several experiential and ICT based active learning methods like google classroom, LMS, virtual labs, YouTube videos, think-Pair-Share and peer instructions along with learning based on simulation software includes V-life, X-cology Pro, Ex-Pharm Series, etc. To keep the teachers abreast with the modern tools and various usage of ICT in effective teaching and learning, we sponsor out house training and short-term training programs. To inoculate creativity, analytical skills and innovation among students we allot the students with minor research/review projects and encourage them to participate in state & national conferences to present their work. As per number of posts sanctioned by the University, faculties are appointed. 14 faculties have completed their Ph.D. with average experience of around 10 years. Many faculties are recipients of noteworthy awards. Our institute adheres to the University academic calendar for the conduction of regular academics and take due measures for the effective implementation of the examination reforms introduced by the University. According to the syllabi prescribed by the University CO-PO's are defined and followed. Semester-wise parent-teacher meets are organized to cater the needs of student.

## **Research, Innovations and Extension**

The D.C.S.'s A.R. A. College of Pharmacy has been constantly striving to improve the quality of research. Seven staff are recognised as Ph. D. research guides and 9 are PG teachers approved under KBC NMU, Jalgaon. The institution has a well-defined research policy to inculcate research culture amongst its staff and students. The institute has 42% Doctorate staff. Among the staff members 45% are alumnus of our institution. Majority of the faculty members are continuously upgrading the skills by attending various training programmes like FDP after joining the institute. During last five years the institute have published more than 157 plus research papers in UGC care journals, 15 Books having ISBN/ISSN number of the proceeding. The faculty have presented 42 presentations in various national/International proceedings of the conferences. We have conducted 4 National conferences during last five years. The institute have more than 12 MOUs signed for carrying out the successful completion of the scientific work in various fields of the pharmacy.

The management is perpetually cooperative in terms of offering financial support, incentives for good research work. The institution encourages students to develop the thirst for innovation in collaboration with the 12 MOUs signed. Students has pursued various prizes in various scientific presentation competitions. Several Poster presentation competitions has been carried out by the institution to promote innovation. The innovation has been patented by the faculties.

To encourage the entrepreneurship in students the institute arranges the frequently visit of Entrepreneurial alumni. The institute not only emphasises on imparting education but also believes in creating global citizens with the right moral and ethos. To achieve this number of extension activities are regularly carried out via the NSS, cultural committee and students' clubs in last five years. It enables to develop a sense of belonging amongst the staff and students towards the society and help them by imparting the necessary life skills required to survive in the tough competitive job market.

## **Infrastructure and Learning Resources**

Dhule Charitable Society's A. R. A. College of Pharmacy, Nagaon, Dhule (M. S.) was established in 1994. Since beginning, the college has maintained high standards for infrastructure and whenever necessary, area was renovated to meet up current trends in educational facilities. A four floored (G+2) with basement building of the Pharmacy college consist of 06 class rooms with ICT and Wi-Fi, good ventilation, podium and Teaching aids- Green boards, multimedia projectors, etc., Tutorial rooms and all other required departmental laboratories with a built up area of 4794.44 SQ.M. The institute has total 16 laboratories Each laboratory contains facilities such as gas, water, drainage, well ventilation and light facilities, fire extinguishers, first aid and other safety needs, student platforms, cabin for laboratory.

The college gets things started by providing special facilities that include sports, outdoor and indoor games, a gymnasium, NSS, cultural activities, and yoga that promote students' interest in sports and cultural activities. Sports including cricket, kabaddi, volleyball, badminton, carom, and table tennis are among those taking part in the various tournaments.

The ARACOP library has a total size of 183.00 sq.m. with 17,753 number of total collection of Books, and 1383 reference books, with a price tag of more than Rs 1, 08, 62,211. Mon-Sat, the library is open as usual. The Library hours are from 10:00 a.m. to 6:00 p.m. The staff and students have separate reading areas in the library. The publications, magazines, and video library are separate categories. Books all have barcodes, and the OPAC

system automates library services. There is an OPAC computer capability for accessing the catalogue of books and electronic resources, and vmedulife software is provided. Students from socially disadvantaged backgrounds can also use libraries' books.

The college has computer lab with enough numbers of computers with LAN and internet facility. Antivirus is installed on all the computers to prevent, detect and remove malware.

A range of well-manned committees (Infrastructure, Library, Purchasing, Sport and cultural) ensure a holistic and well nourished infrastructural enabled environment ensuring overall development of teachers and students.

### **Student Support and Progression**

DCS's A. R. A. College of Pharmacy has a commitment to the motivation and empowerment of students in all areas of their life in the campus.

The College admits students from the marginalized sections of the society who are financially challenged and unable to meet the fee requirements of the College. About 70% of students benefit through various schemes of Scholarship and the College is committed to disburse the scholarship immediately on receipt of the same to avoid any delay in meeting student's financial requirements. Scholarship benefits all special categories of students such as SC / ST/ SBC/ OBC, minority students, economically weaker students, and differently able students. Scholarship is facilitated through Central/State Government.

First aid practices are expedited through the presence of appropriate infrastructure. Students are constantly reinforced with the idea of a tobacco-, drug- and litter-free campus thus making Patrician a health conscious zone. Students are empowered to voice their opinions through various forums such as women's cell, anti-sexual harassment cell, grievance redressal mechanism cell and formal feedback so that all issues of students may be addressed.

Once admitted in the college, the students are taken care of by providing various facilities in the form of indoor and outdoor sports facilities, encouragement for participation in co-curricular activities.

The students of the College have participated in different intercollegiate events and have won successes for our College to such an extent that DCS's A. R. A. College of Pharmacy is known for its talented students and cultural excellence.

Leadership skills of the students are encouraged through the student council, associations and project based activities. The College takes care of its students even to the point of ensuring their future in different companies through placements in various organizations of repute which is facilitated by an active placement cell. The placement records prove the effectiveness of the cell and its activities are growing to meet the growing student population in the College.

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

The management takes every effort to ensure that its policies, programmes, governance and leadership manifest the guiding principles enshrined in the vision and mission of the College.

The quality policy and plans are decided at the management meetings consisting of Principal and Vice principal. Inputs from all stakeholders are collected before putting policies and plans into place and creating support systems and structures. This brings about the management's democratic and participative leadership style. The head of department plays a monitoring and advisory role in the functioning of each department. Interaction with all concerned parties such as students, parents, faculty and staff, alumni and society are set in place by two way communications. Various councils and committees are constituted for the monitoring, evaluation and enhancement of policies.

The Principal inculcates and nurtures a positive work culture. The management is committed to grooming leadership at various levels by empowerment of faculty through initiative such as clubs and associations, refresher courses and knowledge building activities; and students through election to student council and organizing extension projects. Each department is interconnected in the organizational network is granted at the department level for respective decision making, both academic and financial with the advice of the management. Staff members are always highly motivated to participate and publish papers in seminars, conferences and workshops. The faculty are encouraged and supported by the management for research work. The Management is always liberal in providing support for updating the qualification of the staff members. Welfare measures are provided to teaching, non-teaching staff and support staff.

The quality policy of the College is developed by the members of the management ably supported by the IQAC, HODs. The College has an Internal Quality Assurance Cell (IQAC). The IQAC team meets once in six months to discuss the forthcoming activities. The decisions taken in the meeting are communicated to faculty, after consultation with Principal, through circulars. Meetings are conducted with student council members and also with alumni to ensure continuous support from them. Feedback is taken from students at the end of every semester on academic related issues.

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

The main focus of the parent organization DCS's A.R.A.College of Pharmacy Dhule is women's empowerment. DCS's A.R.A. University of Pharmacy also implements this belief and has various committees such as the Women Empowerment Cell and the Committee for Prevention of Sexual Harassment at Workplace to ensure that women's rights are not compromised. To ensure holistic growth, regular health checks and self-defence training are conducted. Programmes such as "Swayam siddha" address issues specific to women and provide counselling in this regard. The facility also believes in energy conservation and has effective energy conservation systems. Energy audits are also conducted from time to time. Apart from energy conservation, the facility also takes care to keep its premises clean and green and disposes biodegradable and non-biodegradable waste accordingly. Since the facility is located in an area threatened by drought, it has focused primarily on environmental protection. The use of plastic is prohibited, and both staff and students are involved in raising public awareness about the harmful use of plastic and its impact on the environment. The institution has established proper infrastructure for the benefit of Divyangjan. To achieve this, students and staff are regularly made aware of their constitutional duties by celebrating days of national importance such as Constitution Day, National Unity Day, etc. A code of conduct is in place to instill a sense of discipline in staff and students and to create a professionally conducive atmosphere. National and international holidays are celebrated jointly by staff and students to promote an all- inclusive atmosphere in the institution. The institute has introduced an internal research project and student social service. Students are provided with an all-inclusive environment in which to



develop life skills. These life skills learned in practice enable students to survive in the highly competitive professional world.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DHULE CHARITABLE SOCIETY'S ANNASAHEB RAMESH AJMERA COLLEGE OF PHARMACY, NAGAON, DHULE
Address	MUMBAI AGRA HIGHWAY BEHIND ASHISH PETROL PUMP NAGAON DHULE
City	DHULE
State	Maharashtra
Pin	424005
Website	<a href="http://www.aracopdhule.org">www.aracopdhule.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rajendra Dayaram Wagh	02562-243020		-	
IQAC / CIQA coordinator	Ravindra Banilal Patil	-	9834548686	-	dcsaracop@gmail.com

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

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	<a href="#">View Document</a>	19-05-2023	12	

### Recognitions

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

### Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MUMBAI AGRA HIGHWAY BEHIND ASHISH PETROL PUMP NAGAON DHULE	Urban	13.74	7032.7

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BPharm, Pharmacy	48	HSC with MHTCET or NEET	English	100	100
PG	MPharm, Pharmaceutics	24	B. Pharm. with GPAT	English	12	12
PG	MPharm, Quality Assurance	24	B. Pharm. with GPAT	English	15	15
PG	MPharm, Pharmaceutical Chemistry	24	B. Pharm. with GPAT	English	15	15
PG	MPharm, Pharmacology	24	B. Pharm. with GPAT	English	9	9
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	M. Pharm. with GPAT or PET Qualify	English	42	19

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				10				22			
Recruited	4	0	0	4	10	0	0	10	17	5	0	22
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	23	3	0	26
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	9	0	0	0	1	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	17	4	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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	1	1	0	2
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
	0	0	0	0	
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	304	0	0	0	304
	Female	179	0	0	0	179
	Others	0	0	0	0	0
PG	Male	51	0	0	0	51
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	17	0	0	0	17
	Female	2	0	0	0	2
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	20	25	22	21
	Female	28	24	24	21
	Others	0	0	0	0
ST	Male	12	13	13	13
	Female	16	13	12	9
	Others	0	0	0	0
OBC	Male	213	223	212	179
	Female	105	91	107	98
	Others	0	0	0	0
General	Male	70	74	62	58
	Female	36	26	25	30
	Others	0	0	0	0
Others	Male	40	35	30	34
	Female	24	23	18	17
	Others	0	0	0	0
<b>Total</b>		<b>564</b>	<b>547</b>	<b>525</b>	<b>480</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>DCS's A. R. A. College of Pharmacy has always strived for a multidisciplinary approach in its academic as well as co-curricular activities. Students are encouraged to undergo minor/major projects in the Multidisciplinary/ Interdisciplinary mode by formulating teams from different courses. The multidisciplinary approach promoted by the National Education Policy encourages breaking down traditional subject silos and fostering a deeper integration of knowledge across disciplines. In DCS's A. R. A. College of Pharmacy, this approach could involve offering courses that combine pharmacy with related fields such as healthcare management, biotechnology, or environmental science.</p>
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	<p>Collaborative projects and research endeavours involving students and faculty from different departments can provide a holistic understanding of real-world challenges and innovative solutions. Emphasizing multidisciplinary enables students to develop critical thinking, creativity, and adaptability, equipping them to tackle complex problems and excel in a rapidly evolving global landscape.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) is a significant feature of the National Education Policy (NEP) aimed at providing students with increased flexibility and choice in their learning paths. In the context of DCS's A. R. A. College of Pharmacy, the ABC system would allow students to accumulate credits for various courses or skills they undertake during their academic journey. These credits can be transferred and accumulated across programs or institutions, enabling students to design personalized learning trajectories. At DCS's A. R. A. College of Pharmacy, faculty members have complete autonomy in selecting their preferred teaching pedagogy, and the college ensures the availability of all necessary facilities, including ICT resources, to support their chosen methods. The college is recognized as a research centre for Ph.D. scholars, fostering a culture of research and development activities. The library provides an extensive collection of text and reference books, along with tertiary references, offering ample resources for faculty to access and utilize in their teaching and research endeavours. It promotes lifelong learning by recognizing and valuing diverse learning experiences, whether within the college or through external courses. The ABC system empowers students to customize their education, fostering a dynamic and inclusive learning environment. Already the CBCS is implemented by the affiliating University; which is a first step towards ABC system.</p>
<p>3. Skill development:</p>	<p>Skill development is a crucial aspect of the National Education Policy (NEP) that aims to equip students with practical abilities and competencies necessary for their personal and professional growth. DCS's A. R. A. College of Pharmacy has introduced various levels of courses on Skill Development. Wide number of students acquires training in the Campus Recruitment Training Programme, and in Certification Courses highly adds up to the evaluation. Personality development programs on</p>

	<p>master your mind -2019 for developing leadership skills. Online and offline Conferences/Seminars/Workshops are also useful to evaluate the leadership qualities and organizational skills of students. Programs on ethics, life skills (such as Yoga and meditation) are regularly conducted for holistic development of the students. Faculty evaluates the practical work of students on regular basis. All the students have gone through hands on training on various equipment namely Microwave synthesizer, Melting point apparatus, Rotary evaporator, BOD Incubator, Powerlab for pharmacological experiments, Plethysmometer, UV Spectrophotometer, FTIR, HPLC, HPTLC, Dissolution apparatus, Diffusion Cell, Autoclave etc. Hands on training has been provided to UG and PG students in various software like X-Cology, Chemdraw, Chemspider. Wifi enabled campus, ICT enabled classrooms, wellequipped laboratories, rich library, Computer lab, Animal house, HOD cabins and staff rooms are an asset. The institute organizes Conferences/ Seminars/Workshops and encourages them to attend the same when organized by other institutes too. These acquired skills not only enhance employability but also instil confidence, adaptability, and problem-solving capabilities, making students well-rounded and future-ready professionals.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The appropriate integration of the Indian Knowledge system, as emphasized in the National Education Policy (NEP), involves teaching in Indian languages, embracing the richness of Indian culture, and utilizing online courses to promote a holistic learning experience at DCS's A. R. A. College of Pharmacy. "Knowledge of India" will encompass both ancient and modern India, as well as a vision for the country's future aspirations in education, health, and the environment. This comprehensive understanding will be integrated into Pharmacy, yoga, and meditation studies in a precise and scientific manner. DCS's A. R. A. College of Pharmacy hosts an annual International Yoga Day event, promoting the practice of Yoga and Meditation among students. Preserving and promoting India's rich cultural heritage is of utmost importance, as it not only shapes the nation's identity but also contributes significantly to its economy. Therefore, prioritizing the preservation of India's cultural wealth is vital for the country's</p>

growth and development. While the official language for content delivery is English, the college recognizes the importance of reaching out to students from rural and vernacular backgrounds effectively. To ensure better comprehension and knowledge dissemination, faculty members often use the local language, Marathi, informally when necessary. This approach helps bridge the language barrier and facilitates a deeper understanding of complex concepts, catering to the diverse linguistic needs of students. By adopting a flexible approach in language usage, the college aims to create an inclusive and conducive learning environment for all students, promoting their academic success and overall development. Correspondingly, online courses facilitate accessible and inclusive education, enabling students from diverse backgrounds to participate in quality learning. By combining these elements, the college creates a conducive environment for students to explore and appreciate India's rich knowledge heritage while embracing modern pedagogical advancements.

5. Focus on Outcome based education (OBE):

DCS's A. R. A. College of Pharmacy has successfully implemented Outcome-Based Education (OBE) as part of its accreditation efforts with NBA and NAAC, aiming for transformative learning outcomes. Under the OBE system, the college maps program and course outcomes and assesses attainment on a scale of 1 to 3 at the end of each semester or year. This evaluation has helped identify curricular gaps and the need for additional topics beyond the syllabus. To bridge these gaps, the college has organized talks, lectures, seminars, and conferences relevant to Pharmacy, even if they lie outside the curriculum. Additionally, the college plans to develop online materials for each course to supplement syllabus requirements and enhance student learning. The college integrates research into its curriculum, fostering a culture of high-quality research participation among students. A team of skilled experts at the college analyses results and calculates attainments using concrete outcomes like placements, higher education pursuits, and success in all-India exams. While some institutions rely on surveys for indirect attainments, the college prefers tangible indicators of success. Anonymous feedback from students, faculty, and parents is collected through an online mechanism, while feedback from employers

	and alumni is gathered by name. This approach helps identify areas for improvement at the mission/PEO level, PO/CO level, and in daily academic/administrative activities, ensuring continuous enhancement of educational quality. This Continuous assessment and feedback in line with learning outcomes help measure student progress and improve the overall quality of education provided.
6. Distance education/online education:	Distance education or online education is a pivotal aspect of the National Education Policy (NEP) implementation at DCS's A. R. A. College of Pharmacy. Amidst the COVID-19 pandemic, the college management and administration devised a comprehensive strategy to implement online education in April 2020. They utilized various platforms like MSTeams, G-suite enabled classrooms, and Moodle as the learning management system to facilitate remote learning. Both professors and students had the opportunity to enroll in LMS courses (e.g., Google classrooms, Zoom, Webinars etc.) in 2020 and 2021 as part of the online education approach. The college was fully prepared to manage online and remote learning modes, conduct online exams, and evaluate student performance efficiently. Swayam MOOC also proved beneficial for students, enhancing their academic capabilities.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the DCS's A. R. A. College of Pharmacy, Nagaon, Dhule in 2022-23.
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?	The Principal is the Chairperson of the Club Faculty Coordinator. Two students are also appointed as student coordinators. 100 students are members in it. Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	The Electoral Learning Club for college students aims to promote political awareness and civic engagement through voter registration drives,

<p>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.</p>	<p>education workshops, candidate debates, and mock elections. Public awareness campaigns inform students about election dates and deadlines, while "Get-Out-the-Vote" initiatives encourage active participation. The club emphasizes non-partisanship and inclusivity, offering policy research, leadership development, and guest speaker series to broaden students' understanding of political issues. Collaboration with election authorities ensures accurate information and support during elections, while issue-based discussions and civic engagement projects address local community concerns. By fostering a well-informed and engaged student body, the club aims to create future leaders who actively participate in the democratic process and contribute positively to society.</p>
<p>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.</p>	<p>The college's Electoral Learning Club initiated a socially relevant project to increase voter turnout among the students by conducting educational workshops to empower student with voting knowledge. This initiative aimed to ensure that every eligible student had the opportunity to exercise their right to vote, promoting inclusivity and democratic participation.</p>
<p>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.</p>	<p>The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. The ELC conducts year-wise educational workshops for the same.</p>

## Extended Profile

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
564	547	525	480	484

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

### 2 Teachers

#### 2.1

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

Response: 45

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

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	34	33	31	34

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
180.02	77.46	70.34	66.74	71.11

Self Study Report of DHULE CHARITABLE SOCIETY'S ANNASAHEB RAMESH AJMERA COLLEGE OF  
PHARMACY, NAGAON, DHULE

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 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:**

DCS's A. R. A College of Pharmacy, Nagaon, dhule is affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University (KBCNMU), Jalgaon (Maharashtra). Institution follows program structure, academic regulations and syllabus and certification regulations as laid down by affiliated University. Institute creates and follows academic calendar prepared in line with the annual calendar of university. Institution operates with permission of Maharashtra state government and is recognized by various regulatory bodies like Pharmacy Council of India and All India Council for Technical Education. Program offered by institution are D. Pharm, B. Pharm, M. Pharm (Pharmaceutics, Quality-assurance, Pharmaceutical Chemistry, Pharmacology) and Ph.D. (Pharmaceutical Sciences). The undergraduate program (B. Pharm) offered by the institute was accredited by NBA for three years (2019-22) and reaccredited by NBA for three years (2022-25) in the subsequent reaccreditation process. The institute ranked as the B grade institution by affiliated university. Institute operates via different departments namely Pharmaceutics, Pharmaceutical Chemistry, Pharmacology and Pharmacognosy & Phytochemistry. The B. Pharm and M. Pharm program functions through semester system where as D. Pharm is as annual. Institution adopted the following steps for effective delivery of academic content. The B. Pharmacy program syllabus designed by PCI for 2017 and 2018 pattern are followed, out of which 2017 and 2018 include Choice Based Credit System (CBCS).

#### **Curriculum delivery implementation and conduct of continuous internal assessment**

Teaching faculty use various teaching-learning methods and tools like power point presentations, animated videos etc. besides regular notes for effective curriculum delivery. To ensure effectiveness of the teachinglearning process various student centric methods such as experimental learning, industrial training, participative learning, problem solving etc. are adopted.

In addition to routine class room teaching, expert guest lectures, seminars & workshops are conducted throughout the year to make the teaching learning methods more effective. Students actively participate in industrial visits/training which are organized as a part of the curriculum, by the college.

The mechanism of Continuous Internal Evaluation is based on continuous assessment as well as sessional examinations as per KBCNMU and PCI course structure. Continuous assessment methods include online test modules using VM Edulife services, assignments, open book tests, class tests, quiz, field work, group discussion and seminars. During practical hours students are evaluated on the basis of their performance, analytical skills, oral examination and attendance. All the internal assessments are conducted strictly as per the academic calendar.



Two internal sessional exams (theory and practical) for the 2018 and 2019 exam patterns are required to be held in order to assess students' performance at the college level. The weighted average for both the Theory Sessional Exams and the Practical Sessional Exams is 25%. The university holds end semester exams that are worth 75% of the final grade.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 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:** 02

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

### 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:** 36

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	202	216	210	208

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

### 1.3 Curriculum Enrichment

#### 1.3.1

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

**Response:**

Various cross cutting activities like Women Empowerment Programmes, Youth Programmes, Social Activities, Health Awareness Programmes, Training and workshops on First Aid, Fire Safety, soft skills, Health Camps, annual Workshops/Conferences/Guest lectures and Industrial visits enrich the Curriculum and enhance the learning experience at the institution. Yoga and self defence program focus on making women students physically fit and morally strong to face the challenges of life.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 1.3.2

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

**Response:** 44.68

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

Response: 252

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

## 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:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 88.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	142	145	189	142

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	172	174	167	169

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

#### 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:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	49	49	51	57

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

2022-23	2021-22	2020-21	2019-20	2018-19
80	49	49	51	57

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 15.67

## 2.3 Teaching- Learning Process

### 2.3.1

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

**Response:**

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

**Response:**

**Learning facilities:**

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

College has institutional membership for VMEDULIFE and DELN Facilities are also available which can be accessed by all the students. The department is provided with well equipped and advanced labs for improving programming skills & logical thinking.

**Experiential learning:**

Practical approach with theoretical knowledge is the necessity to learn any field. Laboratory experiments are conducted to implement and understand class room theory knowledge with actual practical experience. Students are monitored by faculty during practical hours on daily basis to analyze and improve in their Practical skills. Students are compelled to complete 1 month industrial training for B.Pharm it offers students to get real life experience of pharmaceutical field.

To extend learning's beyond the classroom teaching, we invite experts from different industries to conduct guest lectures, seminars and workshops. It creates awareness among students about future challenges and industry demands of different skills.

With an aim to go beyond academics, industrial and IPC conferences visit provide students a practical perspective on the field work.

**Participative learning:**

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

Consultancy Research Projects provides practical exposure to faculty and students through solving real life business problems. It provides a platform to the faculty to share their expertise & knowledge, besides giving exposure and industrial orientation to students.

NSS wing of the college arranges blood donation camps, health checkup camps, and swachatha abhiyan, tree plantation as social welfare programs which help our students to become responsible citizens of India in future.

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

Merit students are rewarded with awards and certificates.

**Problem solving methodologies:**

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

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

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

Institute encourages M. Pharm students to undertake industrial projects and participate in journal club to inculcate problem based learning and professional environment.

Students are facilitated for registration for online mock test to accelerate their preparation for GPAT.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.4 Teacher Profile and Quality**

**2.4.1**

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

**Response:** 96.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
36	35	35	34	34

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 29.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	08	06	05

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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**



## Evaluation and ensures that it is robust and transparent

**Response:** After receiving a university academic calendar the detailed calendar is prepared for effective planning and implementation. Each academic year KBC North Maharashtra University upload the academic calendar, which gives the dates of commencement of academic year, and tentative end semester examination dates.

With reference to the university academic calendar, the college committee consisting of Principal, Vice-Principal, and Academic in-charge prepares the academic calendar for the college well in advance before the commencement of the semester.

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

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

**Response:**

DCS's A. R. A. College of Pharmacy mainly focuses on giving education through student centric methods and follows outcome oriented teaching- learning process. Programme outcomes (POs), Programme

Educational Objectives (PEO) and Course Outcomes (COs) have been formulated for all the Diploma, UG and PG programs.

**Course Outcomes:** - For the preparation of CO & CO-PO mapping, Faculty training is given to each faculty at our institute.

- The course outcomes (CO) are prepared by individual faculty member comprising of syllabus from theory and practical for each course (each subject).
- COs are major domain specific outcomes written using action verbs which are specific, measurable and can be demonstrated by students on completion of the course
- The COs drafted by addressing most of the applicable levels of Blooms Taxonomy incorporating knowledge, skill and attitude by faculty members for their respective courses are reviewed ,modified (if) and finalized by HOD.
- The CO statements are drafted in order to accomplish the program outcomes (PO) and Program Educational Objectives (PEO) are prepared at our institute.( [http:// aracopdhule.org/](http://aracopdhule.org/))

### **Program Outcomes (PO)**

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

It is as follows:

PO1: Pharmacy Knowledge, PO2: Planning Abilities, PO3: Problem Analysis, PO4: Modern tool usage, PO5: Leadership skills, PO6: Professional Identity, PO7: Pharmaceutical Ethics, PO8:Communication, PO9: The Pharmacist and society, PO10: Environment and sustainability, PO11:Life-long learning.

### **Program Educational Objectives (PEO)**

Program educational objectives is framed by the institute to attain the attributes of **POs**.

**PEO** are the statements that illustrate what the students of a pharmacy program should be able to do at the end of the course.

**PEO 1.** To imbibe the fundamental knowledge, skills and competencies of national and international standards.

**PEO2.** To inculcate professional ethics, responsibilities among the students and render healthcare service to society.

**PEO3.** To become a competent and successful Pharmacist in order to effectively demonstrate research, leadership and entrepreneurship qualities.

**PEO4.** To participate in life-long learning process in different disciplines of pharmacy.

**Communication of CO and PO :-**

- The course outcomes for the specific course are communicated and explained by faculty to students when the respective course starts.
- The POs and COs are displayed on website, and course files.
- The course outcomes are displayed on college website (www.gcopk.ac.in) for information to viewer and also mapped with blooms level and POs.
- POs are displayed in central area and on website.
- POs and COs are communicated to all the stakeholders of the program through faculty workshops, seminars, student induction programs and parent meetings, alumni meet & interaction.
- Correlation matrices are generated to link courses with their outcomes and POs. These matrices specify the correlation in terms of high, medium and low (3, 2 and 1 respectively) indicating the levels.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

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

**Response:**

**Course outcome attainment process:** The course outcomes are prepared by each faculty member

comprising syllabus from theory and practical for each course (each subject). The CO statements are drafted in order to attain the objective of Program Outcome prepared by the institute.

?	
End semester/ annual theory & practical examination	
Internal Sessional theory & practical examination	

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

Assessment Tool	Attainment level	?
• (University Examination)	1 (Low)	50% of students scoring more than 60% marks in university examination
	2 (Medium)	60% of students scoring more than 60% marks in university examination
	3 (High)	70% of students scoring more than 60% marks in University examination.
Internal Assessment (Internal Examination)	1 (Low)	50% of students scoring more than 60% marks in Internal examination
	2 (Medium)	60% of students scoring more than 60% marks in Internal examination
	3 (High)	70% of students scoring more than 60% marks in Internal examination.

- Total Attainment = 20% internal attainment + 80% university attainment
- If targets are achieved then all the course outcomes are attained for that year. Hence for the next year higher targets are set as a part of continuous improvement.
- If targets are not achieved the program should put in place an action plan to attain the target in subsequent years.

**Method of assessment of POs :**

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

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

2) **Indirect assessment method** which includes students exit survey, parent survey and GPAT etc.

Program outcomes are assessed by following manner :-

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

Attainment levels as mentioned above are assigned for each POs with respect to these indirect assessment tools which are presented through program level course-PO matrix as indicated).

The final attainment levels for each PO are calculated by different weightage level of direct and indirect assessment correlation levels with respect to each course which is then averaged to obtain the final attainment levels for the programme.

The Weightage ratio for both direct & indirect assessment methods as follows-

Program outcomes	Direct assessment tools	Weightage	Indirect assessment tools	Weightage
PO-1- Pharmacy knowledge	Sessional &End semester examination (Theory/practical)	70	Student exit survey, Parent survey, GPAT etc	30
PO-2-Planing abilities		40		60
PO-3-Problem solving approaches		70		30
PO-4-Modern tool usage		70		30
PO-5-Leadership Skills		30		70

PO-6-Professional role in society	30	70
PO-7-Pharmaceutical ethics	40	60
PO-8-Communication skill	30	70
PO-9-Pharmacist & Society	30	70
PO-10-Environment & Sustainability	30	70
PO-11-Lifelong learning	30	70

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 84.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	154	126	134	102

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	159	132	137	137

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.6**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 0.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.30	00	0.30	0.25

#### 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:**

Our college provides a healthy environment, infrastructure, resources, and confidence to students and professors to assist them increase their capacity and abilities in research and innovative activities. Students are at the focus of all creative and extension endeavours. These activities help students understand the various challenges that society encounters. It enables children to solve problems on their own. Aside from UG and Diploma programs, the institute also provides PG and Ph.D. programs. The college has completed numerous research projects with funding from various government and non-government organizations such as AICTE, KBCNMU, and others.

The library provides access to a wide range of reference books, e-books, and periodicals. Students are taught how to conduct literature reviews using journals, the internet, and books, among other sources, to help them with their project research. The library features cutting-edge technologies. This is advantageous for the development and transfer of information.



Students are assigned topics for their seminars and projects, which are then evaluated in accordance with the curriculum. Classrooms are equipped with modern e-learning tools, such as LCD projectors and white boards, to expose students to contemporary teaching methodologies. PG students take part in Journal Club events as part of their regular homework, where they have in-depth conversations about current scientific issues.

Students' research abilities and self-assurance are strengthened through the journal club activities. Several competitions are organized, including ones for essay writing, debate, and elocution, to assist students in reaching their full potential. Eminent people who have significantly impacted research, society, or industry are invited to serve as resource people. The College Machine Room, Central Instrument Room, and departmental laboratories are equipped with state-of-the-art instrumental facilities like HPLC, FTIR, Spray Dryer, Freeze Dryer, Fluidised Bed Processor, Multi Station Tablet Machine, etc. for regular experimental and research work by students and faculty.

College is having outstanding state of the art Medicinal Plant Garden. Faculty and Students are performing research on various indigenous plants to promote 'treatment using nature'. This garden is contributing to advancement of human health and green environment; which has been appreciated Dhule District Maheshwari Woman's Foundation, Dhule. Due to the abundance of academic and research resources, both students and faculty actively participate in the presentation of their research papers at various conferences, seminars, workshops, and technical contests. Our pupils have contributed greatly to it. Faculty members and our principal serve as research facilitators. They encourage teachers and students to engage in research-related activities. The institution regularly provides facilities for authorized leave to attend workshops, seminars, training sessions, etc. They have research papers published in reputable, highly regarded journals with patent applications. Students have research publications to their credit in addition to the faculties. For raising awareness of IPR, innovations, and entrepreneurship, workshops are periodically held.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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: 4**

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

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

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

### 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:** 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	15	11	08	10

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

#### 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:** 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	1	0	2

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

**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:**

The DCS A.R.A College of Pharmacy, a pioneering institution in the pharmacy profession, conducts a variety of academic and extracurricular events all year long for the benefit of its students as well as the local community. Key social concerns like Swachh Bharat, AIDS awareness, Digital India, and gender awareness issues are brought up with students. Every year, tree planting events are planned as a part of other events that the Maharashtra government has also announced. Every year, the Institute hosts

Safety & Empowerment Initiatives for Women's Day: The Women's Day campaigns for empowerment and safety had a profound impact. They fostered an atmosphere of equality and respect and gave women the tools they needed to defend themselves.

Blood Donation Camp: The Blood Donation Camp promoted a spirit of empathy and cooperation in addition to saving lives. It demonstrated the effectiveness of group effort in promoting communal wellbeing.

Voter Awareness Program: This program encouraged involvement in democratic processes. It encouraged students to participate in the political process by educating them about their civic duties and

rights.

**Samvidhan Divas:** The occasion served to emphasize the value of the Indian Constitution. It promoted responsible citizenship by deepening students' understanding of their civic responsibilities and rights.

**Swachh Bharat Abhiyan:** The Swachh Bharat Abhiyan promoted civic virtue and cleanliness. It encouraged environmental improvement and raised awareness of trash disposal.

**Tree Plantation:** The initiative's planting of trees not only increased the amount of greenery, but it also taught participants the value of protecting the environment.

**International Yoga Day:** The celebration of International Yoga Day put a strong emphasis on overall health. It encouraged a balanced lifestyle while promoting both physical and mental health.

Every time a natural disaster occurs in any section of our nation, students immediately volunteer to aid the victims.

Students and staff members participate in social activities including raising awareness of the COVID Pandemic in the public and society by using IT resources during this COVID 19 Pandemic.

These diverse events collectively transformed campus into a hub of empowerment, awareness, and community engagement. The impact reverberated in the local community, creating positive change. Participants imbibed values of environmental responsibility, health, civic duty, and social awareness.

Through these events, DCS's A.R.A. College of Pharmacy demonstrated its commitment to holistic education that molds responsible citizens and advocates for positive transformation. The outcomes are visible in the informed actions and meaningful contributions of the participants, embodying the college's ethos of empowerment and service.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

DCS's A.R.A College of Pharmacy has been recognized and deeply appreciated by the Primary Healthcare Center and Nimdale Gram Panchayat for its unwavering commitment to community health, empowerment, and welfare. The collaborative efforts between the college, healthcare center, and local governance have resulted in impactful initiatives that have left a lasting positive impact on the

community.

The Primary Healthcare Center extends its sincere gratitude to DCS's A.R.A College of Pharmacy for the successful organization and execution of vital health initiatives. The college's proactive engagement in conducting Covid Vaccination drives, Health Checkup programs, and Eye Checkup camps has significantly contributed to the enhancement of public health. The college's dedication to ensuring the well-being of community members aligns perfectly with the center's mission, and its partnership has played a pivotal role in advancing healthcare accessibility and awareness.

Nimdale Gram Panchayat also extends its heartfelt appreciation to DCS's A.R.A College of Pharmacy for its significant contributions to the overall development and well-being of the local community. The college's active participation in Swachh Bharat Abhiyan, tree plantation drives, and various health awareness initiatives has transformed the local landscape and fostered a sense of environmental responsibility among residents. The college's initiatives align seamlessly with the panchayat's vision for a cleaner, greener, and healthier Nimdale.

The collective impact of DCS's A.R.A College of Pharmacy's initiatives has been substantial. The Covid Vaccination drives have played a crucial role in promoting immunization, contributing to the mitigation of the Covid-19 pandemic's impact on the community. The Health Checkup programs have empowered individuals with knowledge about their health status, encouraging early detection and prevention of health issues. The Eye Checkup camps have brought attention to ocular health, enhancing the quality of life for many.

In conclusion, the appreciation and recognition extended by the Primary Healthcare Center and Nimdale Gram Panchayat to DCS's A.R.A College of Pharmacy underscore the college's profound impact on public health, community development, and environmental stewardship. The college's holistic approach to education and its dedication to social responsibility have truly made a difference in the lives of community members.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	04	05	08

  

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 3.5 Collaboration

<p><b>3.5.1</b></p> <p><i>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.</i></p> <p><b>Response: 11</b></p>	
File Description	Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

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

The college gets things started by providing special facilities that include sports, outdoor and indoor games, a gymnasium, NSS, cultural activities, and yoga that promote students' interest in sports and cultural activities. Exercises like gymkhanas help to develop leadership, commitment, and other soft skills. Sports including cricket, kabaddi, volleyball, badminton, carom, and table tennis are among those taking part in the various tournaments. Annual sports event at DCSARACOP is an Intra-college sport event where various sports events are organized. Championship trophy is awarded to the students and class winners and runners-up of various sports events. The college's premise has a open gym/fitness centre that is fully furnished with all equipment necessary to exercise for both physical and mental development. Fitness centre includes a variety of equipment for physical exercise. The college is celebrates the world yoga day to generate awareness among the students. In the center of building auditorium is used to host events such as annual day celebration, student's festival etc. Annual cultural event in DCSARACOP is named as ANTARANG. Students organize seven days cultural and sport event. Following events are organized in a span of seven days as a part of ANTARANG sport week, Dance (solo and group), Drama, Singing (solo and group), and mimicry.

A faculty member is given the responsibility of serving as the staff advisor to oversee the coordination of the activities of the student association. Additionally, a faculty member serves as the staff advisor for each committee, and student representatives organize and carry out the events.

NSS office has present in the campus of College.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 27.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
68.13	29.53	1.98	12.60	14.09

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

## 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:**

#### 1. Library facility

The ARACOP library has a total size of 183.00 sq. m. 17753 Total collection of Books, and 1383 reference books, with a price tag of more than Rs 1, 08, 62,211. Mon-Sat, the library is open as usual. The hours are from 10:00 a.m. to 6:00 p.m. The staff and students have separate reading areas in the library. The publications, magazines, and video library are separate categories. These books all have barcodes, and the OPAC system automates library services. There is an OPAC computer capability for accessing the catalogue of books and electronic resources, and vmedulife software is provided. Students from socially disadvantaged backgrounds can also use libraries' books, which are essential learning materials. Additionally, it contains archives to record and preserve the institution's history. Subject-specific sign boards and stakes are used to organize reference and text books. The library is equipped with fire extinguishers and sirens in case of a crisis. periodic stock checks, removing books from syllabuses, publications, etc. with advisory committee approval. User-centeredness and awareness



File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:**

**Institution frequently updates its IT facilities including Wi-Fi**

- The college has computer lab with enough numbers of computers with LAN and internet facility. Antivirus is installed on all the computers to prevent, detect and remove malware. IT infrastructure is upgraded with government norms and funds
- In the recent years, computers with latest configuration (Intel core i5 processor) and inverters are procured and installed in the office.
- LCD projectors are procured and installed in the class room and printers were also procured to fulfill the requirement of regulatory body.
- The institution emphasize on computer-aided methods for quality teaching, learning and research. For this purpose, institute provides adequate number of computers internet connected to staff and students for updating their knowledge and skills.
- The institute has a LAN/Wi-Fi enabled campus, class rooms are provided with LCD facility.
- The digital library is equipped with computers connected to internet for use of e-journals The digital library is equipped with computers connected to internet for use of e-journals
- 100 Mbps internet connectivity has been provided to all the divisional rooms to facilitate accessing any study material in real time frame from the internet.
- In the year 2012, fiber connecting line was installed under the BSNL with the speed of up to 16 Mbps, which is extended to Wi-Fi network and makes the college campus.
- The college has designed more user-friendly and more informative website and utilizing internal resources at no cost. The website coordinator who ensures that college website is updated time to time. Moreover all important notices concerning academics, examinations, assignments are uploaded on the website duly approved by the coordinator and principal.
- The institute has a LAN and Wi-Fi facilities available for students and staff.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 10.44

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

Response: 54

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

### 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:** 17.16

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.47	13.52	21.02	06.36	23.52

Self Study Report of DHULE CHARITABLE SOCIETY'S ANNASAHEB RAMESH AJMERA COLLEGE OF PHARMACY, NAGAON, DHULE

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 71.85

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

2022-23	2021-22	2020-21	2019-20	2018-19
417	381	353	350	367

#### 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:** A. All 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 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:** 17.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
162	85	40	115	61

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

### 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	<a href="#">View Document</a>
Proof related to Mechanisms for submission of online/offline students' grievances	<a href="#">View Document</a>
Proof for Implementation of guidelines of statutory/regulatory bodies	<a href="#">View Document</a>
Details of statutory/regulatory Committees (to be notified in institutional website also)	<a href="#">View Document</a>
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:** 49.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	60	67	87	59

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	154	126	134	102

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 6.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	4	2	3

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

## 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:** 22

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	2	9	6

#### File Description

#### Document

Upload supporting document

[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:** 20

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	2	27	31



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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

Established in 1994, the college has a storied history spanning decades, with 25 graduating batches adding to its legacy. Notably, the Alumni Association of DCS's A. R. A. College of Pharmacy, situated in Nagaon, Dhule, is a registered entity under the Societies Registration Act, 1860 (21). This official recognition, granted on 18th November 2022 with registration number MAH/193/2022, underscores the commitment of the alumni to their alma mater.

The Alumni Association operates with a central goal: to foster meaningful connections among alumni, current students, and the institute itself. It serves as a conduit for mutually beneficial interactions, aiming to enhance the growth of all stakeholders. A primary focus lies in encouraging alumni engagement in the ongoing development of the institute. Additionally, the association endeavors to create career opportunities and financial resources for the welfare of both students and fellow alumni.

In pursuit of its objectives, the association annually organizes alumni meetings, nurturing a sense of community and nostalgia. These gatherings provide an avenue for alumni to reconnect, share experiences, and provide invaluable insights to current students. Moreover, the association actively guides students in their career paths. Alumni, who have excelled in diverse fields, offer insights into career choices, competitive exams, and post-graduation opportunities. This guidance proves instrumental in helping students make informed decisions.

Facilitating interactions between alumni and faculty is another significant role of the association. Through events such as seminars and expert talks, alumni share their practical insights, bridging the gap between theoretical learning and real-world application.

A pivotal moment arrived in 2013 with the association's inaugural Alumni Meet. This event catalyzed network strengthening and interactive sessions. It also introduced counseling sessions, where alumni shared their experiences of competitive exams and post-graduation courses, providing valuable guidance.

To ensure the association's effectiveness, a dedicated working committee was formed. This committee fosters alumni involvement in the association's day-to-day operations, sustaining engagement and momentum.

Embracing technological progress, the association introduced online registration on the institute's website. This innovation streamlines engagement, making it convenient for alumni to connect and stay

updated on the association's initiatives.

In essence, the Alumni Association serves as a bridge between the institution's past and present. It encapsulates the enduring bonds formed during students' academic journeys. Through its initiatives, the association enriches the educational experience, nurtures personal growth, and establishes a lifelong connection with the college. As the association progresses, it ensures the legacy of excellence thrives through the achievements of its alumni.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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 institute is established in 1994 by the Dhule Charitable Society and is under the leadership of Annasaheb Ramesh Ajmera. The institute is governed by Board of Governors and is responsible for the planning, implementation and development of the institute. The Chairman of Board of Governors is Hon'ble Ashish Ramesh Ajmera (President Dhule Charitable Society) while Principal is the Secretary. All the stakeholders are involved in the decision-making process. The teacher's participation plays a very important role and hence the portfolios are distributed amongst the teachers for effective management of decision-making process. The frequent meetings of teachers are being conducted by the Principal to involve them in the decision-making process.

The Institute established the Vision and Mission through a vigorous consultative process involving the stakeholders of the Institute, the future scope of the Institute and the community requirements.

The Institution follows the Professional Management approach in managing the Institution. The Professional Management aims at implementing the concept of innovativeness in managing the academic and administrative matters. The Institution always believe in the practices of decentralisation and participative management. Decentralization is taken care of by authority delegation through the mechanism of Principal, HODs in different faculty of D. Pharm, B. Pharm & M. Pharm. The institute provides autonomy to every department and works towards decentralized governance system. The Board of Governors believes in empowerment to achieve stated objectives and hence gives sufficient freedom to the Principal, who is the academic and administrative head of the institution. The Principal along with his team functions in order to fulfil the vision and mission of the institution. The responsibility of each department is given to its respective Head of Department, who looks after overall coordination of that department in consultation with Principal. The Head of the department regularly conducts staff meeting and monitor the functioning of their respective departments. Each class has appointed Class Teacher who administers overall performance with the help of different faculty members; the class teacher and mentors conduct regular meetings with the students. Class teacher is bestowed with responsibility to take necessary efforts to improve the overall performance of the class.

**Decentralization:** The approach is followed for the conduct of all academics, extracurricular and co-curricular activities through various institutional working committees.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

The institutes motto is to enrich its stakeholders through following the norms and guidelines of Pharmacy Council of India and Affiliated University ( KBC North Maharashtra University). The institute has made Policy Documents and started implantation of it. The college is cautious about its stakeholders for whom strategic/perspective plan for next ten years (Phase I 1-5 years; Phase II 6-10) is made in view of future needs and development of stakeholders. Institute believes in proper utilization of manpower and resources. It is reflected in the actual practice and presented in organogram. Different functional committee are constituted for effective implementation of perspective plan. The college teaching and non-teaching staff aware about the roles and responsibilities given by Head of Institute. Policy for recruitment is as per the guidelines of affiliated University is made and effectively implemented.

The impact of perspective plan leads to take forward to ultimate goal of Institute.

- To increase revenue base of the Institute Consultancy service provided in the Institute.
- The college conduct the programmes like Alumni interaction as they are important stakeholders of the institute. Alumni also assist on/off campus placement drives, deliver expert talk, training etc.
- The college of MoUs to boost interactions between the stakeholders.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

The sole objective of Dhule Charitable Society's, A. R. A. College of Pharmacy is to empower the employees with welfare measures, all possible efforts and initiatives have been taken to develop welfare schemes for the betterment of our stakeholders, especially students and employees. The institute has prepared a policy for the effective implementation of performance appraisal and welfare measures for teaching and non-teaching staff. Institute implements an academic and administrative performance appraisal in a structured form every year to evaluate the academic skills and performance of the staff. Achievements in curricular, co-curricular, and extracurricular activities are considered and critically evaluated by HOD and then by the Principal to encourage the overall development of the staff.

- **Objective: -**
  - To provide sufficient opportunities for welfare of staff.
  - To provide opportunities to acquire higher education in continuation with service.
  - To provide opportunities to excel academic/administrative excellence through
  - To enhance the overall development of staff.
  - To provide facilities to carry on Research/PhD work.
- **Who can avail these facilities: -**

Full time Teaching/Non-teaching staff.

1. These welfare measures are including different financial and non-financial support mechanisms for teaching and non-teaching staff members.

- Leave facilities as per the college policy (Casual /Medical/ On duty leave)
  - Casual leave: - Each staff shall be entitled to 15 days casual leave in an academic year.
  - Medical leave: - Each staff shall be entitled to 15 days medical leave in an academic year.
  - Duty leave: - The teacher attending the official meeting/ conference/ seminar/ any other non-remunerative official business of the university/Institute.
  - Vacations: - Staff who are in regular service are eligible for a vacation of university and institute.
- Financial support for skill gradation- attending seminars / workshops / conferences / FDPs / training programs/poster presentations/oral presentations etc.
- Festival bonus was given to non-teaching staff.
- In the afternoon break college provide the tea for all teaching and non-teaching staff. (02:00 pm to 02:30 Pm)
- For eligible staff members, a Gratuity scheme is applicable as per the Government act.
- Provident Fund is given to employees as per the norms.
- Women's grievance redressal cell: The Institute has an internal complaint committee to handle staff issues.
- To Encourage non-teaching staff to attend laboratory training programs, fire safety training, library training, etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** 4.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	04	03

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

### 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:** 10.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	13	09	06

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

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

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

## 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:**

- Dhule Charitable Society's Annasaheb Ramesh Ajmera College of Pharmacy, Nagaon, Dhule is a self-financed institute that generates funds primarily through student fees. To cover any financial deficits, the institute relies on advances from a trust and utilizes overdraft facilities as necessary. The institute employs a Finance Committee to oversee its financial operations and decision-making. This committee plays a crucial role in managing major financial choices.
- Budget planning and reviews are integral to the institute's financial management. Each year, the institution solicits budget proposals from its principal and chairman, typically in April. Departments are instructed to categorize their budget requirements into various heads like Recurring, Non-Recurring, Seminars, R&D, Hospitality, and Maintenance. Following this, budget allocations are made to each department based on their requirements.
- The approved budget undergoes scrutiny by the Finance Committee for member approval. This committee holds the responsibility for pivotal financial decisions. Furthermore, the institute maintains a constant focus on optimizing resource utilization. A review of fund utilization occurs in December to ensure alignment with the approved budget.
- Stringent adherence to utilizing the allocated budget for academic and administrative expenses characterizes the institute's financial practices. Notably, the institute currently does not receive any financial assistance from central or state governments.
- Both internal and external audits are cornerstones of the institute's financial transparency. An internal audit mechanism, facilitated by the Finance Committee, involves an annual review of vouchers and expenditures. Discrepancies are reported to the management for resolution.
- The external audit, conducted annually by a professional Chartered Accountant, Mr. Vijay M Rathi, ensures compliance with government regulations. The audited financial statements are



meticulously signed by an auditor, affirming the institute's commitment to financial integrity.

- The audit grievance resolution process is well-structured. Auditors first communicate their findings in a formal report shared with the institute's management and Internal Finance Committee. The institute then reviews these findings and prepares a response addressing the audit observations.
- This response is conveyed to the auditors, fostering a dialogue to ensure mutual understanding and clarification. Through discussions, the institute and auditors work to resolve any outstanding concerns. These steps together create an efficient process that upholds financial transparency and accountability.

In summary, Dhule Charitable Society's Annasaheb Ramesh Ajmera College of Pharmacy, Nagaon, Dhule a self-financed institute, effectively manages its finances through student fees, trust advances, and overdraft facilities. The Finance Committee plays a central role in decision-making, overseeing budget planning, allocation, and reviews. Internal and external audits ensure financial compliance, while the grievance resolution process promotes transparency and rectification of audit concerns. This comprehensive approach to financial management underscores the institute's commitment to responsible resource utilization and accountability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:

Internal Quality Assurance Cell (IQAC) was established as per the guidelines of NAAC to achieve the vision, and mission of the institution. IQAC receives and reviews the inputs from all the stakeholders through a feedback mechanism. Based upon the suggestions/inputs, the IQAC in meeting discusses the quality improvement initiatives in the different areas to be implemented in the institute. The academic and administrative committees ensure the effective implementation of quality initiatives in the different areas like faculty/students training, academic planning, conduct, examination, etc. The outcomes of the initiatives taken are reviewed in the forthcoming scheduled meeting.

#### The role of IQAC:

1. Efficient and timely progressive enhanced outcomes in academics/ administration/ research.

2. Stimulate the academic environment for the promotion of quality of teaching-learning and research in the institution.
3. Integration of conventional and modern methods of teaching and learning.
4. Collection and analysis of feedback from all stakeholders on quality-related institutional practices.
5. Encourage self-evaluation, accountability, autonomy, and innovations in higher education.
6. Collaboration with other stakeholders for higher education and quality evaluation, promotion, and sustenance.

The institute has a plan for teaching the learning process and a systematic methodology for progressing the activities. In an academic calendar year, the IQAC meets twice to review the all activities that are planned.

- Under the supervision of IQAC, the Program committee works for efficient and timely activities of teaching-learning. Every subject teacher prepares a course file on the concerned subject. A course file is a professional systematic compilation of each and every aspect of the subject pertaining to academic proceedings. It comprises a timetable, workload, academic records of marks, notes, CO, PO of the subject with mapping, university question paper, question bank, etc. Every month, the progress of academics is monitored for a number of lectures/practicals engaged for allotted subjects. The Student progress report is also monitored and defaulters are brought to the notice of the Principal via the class teacher for appropriate action.
- For the evaluation procedure of outcome-based education, the institute has constituted the examination committee for coordinating and conducting the examination. Internal and end-semester examinations are conducted as per the norms and guidelines of SPPU. After conducting internal and external examinations, the institute addresses the learning needs of all categories of students as slow learners and advanced learners. Slow learners are given personal counselling to motivate them and to bring them back into the flow of regular students.
- Additional guidance is given to such slow learners in needy conditions.
- Advanced learners are encouraged by arranging special activities.
- Arrangement of guest lectures, seminars, and conferences, for personality development and overall performance.
- Learning beyond syllabus through various co-curricular and extracurricular activities like poster presentations, seminars, quiz competitions, guest lectures, workshops, industrial training, hospital, and industrial visit, etc.
- IQAC motivates staff to apply for DST, AICTE AQIS, and KBCNMU VCRMS grants
- Faculties are supported to participate and present research work in conferences/training programs/FDPs etc.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 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:**

The institution provides safety and security facilities for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution has a dedicated Counselling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counselling is provided to the students at different levels. There are separate washroom facilities for girls and boys. Washrooms are provided with sanitary napkin vending and disposal machine for the safe and hygienic disposal of sanitary napkins.

The institution constituted the following committees as per norms laid by University/UGC: Institution Grievance Redressal Committee, Anti-Ragging, Sexual harassment prevention cell, Students' Disciplinary Committee, SC /ST Students Welfare Committee, and Mentoring Programme cares for the well-being of students and staff in the institution. The functions of these committees are displayed on the website of the institution and information is being disseminated to the students through orientation and induction programs.

The institution promotes gender sensitization through co-curricular activities like workshops, seminars, guest lectures, poster exhibitions, counselling etc. The institution organized 'Self-defense training' for the girl students of the institution initiated by the "YUVATI SABHA" K.B.C. North Maharashtra University Department. Awareness programs like importance of human rights, Rights of Women in Domestic problems, Cyber security awareness programs related to the safety and security of women employees and students are conducted periodically. Based on the outcome of the survey conducted on campus, the institution with pride declares that 'We are gender neutral educational institute'.

DCS's A.R.A. College of Pharmacy has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, colour, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions and ethos have led to enrolment of 35% women students and 35% women staff.

Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to DCS's A.R.A. College of Pharmacy.

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### 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:** C. 2 of the above

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

### 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	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 7.1.4

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

#### **Response:**

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

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated on the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony. The college and its teacher and staff jointly celebrate the cultural and regional festivals, like New-year's day, Fresher Party, teacher's day, orientation and farewell program, Induction program, rally, oath, plantation, Youth day, Women's day, Yoga day, festivals like Diwali Mela celebration, Holi Milan celebration, New Year celebration, Lohri celebrations, etc. religious ritual activities are performed in the campus. Motivational lectures of eminent persons of the field are arranged for all-round development of the students for their personality development and to make them responsible citizens following the national values of social and communal harmony and national integration. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students. In this way the institute's efforts/initiatives in

providing an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

Dhule charitable society's Annasaheb Ramesh Ajmera College of Pharmacy Nagaon Dhule is one of the renowned institute established in 1994 with the aim of to explore the Pharma profession by providing the education and knowledge to the students from rural area background. To fulfill this aim the objectives were drawn to provide best practice by using the all possible ways. To achieve such objectives institute always engaged in practicing and strengthening the academics curricular activities as well as extra-curricular activities to strengthen the students in all practices. For achieving such best practices institute forms the different committees for each different practice including anti-ragging committee, academic monitoring committee, women's grievance committee, internal complaint committee for gender sensitization along with this a separate committee works for SC, ST students. Apart from this to achieve best practice a separate committee for Exam as a department which looks after all the details regarding the examination. The institute always engaged in arranging and conducting the different subjective conferences, workshops, guest lecturers to motivate the students and add on their knowledge about this area by inviting experts from the field. Students actively participate in such programs. Starting from the academic year, institute focuses on the best practice. At the time of admission, the detail flyers shared on the social media and practice to increase the awareness to the best level. To involve in the society or to help the needy one, institute always arranges the blood donation camp with the collaboration of blood bank. To motivate the students and increase the awareness pharmacist day also celebrated by arranging and conducting the different programs like rally, scientific poster presentation competition, Rangoli competition, elocution competition etc. Institute keeps attention on student wellness. Sanitary napkin vending machine and incinerator also provided as a best facility. The institute all time motivates student to work for health care system efficiently.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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:**

DCS's Annasaheb Ramesh Ajmera College of Pharmacy was established on 1994 as a pioneer institute in the category of self-financed institutes. The A. R. A. College of Pharmacy has been recognized as an excellent institute of pharmacy for its outstanding efforts in providing quality health education to the remote rural population and improving the health of the society. The A. R. A. College of Pharmacy is committed to promoting the health and welfare of society by training competent and motivated pharmacists and providing indigenous technological manpower for the industrial development of the nation, according to the Institute's vision.

The Institute has been accredited by the NBA in the second cycle. Recently, the Institute has established a new diploma course in pharmacy with 60 seats.

The institute has participated in the NIRF. The Institute has scrupulously followed all regulatory standards and has emerged unscathed from all rigorous inspection tests. The institute has highly experienced and dedicated staff that helps in providing excellent pharmaceutical education. The institute prepares students for the ever-increasing technological and social changes by emphasising on self-discipline, hard work, comprehensive personality development and creative approach to problems. The institute has introduced innovative teaching tools such as PowerPoint presentations and online Google classrooms to improve teaching methods, and installed audio systems and Wi-Fi networks. Upgrading labs, workshops, computer equipment and facilities is an ongoing process. The institute conducts various courses for capacity enhancement and student development. The Institute hosts a very pleasant environment that not only provides students with the opportunity to develop technical skills, but also paves the way for the development of hobbies, interest in various fields, interdisciplinary initiatives, art, culture, sports, aesthetics and the fulfilment of social obligations to make them better people and professionals. The intended results such as students' dominance in internships, promotion of successful professionals in the industry, entrepreneurship, have remained unimpressed. The Institute is always committed to the common good, keeping social interests in mind.

The Institute actively participates in "Go Green India" and provides door-to-door consultation to the public on current issues. The institute has introduced the "Book Bank to all students" with at least four books based on the Institute's curriculum. The Institute is honored with a "Memento" and a "Certificate of Appreciation" from the Blood Bank for organizing a Blood Donation Camp. Institute provides the software facility like Vmedulife for ease of activities. Institute arranges the guest lectures, seminars and



workshops for the students because of it they get motivated. The laboratories are also equipped with all the necessary equipments. All the students supported by motivation and guidance to present the posters for poster presentation competition at the outside of the institute. Students were also supported by institute by giving permission to conduct their research project at industry level. Blood donation camp, vaccination camp, social awareness program were also conducted and students actively participates.

<b>File Description</b>	<b>Document</b>
Any other relevant information	<a href="#">View Document</a>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

DCS's ARA College of Pharmacy, Nagaon, Dhule firmly stands to the guidelines recommended by the Pharmacy Council of India and Kavayitri Bahinabai Chaudhari, North Maharashtra University, Jalgaon in all of its components including curriculum design and its deliverance through expertise imparting modules. The institute has been attracting activities for the improvement of quality, such as the availability of important and necessary reference and text books, extra/remedial classes for competitive exams like GPAT by college faculty, organized quality development program for faculties, invitee lecturers organized by wellknown personalities from academic and industrial background and controlling authorities, organize seminars, refresher and training programs, industrial visits to pharmaceutical industries, regular publication of Magazine and published research paper by students and faculties.

Through decentralized administration by various committees, including the College Development Committee (CDC), Admission Committees (FC/ARC), Staff (clock hour basis) Selection Committee, Internal Quality Assurance Cell (IQAC), Steering Committee for the NBA & NAAC, Library Committee, Research Advisory Committee, Training and Placement Committee, Alumni Association, Anti-Ragging Committee, Grievance Committee, and others, the Head of Institution ensures participation of all teaching and non-teaching staff.

### **Concluding Remarks :**

The main goal of NAAC is to evaluate and accredit institutions of higher learning in order to support them in their ongoing efforts to improve the quality of education. With this goal in mind, the institute prepared the SSR in accordance with standard procedures and by adhering to the recently published NAAC manual of affiliated/constituent UG & PG colleges. The institutions steering committee of NAAC and the faculty criteria coordinators were tasked with creating and collating the various criterion works of the quality indicator framework (QIF) of the SSR. The honourable committee chairman planned and carried out work throughout this time period to evaluate and update the SSR criteria in accordance with the needs. Along with the criterion works, the concern in-charges also created and reviewed the college profile, the extended profile of the college, and the executive summary.

The institute is under the control of the Maharashtra state government, and students are accepted in accordance with the rules in force. This indisputably transparent approach meets the needs of all stakeholders, particularly those of students who are socially, economically, or physically challenged. In order to produce pharmacists who are both technically adept and courageous in a good way, activities such as teaching, learning, research, faculty expansion, and technical competency education for students are carried out.

All State Government requirements apply to the qualified faculty that was hired following a strict hiring process. Complementing this is involvement in university-level activities pertaining to curriculum planning and evaluation processes. In order to enrich the students' academic and technical content, support services and activities are carefully carried out on a regular basis in accordance with the demands of society, the profession, and stakeholder needs. Basic conveniences, infrastructural conveniences, and all technological conveniences are retained in a warm, welcoming building. The financial support to run our institute comes from the state

government.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :02</p> <p>Remark : DVV has made changes as per the report shared by HEI</p>																																								
2.1.1	<p><b>Enrolment percentage</b></p> <p>2.1.1.1. <b>Number of seats filled year wise during last five years (Only first year admissions to be considered)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>197</td> <td>156</td> <td>155</td> <td>144</td> <td>142</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>176</td> <td>142</td> <td>145</td> <td>189</td> <td>142</td> </tr> </tbody> </table> <p>2.1.1.2. <b>Number of sanctioned seats year wise during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>172</td> <td>174</td> <td>167</td> <td>169</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>172</td> <td>174</td> <td>167</td> <td>169</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	197	156	155	144	142	2022-23	2021-22	2020-21	2019-20	2018-19	176	142	145	189	142	2022-23	2021-22	2020-21	2019-20	2018-19	212	172	174	167	169	2022-23	2021-22	2020-21	2019-20	2018-19	212	172	174	167	169
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2.1.2	<p><b>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</b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19																																			
2022-23	2021-22	2020-21	2019-20	2018-19																																					

39	30	30	30	30
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	49	49	51	57

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
39	30	30	30	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
80	49	49	51	57

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

**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)**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
04	02	03	01	32

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	08	06	05

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:

2022-23	2021-22	2020-21	2019-20	2018-19
90	127	98	108	78

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	154	126	134	102

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
120	135	104	111	113

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
148	159	132	137	137

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:

2022-23	2021-22	2020-21	2019-20	2018-19
0.3	0.3	0	0.3	0.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	0.30	00	0.30	0.25

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

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

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
02	0	0	1	1

Answer After DVV Verification :

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

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:

2022-23	2021-22	2020-21	2019-20	2018-19
14	20	57	24	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	15	11	08	10

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

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	12	0	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	0	1	0	2

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

**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.**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	8	11	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
05	04	04	05	08

Remark : DVV has made changes as per the report shared by HEI. Observation of "days" not considered and events for benefit of society have been considered

**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:

2022-23	2021-22	2020-21	2019-20	2018-19
180.02	77.46	70.34	66.74	71.11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15.47	13.52	21.02	06.36	23.52

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

**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**

**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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
419	383	356	351	368

Answer After DVV Verification :

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



417	381	353	350	367
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	81	93	89	91

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	60	67	87	59

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
148	165	128	139	131

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
90	154	126	134	102

Remark : DVV has made changes as per the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
23	17	2	27	30

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	2	27	31

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

**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**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	06	03

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	00	00	04	03

Remark : DVV has made changes as per the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
12	16	33	22	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	02	13	09	06

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

26	26	26	26	26
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Remark : DVV has made changes as per the report shared by HEI. FDP programs less than 5 days have not been considered & multiple teachers have been considered only once in a year.

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**

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

Answer After DVV Verification: C. 2 of the above

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

**2.Extended Profile Deviations**

ID	Extended Questions																				
1.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>                      Answer before DVV Verification : 42                      Answer after DVV Verification : 45</p>																				
1.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>04</td> <td>02</td> <td>03</td> <td>01</td> <td>32</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>34</td> <td>33</td> <td>31</td> <td>34</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	04	02	03	01	32	2022-23	2021-22	2020-21	2019-20	2018-19	36	34	33	31	34
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04	02	03	01	32																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	34	33	31	34																	