



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KHALSA COLLEGE OF PHARMACY, AMRITSAR

**KHALSA COLLEGE OF PHARMACY GT ROAD AMRITSAR PUNJAB
143001**

www.khalsacollegepharmacy.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Khalsa College Governing Council Amritsar was officially established in 1892 in accordance with the Societies Registration Act XXI of 1860. It operates as a non-profit, non-commercial, and benevolent organization. In 1893, the Society established Khalsa Middle School, marking its first foray into the field of education. The construction of the renowned Khalsa College, a significant architectural and cultural landmark, began on March 05, 1892, with the laying of its foundation. Subsequently, in April of the same year, the Khalsa College Council was established. In 1897, Khalsa College began its graduate programs and established an affiliation with Calcutta University. The aforementioned architectural structure, well recognized and renowned, undoubtedly has significant spatial dimensions. Serving as the principle edifice of the institution, this marvel of architecture seamlessly integrates elements from Mughal, Rajput, and Sikh architectural styles. The college campus spans an expansive area of more than 330 acres and offers state-of-the-art facilities for advanced study. Currently, the Society operates a total of 18 educational institutions, including both schools and colleges, which together enroll over 10,000 students.

The establishment of Khalsa College of Pharmacy occurred in 2009, with its affiliation to IKG Punjab Technical University, located in Kapurthala, Punjab. The department has received approval from the Pharmacy Council of India, the All-India Council of Technical Education, and the Punjab State Board of Technical Education & Industrial Training to provide diploma, undergraduate, and postgraduate programs in the disciplines of Pharmacy and Medical laboratory Sciences. The department has just obtained authorization for the establishment of a Pharm D program. The Khalsa College of Pharmacy is characterized by a pollution-free and verdant picturesque landscape. The department has a total of 24 laboratories dedicated to various academic programs, each equipped with advanced research equipment to facilitate the execution of research projects. The department adheres to an outcome-based education approach and has a faculty of 48 highly qualified members who are dedicated to serving the students. In addition, the department has a government-approved Drug Testing Center, Khalsa Diagnostic Lab, and holds the distinction of being the only Pharmacy College in Amritsar to be certified by the National Board of Accreditation (NBA).

Vision

“To Excel in the Field of Pharmaceutical Education and Research by Constant Innovative Efforts in Order to Achieve the Quality Standards”

Mission

o empower the pharmaceutical industry and academics by producing skilled and innovative manpower that is competent for playing its role as an integral part of health services team. To instill the abilities of creativity, scientific temperament, dynamism, social awareness and inquisitiveness for knowledge, in order to ensure overall development in a highly competent environment. We have directed our endeavors to the process of realizing our Vision and Mission to ensure that our students excel with competence.

Our Vision and Mission are a result of extensive analysis of the knowledge and skills expected from

pharmaceutical manpower in 21st century. We critically examined our strengths and weaknesses and the factors affecting them in order to achieve our aimed objectives by converting our threats into opportunities. The stakeholders of the institute are actively and progressively involved in creating, evolving and implementing the Vision and Mission of the institute so as to achieve our intended goals in a time bound way.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

This institution is one of the establishments under the management of the ancient Khalsa College Charitable Society, which has a legacy of 129 years. Currently, there are 19 institutions operating effectively in this society and our institution is one of them.

Located in an affluent vicinity, the institution has convenient proximity to the bus stop, railway station, and airport, ensuring easy accessibility for students and visitors.

The faculty members of our institution are highly educated and dedicated, as shown by their impressive record of 73 publications and 14 book chapters in UGC-approved and other reputable academic journals.

The mean placement rate over the last five years is more than 71 percent, with a portion of students choosing to pursue higher education.

The institution has thirty functional Memoranda of Understanding (MOUs) with pharmaceutical industries and hospitals for internship, on-the-job training, project work, student/faculty exchange, and collaborative research.

The implementation of e-governance, characterized by its emphasis on efficiency and openness, is shown via the transition towards paperless work processes.

Each year, our institution consistently participated in both academic and cultural domains. Since its inception, the college has had notable success in the intercollege Youth Festival. The promotion of mental and spiritual well-being among students is prioritized, without any kind of discrimination based on caste, culture, or faith.

The college offers financial assistance to students who demonstrate financial need, excel academically, and achieve recognition in cultural and sporting competitions. The services offered include guidance for competitive tests, career counseling, improvement of soft skills, and remedial instruction.

The institution has a registered Alumni Association which serves as a fundamental pillar of support for the institution.

Institutional Weakness

Due to its status as an associated college, the institution has a limitation in its ability to independently design and structure its curriculum.

The college has an ample quantity of outside grounds to accommodate outdoor athletic facilities, nevertheless, there is a need for the establishment of an indoor sports complex.

Institutional Opportunity

Our institution is dedicated to cultivating dedicated, creative, imaginative, and innovative educators. We are devoted to providing exemplary leadership in a highly professional manner, consistently striving to enhance the teaching and learning process. To do this, we actively incorporate different information and communication technology (ICT) resources and technical equipment. It is believed that the key to achieving success is in one's preparedness to seize the opportune moment when it arises. The COVID-19 pandemic has expedited the use of digital technology for educational purposes and has sparked a heightened enthusiasm for acquiring knowledge. The COVID-19 epidemic has presented a chance to refine, transform, and innovate modalities and methodologies of education. Both students and instructors have shown their ability to adapt and embrace new methods of interaction by acquiring proficiency in various online platforms such as Zoom, Google Meet, and Google Classroom. The use of high-quality electronic materials has augmented and enriched the teaching and learning process. Furthermore, this development has created new prospects for faculty members to provide material for Online Courses. Educators have used eLearning as a means to augment information and communication technology (ICT) proficiency and provide access to diverse online courses. In order to provide a curriculum that focuses on technology-based education, the college is actively seeking possibilities to engage in collaborative partnerships with pharmaceutical industries. The involvement of students in value-added courses, community outreach programs, and their own efforts in placement and entrepreneurial activities has expanded the opportunities for establishing connections with other organizations and sectors. Through ongoing endeavors to garner support from alumni who hold positions of authority in higher education institutions and from faculty members on temporary assignment in esteemed organizations, there exist numerous prospects for establishing student fellowship and faculty exchange programs under Memorandum of Understanding (MoU) agreements with reputable pharmaceutical industries. The institution has significant potential for strengthening and extending its educational operations via the implementation of new innovations in teaching, learning, and assessment, as well as the improvement of library and laboratory resources, all facilitated by its highly skilled faculty members. In addition to its academic offerings, college institutions also provide active campus placements.

Institutional Challenge

It is essential to foster and promote community-level extension activities among students while balancing the academic curriculum

The institution faces throat-cut competition in granting projects from different funding agencies.

There is a need to enhance the quantity of publications indexed in SCOPUS/SCI and Web of Science journals.

The escalating expenses associated with pursuing higher education.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Khalsa College of Pharmacy, Amritsar, and Khalsa College of Pharmacy and Technology were established in the years 2009 and 2013 respectively under Khalsa College Charitable Society. The institutions function with a strategic plan to provide and enrich the curriculum in order to prepare the graduated and post graduate students for the competitive world. Khalsa College of Pharmacy and Khalsa College of Pharmacy and Technology offer a number of programmes including B. Pharm (UG), M. Pharm (PG), Pharm D, BSc MLS and MSc MLS (Biochemistry). The colleges are self-financing private institutions affiliated to IKG Punjab Technical University, Kapurthala, Punjab and follow the syllabus as given by IKGPTU, Kapurthala. Khalsa College of Pharmacy is approved by PCI. In order to ensure effective curriculum planning and delivery and for the smooth conduct of the academic session in a well-planned way, the institution prepares a semester wise academic calendar which is followed throughout the session. Subjects are allotted to faculty members in advance before commencement of the next academic session. The faculty members prepare blowups of the theory subjects and submit the requirements for chemical/instruments required for the smooth conduct of practicals of their respective subject. Besides this, the faculty members submit a monthly progress report stating the percentage of syllabus covered by them as well as cumulative attendance of students for the respective month. The faculty members upload e-lectures daily, which can be downloaded by students. The continuous assessment of students is carried by taking sessional exams. The internal marks assessment is followed as per the directions mentioned in the University syllabus. The institute offers various Add-on/certificate courses to bestow a leading-edge experience to students. The institution integrates the cross-cutting issues relevant to professional ethics, human values, environment and sustainability into the curriculum. The subjects mentioned in the syllabus of university includes subjects related to professional ethics [E.g.: Pharmaceutical Jurisprudence, Human values [E.g.: Human values and Professional Ethics Environmental Sciences [E.g.: Environmental Sciences]. Besides this, the college has also organized 15 days certificate course on Yoga at regular time intervals. Feedbacks are collected from the stake holders which provide the institution with an opportunity to become proactive and bridge the existing lacunae from time to time.

Teaching-learning and Evaluation

The Student Learning Teaching and Evaluation Criteria is important part of NAAC accreditation process as it helps to understand the use of various tools and techniques which a student and the faculty member of the institute can use for effective learning and overall development of skills in students. The Various Learning Tools used by students of Khalsa college of pharmacy & Khalsa College of pharmacy & Technology includes Experiential Learning, participative Learning etc in which students take part extensively in various activities organised by the college throughout the year to improve their confidence level as well as sharpen their skills. These Tools helps them to learn new things along with regular curriculum.

The faculty members use various ICT Tools for better understanding of the subject to the students and communicate with the students in a better way. The ICT tools of today's era like Video lectures, YouTube demonstrations, Online lectures upload in E- governance platform, KCGC TV platform on which faculty members upload topics of relevance.

The Evaluation of students is very important to know their level of understanding of subjects and to learn areas of improvements. The Students Evaluation is done by Internal as well as External Evaluation.

Periodic Class Tests and Viva in laboratory. The students are evaluated and marks are given on the basis of performance. After each MST exams Parents teachers meeting is organized for one day so that the parents can be updated about their ward's academic performance and areas of improvement.

There is an Examination Grievance cell to which students' approach if they have any problem related to internal and external examination and the Grievance cell makes sure that the problem is sorted out in a stipulated time. The end semester exam report is prepared every year annually in the form of Result analysis. It is submitted to the HEI.

Research, Innovations and Extension

The Khalsa College of Pharmacy in Amritsar recognizes the interconnectedness and mutual dependence of teaching and research. However, the College encourages faculty research and works to promote a research-oriented academic culture among its students. The College organizes a number of workshops, and seminars to support academic research. Regular paper presentations and student-created unique projects are an essential component of the college's pedagogical process. Over the last five years, esteemed academic journals, books, and book chapters have been the platforms via which faculty members and students have disseminated their research findings and critical analyses.

Each of the College's professors has conducted independent research in their areas of expertise, and they routinely present and publish the results of that research in books and both national and international periodicals. The faculty also works to make their research available to other academic institutions as a resource. The College has been inviting upcoming speakers and subject-matter experts from all around the nation for special lectures in the College to stay up to date on the most recent developments in the field.

The institution has entered into a Memoranda of Understanding (MoUs) with many pharmaceutical businesses and hospitals at the state level in order to enhance the quality of research and foster innovation. Under the supervision of the National Service Scheme (NSS) unit, students are actively engaging in a range of initiatives focused on social, environmental, and health concerns.

The institution has implemented a range of extension and outreach initiatives that have facilitated the comprehensive growth and development of students. Periodic programs focusing on personality development, communication, and soft skills were undertaken in collaboration with governmental and non-governmental entities.

Khalsa College of Pharmacy, Amritsar received letters of appreciation for their contribution towards society as the students and staff of the institute had conducted various awareness programs related to Women's hygiene, Solid waste management, Traffic awareness program, 3R principle of Swachh Bharat Abhiyan, etc. Moreover, the institute also received awards from ISO-certified food safety management systems, environmental management systems, education management systems, information security management systems, and energy management systems.

Infrastructure and Learning Resources

Khalsa College of Pharmacy, Amritsar is located on a well-kept, attractively landscaped campus, which guarantees adequate accessibility and efficient use of the physical infrastructure for teaching and learning activities.

Classrooms: There are enough well-equipped, well-ventilated, comfortable classrooms at the college with LCD projectors for teaching theory classes.

Technology-enabled learning facility: The college offers multimedia learning, Wi-Fi connectivity, and internet access in its ICT classrooms.

Seminar Hall: There are numerous seminar rooms at the college. The college frequently hosts national and international seminars in these halls. The students receive rewards for contributing actively to group discussions, paper presentations, etc.

Laboratories: Modern facilities and equipment are available in every laboratory. As required by AICTE and IKG Punjab Technical University, all laboratories have been set up. These labs are used to perform practical classes in accordance with the curriculum's requirements. Air conditioners are installed in laboratories also.

Wi-Fi: The entire college is Wi-Fi enabled internet facilities to the students and staff.

The Institute has a college of Physical Education and Sports that offers opportunities for overall development of students through physical education and sports activities. The College takes the initiative to set up the necessary infrastructure so that students can take part in games, sports, and cultural events in a variety of ways. All of the college's extracurricular activities are overseen by a full-time sports officer and supported by a team of faculty members on the cultural committee. The Institute continuously motivates students to participate in various sports activities both at inter and intra-collegiate level throughout the year.

Gymnasium: College has well equipped gymnasium for boys & girls with all modern equipment. Swimming Pool is available in the campus.

Outdoor Games: A spacious play ground is available for outdoor games like Cricket, Football, Volleyball, Basketball, Badminton, etc with floodlights. On the college field, cricket is practised every day and more intensely on weekends and holidays. The field is transformed into a practice cricket batting pitch with a net.

Indoor Games: Facilities for the indoor games like Badminton, Table Tennis, Chess, Carrom, etc. are provided to students in the college campus. A large number of sports activities are organized in the college aiding the students to display their talent in sports activities.

Cultural Activities: Every year college organizes an Annual cultural Function, where students participate in many cultural activities.

Student Support and Progression

Khalsa College of Pharmacy is actively engaged in implementing several initiatives within the realm of Student Support and Progression, with the aim of facilitating and augmenting the transition of students towards higher education and/or career opportunities. The Career and Counseling Cell, Competitive Study Center is responsible for providing students with effective training and facilitating their placement opportunities. In addition, we ensure that students derive benefits from the diverse scholarship programs offered by the government. A significant majority of our student population, exceeding 85 percent, avail themselves of the diverse scholarship and free-ship programs offered by both the government and the college. Over the course of the past five years, a total of 51 students from our institution have successfully passed examinations such as NET/SLET, GATE, JAM, and other similar assessments. The institution has established an anti-ragging unit and a unit for the Prevention of Sexual Harassment of Women in accordance with the norms set by the University Grants Commission (UGC). Stringent measures are implemented to prevent instances of ragging

within the college premises. The college possesses an officially established Alumni Association, overseen by an executive committee comprised of representatives from the alumni body. A committee at the college level has been established to oversee matters pertaining to alumni. Alumni gatherings are frequently organized by our institution.

Governance, Leadership and Management

The leadership and administration of our institution use a participatory management approach that includes the Governing Body, the Principal, the teaching and non-teaching staff, as well as the students. The stakeholders engage in a democratic way to fulfill their duties and achieve the college's vision and goal. The college has a well-delineated administration. The Principal assumes the role of the governing body responsible for making decisions inside the institution. The implementation of curricular features is carried out by coordinators of various courses and faculty members.

A three-year strategic plan is formulated and an academic calendar is developed in alignment with the strategic plan.

The use of an inclusive and participatory approach fosters an atmosphere characterized by solidarity and mutual respect, hence facilitating the effective operation and advancement of the institution. The college is equipped with a range of committees, including the Grievance Redressal Committee, Anti-Ragging Committee, Minority Cell, and others.

Progressive policies and plans are implemented after careful debates conducted at various committee levels. The institution emphasizes openness in its financial, academic, and administrative operations. On average, seven professional development or administrative programs are organized annually for both teaching and non-teaching staff members. The institution espouses the principle of democracy in its approach to operations and dissemination of information. E-governance methods have been used in several areas such as admission processes, fee collecting, staff attendance, and other forms of communication, among others. There is a growing trend towards a paperless environment in business settings. The advancement of the institution is propelled by progress, which is contingent upon the welfare of both the students and the personnel. Efficient implementation of welfare measures, including both health and economic aspects, has been successfully executed inside the collegiate fraternity. The institution organizes a variety of professional development and academic programs to provide continuous assistance to the personnel in their professional endeavors. The IQAC, together with faculty members, has played a crucial role in ensuring the overall quality assurance of teaching and learning activities. The collective endeavors have consistently propelled the college to unprecedented achievements, continually striving for elevated levels of competitiveness in areas such as leadership, governance, and institutional values. The IQAC annually carries out an audit of both academic and administrative aspects.

Institutional Values and Best Practices

The institution aligns its beliefs and practices with its vision and mission, promoting comprehensive student development and a new path for society.

The institution is fully committed to solving environmental challenges responsibly. Green and energy conservation efforts are prioritized to establish eco-friendly policies on campus. Using Rooftop Solar PV Systems, LED lighting and energy-efficient devices reduces energy usage.

Green Audits evaluate the institution's green activities and develop environmental awareness among students. Reduced plastic bag usage, tree planting, waste reduction seminars, carpooling, and print advertising are among the activities implemented. The institution conducts seminars that aim at various moral concepts to develop character and solidify views over various awareness events like AIDS, blood donation, and other social issues.

The concept of e-governance refers to the use of electronic technologies and digital platforms to enhance the efficiency, transparency, and accessibility of administrative services and processes. It involves the integration of information and communication technologies (ICTs) to facilitate the delivery of student services, promote their participation, and streamline administrative procedures. The primary objectives associated with the implementation of e-governance are the promotion of openness and accountability. The introduction of e-governance in the education sector is expected to address a significant portion of the existing challenges. e-Governance, at its essence, empowers stakeholders with more influence over the decision-making process, resulting in reduced costs and time associated with administrative procedures. Additionally, it promotes the overall performance of administrative functions, known as e-administration, and fosters engagement with both corporate entities and society as a whole referred to as e-service. Furthermore, e-Governance facilitates the provision of expeditious services, among other benefits.

On the other hand, the Student Mentoring Programme adheres to the best practices conducted by the institution. A multitude of stress-related concerns, including personal, academic, physical, and mental aspects, have an impact on students. Providing personalized attention to each student in a classroom setting might provide difficulties, mostly due to the high student-teacher ratio. One potential answer is the presence of a mentor who has the ability to establish a genuine connection with students. In order to facilitate overall enhancements and foster emotional equilibrium among students, as well as promote cognitive lucidity and effective decision-making, the implementation of mentorship programs is necessary.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | KHALSA COLLEGE OF PHARMACY, AMRITSAR |
| Address | Khalsa College of Pharmacy GT Road Amritsar Punjab |
| City | Amritsar |
| State | Punjab |
| Pin | 143001 |
| Website | www.khalsacollegepharmacy.org |

| Contacts for Communication | | | | | |
|----------------------------|----------------------|----------------------------|------------|-----|---------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Director | Ravi Kumar Dhawan | 0183-5013525 | 9814055064 | - | copkhalsa@gmail.com |
| IQAC / CIQA coordinator | Tajpreet Kaur | 0183-2450215 | 8010044858 | - | nk507447@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 |
|--------|--|-------------------------------|
| Punjab | The I.K. Gujaral Punjab Technical University | View Document |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|--------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| PCI | View Document | 07-07-2022 | 12 | Not Applicable Now |
| AICTE | View Document | 11-05-2023 | 12 | Approved |

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

| Location and Area of Campus | | | | |
|-----------------------------|--|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | Khalsa College of Pharmacy GT Road Amritsar Punjab | Urban | 350 | 22193.79 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|--|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BSc,Ug Program | 36 | Intermediate and DMLT for lateral entry | English,Hindi,Punjabi | 60 | 60 |
| UG | BPharm,Ug Program | 48 | Intermediate and D pharm for lateral entry | English,Hindi,Punjabi | 60 | 60 |
| PG | MSc,Pg Program | 24 | BSc MLs | English,Hindi,Punjabi | 30 | 14 |
| PG | Pharm D,Pg Program | 72 | Intermediate | English,Hindi,Punjabi | 30 | 29 |
| PG | MPharm,Pg Program | 24 | B Pharm | English,Hindi,Punjabi | 15 | 0 |
| PG | MPharm,Pg Program | 24 | B Pharm | English,Hindi,Punjabi | 15 | 0 |
| PG | MPharm,Pg Program | 24 | B Pharm | English,Hindi,Punjabi | 15 | 7 |
| PG | MPharm,Pg Program | 24 | B Pharm | English,Hindi,Punjabi | 15 | 7 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 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 | 5 | | | | 8 | | | | 34 | | | |
| Recruited | 4 | 1 | 0 | 5 | 3 | 5 | 0 | 8 | 13 | 20 | 0 | 33 |
| Yet to Recruit | 0 | | | | 0 | | | | 1 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| 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 | | | | | | 10 |
| Recruited | 7 | | 3 | | 0 | 10 |
| Yet to Recruit | | | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 12 | 13 | 0 | 25 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 1 | 0 | 3 | 5 | 0 | 3 | 4 | 0 | 20 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 16 | 0 | 26 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

| Details of Visting/Guest Faculties | | | | | |
|---|-------------|--|---------------|--|--------------|
| Number of Visiting/Guest Faculty engaged with the college? | Male | | Female | | Total |
| | | | | | |
| | 1 | | 0 | | 1 |

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 | 248 | 10 | 0 | 0 | 258 |
| | Female | 181 | 3 | 0 | 0 | 184 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 12 | 7 | 0 | 0 | 19 |
| | Female | 14 | 6 | 0 | 0 | 20 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 66 | 0 | 0 | 0 | 66 |
| | Female | 20 | 0 | 0 | 0 | 20 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 10 | 11 | 5 | 2 |
| | Female | 8 | 4 | 3 | 5 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 4 | 1 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 74 | 62 | 72 | 84 |
| | Female | 54 | 55 | 54 | 52 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 146 | 136 | 135 | 143 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | An interdisciplinary approach has always been a goal of Khalsa College of Pharmacy's co-curricular and academic pursuits. By assembling teams from several courses, instructors encourage students to complete minor or major projects in a multidisciplinary or interdisciplinary manner. Students are also encouraged to establish teams from diverse academic fields to take part in various activities, such as Quiz, Cultural, Religious test etc. |
| 2. Academic bank of credits (ABC): | The College does not have a Digiloker NAD account. As per the UGC and other relevant body norms, we are in the process of enrolling up in the Digilocker and launching our account in the academic bank of |

| | |
|---|--|
| | <p>credits. The faculty has access to a wide range of text, reference, and tertiary resources at the library. Students are given access to online reading resources through DELNET e-content. Recently, the College signed MOUs with the national and state skill development councils, and in the future, it will begin offering the courses or training programmes that were started by these organisations.</p> |
| <p>3. Skill development:</p> | <p>Training in skill development enables one to perform a specific task expertly. The pharmacy programme at Khalsa College has started offering training courses at different levels on skill development. A large number of students receive training through the campus recruitment training programme. Personality development lectures on controlling your thoughts are conducted regularly for overall development of leadership abilities. Orientation programmes for induction were conducted regularly for the students. Faculty enthusiastically engaged in the AICTE UHV and other FDP programmes, which helped them better fulfil their responsibilities as mentors. For the pupils' overall growth, programmes on ethics and life skills (such as yoga and meditation) are often held. The practical work of the students is regularly evaluated by the faculty and marked them according to their performance. Each student has received practical instruction using a variety of tools, including a DSC, GC, HPLC, FTIR, Anton Parr Rheometer, Digital Plethysmograph, freeze dryer, a probe sonicator, a microwave synthesiser, a melting point apparatus, a rotary evaporator, a BOD incubator, an auto analyzer, and an autoclave. Campus with wifi, ICT-enabled classrooms, well-stocked labs, extensive library, computer lab, animal house, and staff rooms are the main assets in the college. The institute hosts conferences, seminars, and workshops, and it encourages its participants to go to events hosted by other institutes as well.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>"Knowledge of India" would encompass information about both ancient and contemporary India as well as a comprehensive understanding of India's goals for the future in terms of the environment, health, and other areas. These components will be included in pharmacy, yoga, and meditation in a precise and scientific manner. The college also take advantage of the various platforms' courses on culture and language.</p> |

| | |
|--|--|
| 5. Focus on Outcome based education (OBE): | <p>In an endeavour to focus on transformative learning and gain NBA and NAAC certification, the Khalsa College of Pharmacy has already adopted OBE. The programme and course outcomes are mapped using an OBE system, and after each semester or year, the attainment is graded on a scale of 1 to 3. We now have a greater understanding of the curricular gaps, the necessity to cover topics outside of the syllabus, and the demand for remedial teaching techniques. Through the organisation of talks, lectures, seminars, and conferences beyond the scope of its curriculum but pertinent to the area of pharmacy, the institution has made an effort to close the gap between CO-PO attainments. It intends to create online materials for every course that go above the requirements of the syllabus in addition to analysing CO gaps. Students are encouraged to take part in excellent research because it is embedded into the curriculum. A competent group of college experts is capable of doing their own analyses of the data and computations of accomplishments. The college employs real results like placements, preference for higher study, and passing the all-India examinations to compute its indirect attainments rather than using stakeholder surveys as do other organisations. Parents, teachers, and students are welcome to provide anonymous feedback online. Only input from employers and alumni is gathered with names. This allows us to identify the issue areas at the mission/PEO level, PO/CO level, or at the level of regular academic and administrative activities.</p> |
| 6. Distance education/online education: | <p>The college management and administration developed a sound strategy during the pandemic and began introducing online learning in April 2020 using Zoom as the learning management system. The college is prepared and equipped to handle online and remote modes of delivery, as well as online exams and evaluation, as and when required.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|--|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | <p>Yes, The Electoral Literacy Club serves as a means to actively include students in educational programmes and practical involvement, with the aim of raising</p> |
|--|---|

| | |
|---|--|
| | <p>their awareness of their electoral entitlements and fostering their understanding of the procedures involved in voter registration and casting ballots.</p> |
| <p>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?</p> | <p>Yes, The appointment of students' coordinators and coordinating faculty members is carried out by the College and the ELCs are operational. Indeed, ELCs serve as a representation of character.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The Institute undertakes various initiatives to raise awareness among students and employees through the organisation of constitutional events such as Constitutional Day, Youth Day, Voter's Awareness Programme, Legal Awareness Programme, and Voter's Registration Drive. These activities aim to promote the adoption of citizens' values, rights, duties, and responsibilities. The annual observance of Constitutional Day on November 26th includes the participation of both students and staff members, who together engage in the recitation of a promise. The college has established an Electoral Literacy Club (ELC) that facilitates voter awareness programmes throughout the institution. The Institute offers a dedicated lecture on the significance of voting and its role in safeguarding constitutional responsibilities as outlined in the ELC. The success of a democratic system hinges on the enactment of robust legislation and the election of suitable individuals who prioritise constitutional values and safeguard social justice for citizens. In this regard, our Institute organised the SVEEP (Systematic Voters' Education and Electoral Participation) programme to cultivate awareness among students regarding the significance of voting.</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 ELC pursues projects that are directly pertinent to election-related issues, including raising awareness and publishing materials that showcase their commitment to strengthening principles of democracy and involvement in electoral procedures.</p> <ol style="list-style-type: none"> 1. To guarantee that the targeted demographic exercises their right to vote in a self-assured, relaxed, and morally responsible way by helping them realize the importance of their vote. 2. To promote educated and moral voting, increase voter turnout, and uphold the values of "Your Vote is your voice" and "Be counted be heard" |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by</p> | <p>Voter registration drives are held at the College for Students Over the Age of 18</p> |

| | |
|--|--|
| ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | |
|--|--|

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 |
|---|---------|-------------------------------|---------|---------|
| 481 | 457 | 403 | 388 | 359 |
| File Description | | Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 62

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 37 | 39 | 39 | 42 |

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 |
|----------------------------|---------|-------------------------------|---------|---------|
| 116.68 | 76.24 | 109.27 | 135.73 | 97.0 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

For smooth conduct of the academic session in a well planned way, subjects are allotted to faculty members in advance before commencement of the next academic session. The faculty members prepare blowups of the theory subjects and submit the requirements for chemical/instruments required for the smooth conduct of practicals of their respective subject. Besides this the faculty members submit a monthly progress report stating the percentage of syllabus covered by them as well as cumulative attendance of students for the respective month. Besides, this faculty member upload daily e-lectures, which can be downloaded by students. The institution also prepares a semester wise academic calendar which is followed throughout the session. The possible dates for the conduct of sessional exams, cultural festival and sports day/week wherever applicable are mentioned. The continuous assessment of students is carried by taking sessional exams as mentioned by the University / regulatory bodies. The internal marks assessment is followed as per the directions mentioned in the University syllabus. The academic calendars also mention the holidays (non-teaching days).

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 26

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

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: 62.45

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 |
|---------|---------|---------|---------|---------|
| 384 | 285 | 230 | 176 | 229 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution integrates the cross-cutting issues relevant to professional ethics, human values, environment, and sustainability into the curriculum. The subjects mentioned in the syllabus of the University include subjects related to professional ethics [e.g.: Pharmaceutical Jurisprudence and Ethics

(BPHM-602), Human values [e.g.: Human values and Professional Ethics (HVPE-101)], Environmental Sciences [e.g.: Environmental Sciences (BP-206)]. Besides this, the college has also organized 15-day certificate courses on Yoga at regular time intervals. The institution has also conducted events like plantation activities, seminars on women's hygiene

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 87.73

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

Response: 422

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

1.4 Feedback System

1.4.1

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

Response: 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 | View Document |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc. | View Document |
| Action taken report on the feedback analysis | View Document |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 62.14

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 |
|---------|---------|---------|---------|---------|
| 146 | 136 | 135 | 143 | 126 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 240 | 210 | 210 | 222 | 222 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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: 13.5

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 |
| 18 | 19 | 9 | 7 | 8 |

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 |
| 96 | 89 | 89 | 89 | 89 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 11.73

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:

We encourage student learning via immersive, participatory, and problem-solving methods. Faculty employ experimentation, demonstration, collaborative learning, flipped courses, online classes, centralized e-lectures, webinars, video lectures, industry visits, displays, and skill development programs to create an experiential learning environment. Students are exposed to pharmaceuticals, pharmacology, chemistry, and analytical software demonstrations.

Participative Learning: Students do conversations, small group exercises, assignments, debates, quizzes, extempore, and projects. Final-year students take industrial trips and do advanced instrumental training.

Assignments: Curriculum-based themes enhance language learning. The subject teacher and mentor handle class-based student seminars, with predetermined topics. Group talks improve conceptual frameworks, problem-solving, and issue perspectives. Activities like participation in Journal Club and Debates help students improve their academic performance. Students attend seminars, workshops, and conferences to learn new technology.

Slow learners: Slow learners may improve problem-solving, interpersonal, and communication skills via cabin coaching, extra classes, motivation to attend webinars / seminars, and peer-group learning, and are asked to be involved in extracurricular activities.

Project work: Final-year pharmacy (B. Pharmacy, M. Pharmacy, M.Sc. MLT) students work on research projects for a year to develop teamwork, group, and subject expertise.

Small and large projects: B. Pharmacy students work individually on short research projects to develop research abilities. Students develop entrepreneurial skills and commercialization concepts. B. Pharmacy students complete a 150-hour practice school in the final year.

Extracurricular activities: Khalsa Group of Institutions' Youth Club and Sports Club help KCP and KCPT students learn practical skills and participate in intercollegiate cultural and sports activities. KCP and KCPT students produce college and pharmacy-related STU-MAG (Student Magazine). Students operate STU-MAG under the Magazine committee. They edit KCP-MAG, a student magazine that highlights staff and student creativity with annual events, triumphs, and articles.

Extension learning: Students maintain herbal gardens, donate blood, and engage in Swachh Bharat Abhiyan, NSS, and health awareness. Student volunteers plan leadership and team-building.

ICT tools makes all Khalsa College of Pharmacy and Technology lecturers' lessons more interesting, relevant, and practical. The Khalsa College of Pharmacy & Technology issues e-governance IDs to faculty, staff, and students. University regulations and e-governance system features are covered in freshman orientation. Every faculty member uploads their lectures to the Khalsa College Charitable Society's e-governance portal, which students may view with ID. Non-teaching faculty report lab chemical use and e-governance beginners. The government portal is used for all lab purchases by attendants and staff. Students may access 300 e-books and lectures online. The faculty members upload word, pdf, or PowerPoint lectures for students. Students also study online lectures using an IKG-Punjab Technical University ID. Khalsa Group of Institutions' KCGC-TV broadcasts faculty lectures. Students may profit from E resources. Students were taught extensively via Zoom Meeting during Covid and still are. Covid heavily leveraged Google forms for data processing and retrieval. IKG-PTU student IDs provide online access to previous question papers. Teachers utilize laptops for video lectures & power

Point presentations to deliver lectures. Mac nova, Lab solution, CADD, Sho dinger, Ex-pharm and Design Expert etc are used for advanced learning. PG students give scientific talks and journal club presentations. Mentors boost students' confidence and scientific temperament by encouraging them to attend seminars and conferences. The Institute's RDC committee oversees, analyze, accepts and monitor research work.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 90.41

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 |
|---------|---------|---------|---------|---------|
| 47 | 43 | 43 | 43 | 43 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

2.4.2

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

Response: 47.98

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 |
| 20 | 20 | 19 | 18 | 18 |

| File Description | Document |
|---|-------------------------------|
| List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year. | View Document |
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

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:

Internal assessment is the process of evaluating a student's performance and progress within a course or program of study by the educational institution. The mechanism of internal assessment can be considered transparent and robust as it meets certain criteria. It involves the use of various tools and methods to measure the knowledge, skills, and competencies of students and provide feedback to them on their progress. The mechanism of internal assessment comprises several aspects, including frequency, mode, transparency, and reliability.

Such frequency of assessment is based on the duration of the course, the nature of the subject, and the learning outcomes. For example, a course that runs for a semester may require assessments at the end of every month or after every sessional exam. Some common modes of assessment include written exams, oral viva, presentations, projects, and practical assessments.

Transparency is also an important aspect of a robust internal assessment mechanism. The assessment criteria and grading system are clearly communicated to the students at the beginning of the course. This helps the students to understand how their performance will be evaluated and how grades will be assigned. Students are given constructive and informative feedback on their performance. In addition, all students are evaluated equally. The internal exam results remain free from any form of bias or favoritism and are based on the performance of the students, and not on any other factor.

A robust internal assessment mechanism is used based on the learning outcomes and the nature of the subject. The results of internal exams are released in a timely manner as delayed results can lead to

confusion and anxiety among students. Therefore, an institute sets a timeline for the release of results and adheres to it. Students were allowed to access their answer sheets to review their performance and understand the grading process. This will help to promote transparency and accountability in the assessment process. The faculty encourages students to communicate after the declaration of their exam results. This helps to clear any confusion and ensure transparency in the assessment process.

Reliability is the consistency of the assessment process and the accuracy of the results obtained. The reliability of the assessment process is essential to ensure that the results obtained are valid and can be used to evaluate the performance of students accurately. The reliability of the assessment process is achieved through the use of standardized assessment tools, clear assessment criteria, and the use of multiple assessors. The use of multiple assessors ensures that the results obtained are not affected by the personal biases of a single assessor.

In conclusion, by ensuring that these aspects are addressed appropriately, the college developed an effective assessment process that provides valuable feedback to students on their progress and enables them to achieve their learning objectives.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Course Outcomes: All the faculty members are involved in designing the course outcomes of the respective subjects allotted to them as per the timetable. The course outcomes are prepared by the faculty members by following Bloom's taxonomy. The curriculum of each subject assigned to each faculty member is evaluated by IQAC to determine the extent to which the curriculum helps in attaining the POs of the course as well as to assess the attainment of CO-PO mapping.

Program Outcome: As the UG program of Pharmacy is accredited by the National Board of Accreditation we strictly follow program outcomes given by NBA. The faculty members follow the POs given by NBA to develop COs (4-5 for each course). Each Program Outcome is assessed in several courses to ensure that students acquire an appropriate level in terms of knowledge/skills of an outcome. The department studies the course analysis report of each faculty and decides the course of assessment and planned schedule for their assessment and submits the same to the Internal Quality and Assessment (IQAC) for initiating appropriate action.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The university curriculum fosters the inculcation of knowledge amongst students through subjects that touch on various aspects of learning, applying, and understanding the principles centric to pharmacy. The rigorous schedule of four years, and eight semesters incorporates 70 courses (66 +4 Elective subjects to be chosen by the student from the subject options provided by PTU) along with practice school in the seventh semester and project work in the 8th Semester. Each subject has three theory classes of one hour duration per week except professional communication skills and remedial biology/ mathematics which are two hours. The program offers one hour of tutorial class per week in each subject. All subjects have practicals of four hours duration per week per batch except for the communication skills practical and Remedial Biology practical which is of 2 hours. 17 Evaluation of each year of this program consists of an internal assessment as well as a semester Examination. The distribution of marks for all subjects except non-university exam subjects is 25 and 75 respectively. In remedial biology and Communication skills (theory) the distribution of marks is 15 and 35 respectively and for Computer applications in Pharmacy and environmental sciences subjects, the marks distribution is 25 and 50 respectively. All the faculty members are involved in designing the course outcomes of the respective subjects allotted to them as per the timetable. The curriculum of each subject assigned to each faculty member is evaluated by him to determine the extent to which the curriculum helps in attaining the POs of the course as well as to assess the attainment of CO-PO mapping.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6.3

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

Response: 82.15

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 |
|---------|---------|---------|---------|---------|
| 115 | 114 | 78 | 105 | 85 |

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 |
| 138 | 125 | 98 | 119 | 125 |

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.4

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 30

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 |
|---------|---------|---------|---------|---------|
| 30.00 | 0 | 0 | 0 | 0 |

| 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:

Khalsa College of Pharmacy had established a business/entrepreneurship cell that provides information, motivation, and guidance to students to set up their own enterprises. The innovation ecosystem of KCP provides a platform for prospective entrepreneurs to prepare their Project Reports and get acquainted with various policies and schemes of the Government for promoting Entrepreneurship.

It provides a platform for young entrepreneurs. It creates technology awareness and promotes technology-based enterprises in existing small and medium enterprises of the region. KCP business incubator in the form of an Industrial Pharmacy Lab and drug testing lab, provides suitable infrastructure available with KCP to support budding entrepreneurs. KCP business incubator provides all kinds of technical and managerial support to the young entrepreneurs required for startup during initial phases. The incubation centre aims to encourage students with innovative ideas. The business incubator provides guidance, support functions, resources, guidance on funding schemes and mentor ships to new entrepreneurial

setups.

KCP Innovation ecosystem has been set up with the aims

- to encourage the students and faculty members with innovative ideas and develop these ideas into commercial products
- Encourage students and faculty for innovation, idea generation and product development.
- Provides seed fund to transform an idea into a product

KCP innovation ecosystem in the form of the *Industrial Pharmacy Lab, Drug Testing Lab, and Khalsa diagnostic lab* provides suitable physical infrastructure available within KCP to support budding entrepreneurs.

KCP innovation ecosystem tries to provide all kinds of technical and managerial support which may be required for a start-up during the initial phases. KCP innovation ecosystem organizes various activities throughout the year. The pool of faculty members belonging to all departments has been identified to act as mentors. These faculty members along with other external mentors are readily available to provide solutions to queries of the prospective entrepreneurs.

To implement ideas into reality through prototypes and working models, different Centre of Excellence (CoE) have been established in association with industries.

It provides a platform for prospective entrepreneurs to prepare their Project Report and get acquainted with various policies and schemes of the Government for promoting Entrepreneurship.

It has been established with the vision to inspire creative thinking among students and faculty alike in order to advance the institution and, by extension, the country. The mission is to create a vibrant environment that acts as a hub for creative ideas and unites the institution and its participants with the greater goal of nation-building. KCP Innovation ecosystem will help the students provide a platform to become an entrepreneur, to create an entrepreneurship culture by conducting Entrepreneurship Development Programmes, Entrepreneurship Awareness Camps and Entrepreneurship Motivation Camps, to create technology awareness and promote technology-based enterprises in existing Small and Medium Enterprises (SMEs) of the region, to identify and provide a solution to the problems of SME's, to provide adequate information, motivation and guidance in setting up their own enterprises, to conduct technical seminars/workshops/guest lecturers/industrial visits relevant to Entrepreneurship development and to interact with successful Entrepreneurs and create a mentorship scheme for budding entrepreneurs. In this way, the KCP-Innovation ecosystem will encourage an entrepreneurial spirit and will train the students to become independent in the areas of employability and business innovation.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years**Response:** 45**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 |
|---------|---------|---------|---------|---------|
| 21 | 4 | 4 | 8 | 8 |

File Description**Document**

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)**3.3 Research Publications and Awards****3.3.1****Number of research papers published per teacher in the Journals notified on UGC care list during the last five years****Response:** 1.18**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 |
|---------|---------|---------|---------|---------|
| 20 | 17 | 16 | 8 | 12 |

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

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: 0.11

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 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 3 | 2 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |

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 college organizes a number of extension activities to promote the institute-neighbourhood community awareness and encourage the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college has effectively conducted a number of events on the National Service Scheme and National Cadet Corps Units. Through these units, the college undertakes various extension activities in the neighbourhood community.

Several NSS activities were carried out by the institute addressing social issues which include cleanliness, tree plantation, water conservation superstition, female foeticide, environmental awareness, Women empowerment, awareness on infectious diseases and cancer, Blood donation camp, Health check-up camp etc.

The institution organizes various NCC activities such as tree plantation, Road safety awareness, Swachhta Abhiyan, National equality awareness etc.

Other than NSS and NCC units, the various departments of the college are conscious of their responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Road Safety, Tree Plantation, Plastic eradication, Programme on female foeticide, organizing visit to Orphanages, Health check-up camps, Blood donation camps etc.

All these mentioned activities have a positive impact on the students and they develop student community relationships, leadership skills and self-confidence of students. It also helped in cultivating hidden personality of students and created awareness among students. Some of the extension activities carried out are

- Procession is carried out every year on the occasion of Gurburab of Sri Guru Nanak Dev Ji in which all the faculty members and students from all courses participate. This concept is to bring the message of God to the doorstep of the community. Students recite shabads and perform Gatka activities during the procession.
- A seminar on the 550th birth anniversary of Guru Nanak Dev Ji was organized by Khalsa College of Pharmacy Amritsar on 07-11-2019 on the occasion of the 550th Gurburab of Sri Guru Nanak Dev Ji. The seminar provided knowledge on Guru Ji's life, Guru Ji's baani and life teachings by him.
- A health awareness camp was organized by Khalsa College of Pharmacy Amritsar on 07-04-2020. The goal of the camp was to make the students and public conscious of the impact of diseases and to provide them with information about the prevention and treatment of common health problems.
- A webinar on COVID management was organized by Khalsa College of Pharmacy Amritsar on 19-03-2020. The webinar was based on the necessary knowledge regarding prevention, precautions and treatment of COVID-19.
- Yoga Day was celebrated on 07-04-2023 at Khalsa College of Pharmacy in view of health awareness & fitness. Various students from different courses and many faculty members participated in the event.
- A religious test was conducted by Khalsa College of Pharmacy, Amritsar on 16-02-2023 in coordination with Khalsa College Charitable Society, Amritsar. The felicitation ceremony of the religious test was organized by Khalsa College of Pharmacy, Amritsar under the guidance of in order to encourage and honour the winners with cash prizes.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

3.4.2

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

Response:

Khalsa College of Pharmacy, Amritsar has received letters of appreciation from Swachh Bharat Abhiyan, or Clean India Mission country-wide campaign initiated by the Government of India. In this regard Khalsa College of Pharmacy, Amritsar had got appreciation letters for organizing seminars on “Solid waste management” on 18-09-2018, Home composting on 19-11-2021, Avoiding single-use plastic on 12-10-2022, 3R principle of Swachh Bharat Abhiyan 21-03-2023, Women hygiene on 12-09-2022 and Awareness on Swachhata Mohua app was organized by Khalsa College of Pharmacy, Amritsar on 21-04-2023. The Police commissioner Officer, Amritsar Cantonment had issued a letter of appreciation to Khalsa College of Pharmacy along with Khalsa College of Pharmacy and Technology, Amritsar for making the public aware of the traffic awareness program, following road safety rules and drink and drive and ‘speed thrills but kills. These awareness campaigns were conducted by students at different places and at other times. The Department of Pharmacology, Khalsa College of Pharmacy, Amritsar had received appreciation letters from Amritsar Envirocare Systems (P) Limited, Amritsar (Punjab Pollution Control Board) towards biowaste management on the campus for four consecutive years from 2019 till 2022. The Municipal Corporation appreciated Khalsa College of Pharmacy along with Khalsa College of Pharmacy and Technology, Amritsar, and issued their letter of appreciation for the plantation activity organized in the city on 04/04/4023, health awareness walkathon in the city on 07/05/2023, procession on Guru Nanak Jayanti on 18/11/2021 and cleanliness drive on 14/09/2021. Khalsa College of Pharmacy along with Khalsa College of Pharmacy and Technology, Amritsar has received ISO certification for education management system, energy management system, environmental management system, information security management system, and food safety management system from 01/04/2018 till 31/03/2021. Khalsa College of Pharmacy along with Khalsa College of Pharmacy and Technology, Amritsar is also ISO certified for food safety management systems, environmental management systems, education management systems, information security management systems, and energy management systems for a period of four years from 01/04/2021 till 31/03/2024.

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

3.4.3

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

Response: 42

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 |
|---------|---------|---------|---------|---------|
| 19 | 12 | 4 | 4 | 3 |

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

3.5 Collaboration

3.5.1

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

Response: 20

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college is located on a well-kept, attractively landscaped campus, which guarantees adequate accessibility and efficient use of the physical infrastructure for teaching and learning activities.

Classrooms: There are well-equipped, well-ventilated, comfortable classrooms at the college with LCD projectors for proper understanding of theory classes.

Technology Enabled learning facility: The college offers multimedia learning, Wi-Fi connectivity, and internet access in its ICT classrooms.

Seminar Hall: There are numerous seminar rooms at the college. The college frequently hosts national and international seminars in these halls. The students receive rewards for contributing actively to group discussions, paper presentations, etc.

Laboratories: Modern facilities and equipment are available in every laboratory. As required by AICTE and IKG Punjab Technical University, all laboratories have been set up. These labs are used to perform practical classes in accordance with the curriculum's requirements. Air conditioners are installed in laboratories also.

Wi-Fi: The entire college is Wi-Fi enabled internet facilities to the students and staff.

The Institute has a college of Physical Education and Sports that offers opportunities for overall development of students through physical education and sports activities. The College takes the initiative to set up the necessary infrastructure so that students can take part in games, sports, and cultural events in a variety of ways. All of the college's extracurricular activities are overseen by a full-time sports officer and supported by a team of faculty members on the cultural committee. The Institute continuously motivates students to participate in various sports activities both at inter and intra-collegiate level throughout the year.

Gymnasium: College has well equipped gymnasium for boys & girls with all modern equipment. Swimming Pool is available in the campus.

Outdoor Games: A spacious play ground is available for outdoor games like Cricket, Football,

Volleyball, Basketball, Badminton, etc with floodlights. On the college field, cricket is practised every day and more intensely on weekends and holidays. The field is transformed into a practice cricket batting pitch with a net.

Indoor Games: Facilities for the indoor games like Badminton, Table Tennis, Chess, Carrom, etc. are provided to students in the college campus. A large number of sports activities are organized in the college aiding the students to display their talent in sports activities.

Cultural Activities: Every year college organizes an Annual cultural Function, where students participate in many cultural activities.

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

4.1.2

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

Response: 44.79

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 |
|---------|---------|---------|---------|---------|
| 35.46 | 59.22 | 48.91 | 40.33 | 55.65 |

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

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:

The library plays a crucial role in facilitating education since it serves as a central hub for information resources. The library is equipped with a range of systematic amenities to enhance the comfort of both students and staff members. The students and staff are provided with sufficient amenities, including internet access that allows for unrestricted downloading at no cost.

The library of Khalsa College of Pharmacy plays a significant role in providing support for higher education and research endeavors in the field of Pharmacy. The institution has a substantial and comprehensive Library, housing about 5600 volumes including various subjects within the Pharmacy and MLT departments. These books are organized into several sections based on their respective departments. The library is equipped with a Digital Library that provides internet access to students inside its premises. The Library is equipped with a distinct reading area that offers a tranquil environment, accommodating up to 60 pupils concurrently engaged in reading activities.

The Open Access System is now implemented in our library, allowing customers to directly access the bookshelves and pick their desired books, which they can then report at the problem counter. In addition, there is a separate electronic library that offers various amenities such as electronic journals and e-books. Its purpose is to enable the exchange of information and resources across national and worldwide networks and libraries. This includes the collection, storage, and dissemination of data, as well as the provision of digital services to users.

Distinct reference volumes are kept for both students and staff members. The library provides a free network for students to use, enabling them to choose the necessary books for borrowing. The library has a compilation of authoritative compendia, including the Indian Pharmacopoeia, British Pharmacopoeia, United States Pharmacopoeia, and Martindale.

The library provides resources and amenities for independent study, information retrieval, and the gathering and organization of research materials. A newspaper stand, designed for the purpose of providing daily newspaper references, is affixed and regularly updated on a daily basis.

Question papers from both Sessional and University Examinations over a period of 10 years are available for students to use as a reference. The library provides distinct sections for reference books, journals, and theses related to M. Pharm, B. Pharm, and MLT projects.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The institution has a modern, functional IT infrastructure. The resources and IT infrastructure are regularly modified and updated to meet requirements and keep up with emerging technology. The entire Institute has Wi-Fi capabilities with the required firewalls, and the computer laboratories are connected via LAN and have internet access.

With the installation of Closed Circuit Television Cameras (CCTV) at nearly every conceivable location inside an informational institution, even the health and safety of students are given the utmost attention.

The institution has a modern, functional IT infrastructure. The resources and IT infrastructure are regularly modified and updated to meet requirements and keep up with emerging technology. The entire Institute has Wi-Fi capabilities with the required firewalls, and the computer laboratories are connected via LAN and have internet access.

Universities, colleges, and other educational institutions are eagerly moving forward to set up a secure and stable wired or Wi-Fi network campus for their students in response to the rising demand for internet access in educational settings brought on by the evolving standard of education and flexibility provided by the Internet. According to the current market trend, the majority of kids choose to bring 3–4 gadgets, such as smartphones, tablets, laptops, etc., to school. Colleges and institutions are working really hard to meet the bandwidth demand as these devices eat up the available bandwidth. Controlling user access, bandwidth usage, and differentiating policy controls for managing staff and student access are crucial requirements on educational campuses.

In order to access the internet from a classroom, library, lab, or residential area, the department's wireless internet access needs seamless roaming capabilities. Setting up an entire network using diverse vendor solutions would be a very expensive endeavor and challenging to administer due to technological concerns. Education institutions need a comprehensive, affordable solution that gives all the latest features and capacities on a single platform with a single point of contact for technical assistance. Students have access to e-mail, web browsing, and the ability to upload and download web-based applications thanks to the connectivity provided by a fully networked campus with cutting-edge IT infrastructure, computer resources, and communication tools. This connectivity also aids them in preparing projects and seminars.

The printers and scanners have also been renovated along with additional improvements to the laboratories, offices, libraries, and departments. According to the needs, the college yearly buys/upgrades replaces, or adds a fleet of computers, hardware, etc. The IT infrastructure is updated frequently.

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 5.73**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 84

| File Description | Document |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased | View Document |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | View Document |

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:** 11.44**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 13.08 | 6.61 | 14.0 | 13.60 | 13.90 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 19.49

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 |
|---------|---------|---------|---------|---------|
| 102 | 122 | 66 | 57 | 60 |

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](#)

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) | View Document |
| Report with photographs on ICT/computing skills enhancement programs | View Document |
| Institutional data in the prescribed format | View Document |

5.1.3

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

Response: 47.08

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 |
|---------|---------|---------|---------|---------|
| 263 | 248 | 171 | 169 | 132 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 47.69

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 |
|---------|---------|---------|---------|---------|
| 59 | 61 | 26 | 54 | 37 |

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 |
|---------|---------|---------|---------|---------|
| 115 | 114 | 78 | 105 | 85 |

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

5.2.2

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

Response: 36.69

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 |
|---------|---------|---------|---------|---------|
| 17 | 9 | 13 | 6 | 6 |

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

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 31

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 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 4 | 7 | 8 |

| 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 |

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: 15.6

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 |
|---------|---------|---------|---------|---------|
| 21 | 17 | 07 | 17 | 16 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Institute has a registered Alumni Association for building strong bonds between alumni and present students. Students receive assistance from alumni through interactions, financial support, mentoring, and job placement. To promote a mutually beneficial relationship between the Institute and its graduates is the goal of the alumni association.

Objectives of the Alumni Association:

- ? To foster strong ties between the institution and its alumni as well as between the alumni themselves.
- ? To foster and inspire goodwill and an interest in the business and well-being of the institution among all alumni.
- ? To give and spread information to alumni about their alma mater, its alumni, faculties, and students. To initiate and develop programs for the benefit of the alumni.
- ? To act as a forum for alumni to support and advance the institution's pursuit of academic excellence
- ? To aid and support the Institution's efforts to secure finances for development.
- ? To mentor and help graduates who have just finished their courses find work and take part in worthwhile activities that benefit society.
- ? To plan and coordinate alumni reunion events and provide them a chance to express their thanks to their alma mater.
- ? To gather, publish, and disseminate data that could be helpful to alumni and their alma mater.

Activities and Contributions:

- ? Alumni are represented as members of the Board of Studies for all departments, and they have donated money to help the Poor & Merit students of the institution.
- ? They are invited to meetings at the institution, where they speak with their professors and offer suggestions for changing the curriculum.
- ? Few Alumni delivered current students guest lectures on certain recent technology advancements and career-guiding topics.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Every year, at the end of the fiscal year, the institution performs internal and external financial audits. The auditors make routine trips to the college to inspect all financial transactions and ensure that they are supported by the necessary paperwork and approved by the appropriate authorities. To obtain the reassuring evidence that the financial statements are free from substantial misstatements, they develop and carry out the necessary procedures. Using the results of the audit, they provide the college with an audit report that includes a true and fair assessment of the financial accounts. These financial statements will have the auditor's and management's signatures of approval. The auditor's "Audit Report" is produced based on the audited financial statements. In the college's academic operations, transparency is also upheld.

All IKG, Punjab Technical University, and PCI guidelines are followed. Before the start of the session, the college academic calendar is prepared, and all academic and non-academic activities are scheduled. It has been distributed to all faculty members. Timetables and workloads are also prepared and distributed.

To improve the teaching-learning process, more usage of technology is recommended. To evaluate the student's progress, regular house tests and periodic exams are organized. Before the students take the university's final examination, they must pass at least two house exams. An examination coordinator is in charge of gathering student applications for the tests, creating the schedule, organizing seating, keeping a record of absentees, and preparing the question papers.

In accordance with management policies and statutory regulations, the principal is in charge of the institution's overall administration and academic operation. Also, all administrative activities are transparent and equal. Every transaction and account activity is uploaded to e-governance.

The e-governance system is used to keep track of all student admission work, examination work, purchases, accounts, and inventory. They are all periodically uploaded. Fair and merit-based admissions criteria are used.

A portion of the library is automated; for example, online records are kept for book issuing and book returns. The college librarian at our institution chooses, purchases, and afterward accessions books. With adequate care, books, journals, periodicals, and newspapers are kept, which ensures the classification and cataloging of books.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The policies at the college regarding the various running programs are well stated. This college has its own policy-making authority, but it must comply with the guidelines set forth by the management governing council. The college's governing board ratifies and approves the institution's numerous policy decisions. It authorizes spending plans for administrative, academic, and research projects. In order to set rules for various co-curricular and extracurricular activities, the governing body also establishes scholarships, endowments, and fellowships. According to the requirements of the organization, the college principal has the authority to create committees and cells. The college has numerous committees and cells, including those for academic, cultural, examination, finance and development, research and e-governance, divinity, and extension activities, among others. These cells and committees meet with the principal on a regular basis to make decisions about the college's policies.

Administrative Setup: The organizational structure at Khalsa College of Pharmacy, Amritsar is clearly defined. Khalsa College Charitable Society administers the institution's operations. Our Governing Council examines and assesses the College's administrative procedures, co-curricular programs, and extension efforts. The best illustration of transparent administration is found in e-governance for colleges, where all actions pertaining to the institution—such as salaries, inventories, student records, and finances—are posted online. For quality administration, various committees have been formed. The College's academic and administrative operations are evaluated by the Academic Committee. The Academic Committee makes recommendations to the Finance Committee, which the Finance Committee then accepts, for the development of infrastructure, scholarships, awards, and certifications. The governing council's service manual, which contains all rules and regulations, was created.

1. All appointments for the faculty, office staff, support staff, etc. are made by the managing committee, which is properly comprised of members of the management, subject specialists, university nominations, and the director of the college, with the honorary secretary presiding.
2. The Khalsa College Managing Committee stipulated the service rules and procedures as set forth by IKG - PTU Jalandhar in the appointment letters of each and every employee of the college. These rules and procedures are followed by the Khalsa College and are handled by the HODs and the Office Superintendent who prepare the service books and HODs prepare the confidential annual report.
3. The college's numerous committees use a variety of mechanisms to carry out the institutional strategic plans in order to accomplish the stated goals, including:

1. Academic calendar
2. Financial planning
3. Review conferences
4. Report on the implementation, number
5. Lesson plans.

1. The institution often engages in interaction with a variety of stakeholders, including students, parents of students, businesses, employees, alumni, and different governmental organizations.
2. During their time on campus, each teacher of the college mentors a group of 10 to 15 students. They periodically engage with the students, soliciting their opinions on any challenges or difficulties they may be experiencing, and then offer advice and support as needed. During their tutorial sessions, students are polled for feedback, and issues are resolved. Also twice during a semester, students' opinions are sought following their MSTs.
3. After each MST, a report on the student's progress is provided to the parents; their feedback is requested, and they are invited to the college for discussion with the relevant teachers.
4. During admission, there is an interaction between the Director and the parents.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

| File Description | Document |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare scheme: Khalsa College Charitable Society, Amritsar's senior management and governing committee know that faculty and staff are the backbone of any educational institution. Thus, it sometimes empowers and benefits its institutions' workers. Research and development are encouraged through incentives. The college director, who is quality- and research-focused and has substantial research expertise, encourages all academics to pursue research degrees while working to implement management's policy initiatives. Graduates of Ph.D. programs get three increments. The Khalsa College Governing Council created the Best Teacher Award, worth Rs. 51,000, and the Best Researcher Award, worth Rs. 100,000, to honor personnel for their hard work.

The Management provides funding for faculty-selected books, journals, research materials, research projects, etc., with the expectation that they would be added to the college library.

Faculty get ten academic leaves each year to attend and participate in conferences and seminars. Management often expects quarterly reports from the college administration to evaluate teachers and suggest perks and amenities. In the appointment letter, Management provides financial benefits like Dearness Allowance and paid medical leave. Employee welfare programs include the Provident Fund for individuals earning up to 15,000/- and the ESIC for those earning up to 21,000. Employees deserve time off. All three-year workers get 10 days of medical leave each year. The college gives teachers and staff 12 casual leaves per year, although IKGPTU norms provide women 20. All female workers get maternity leave.

Faculty Appraisal System: A successful performance an important part of successfully managing the organization is the appraisal system. The evaluation method advised by AICTE is being used by Khalsa College of Pharmacy. Three important classifications are used to evaluate both staff and teacher performance.

1. Annual service records: Every faculty member in our internal e-governance system has a unique service book record. Each employee's complete information is kept in their service book record. In the service book record, information is updated and things like service extensions, accomplishments, promotions, and the awarding of annual raises are entered.
2. Confidential Annual Report: Every faculty member is required to complete the Self-appraisal Performa each year, which serves as a base for the college principal to complete the Annual Confidential Report (ACR) and evaluate the teacher's performance in order to recommend giving incentives or facilities.
3. Student Response: Additionally, students receive feedback forms for each of the courses they attended at the end of each semester. Data regarding the teacher and other aspects of the teaching and learning process in the classroom are gathered using the input structures of the feedback forms in the form of questionnaires. The department head, the dean of academics, and a senior member of the departmental faculty review the feedback from the student survey forms, suggest practical improvements to the teaching and learning process, and provide counseling sessions on pedagogical methods to the concerned teachers. Additionally, general office input regarding non-teaching staff is gathered and forwarded to the managing committee with suggestions for raises and incentives.

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

6.3.2

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

Response: 42.42

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 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 16 | 18 | 15 |

| File Description | Document |
|--|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |

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: 39.11

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 |
|---------|---------|---------|---------|---------|
| 25 | 28 | 42 | 02 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 10 | 10 | 10 | 10 | 10 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |

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:

Yes, frequent internal and external audits of institution operations are carried out. The internal audit is carried out by the personnel of the Khalsa College Charitable Society, Amritsar, under the direction of a Chartered accountant who has been engaged as the society's internal auditor in order to bring openness and efficiency to the maintenance of accounts in the institution. He checks the institution's account records under numerous Heads with his team. Examples of these Heads include: 1. A cash register; 2. Bank accounts 3. Student Fees 4. Salary. 5. Purchase 6. Journal 7. PF/ESI 8. Income Tax Deduction. The Khalsa College Charitable Society in Amritsar appointed a firm of Chartered Accountants to conduct the external audit, and the balance sheets of all institutions which are duly signed by the team of Chartered Accountants and the primary office bearers of the society are published in the form of an information brochure.

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

6.5 Internal Quality Assurance System**6.5.1**

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

Response:

The institute endeavors to cultivate individuals of high quality by maintaining a consistent emphasis on providing excellent education via an innovative, comprehensive, and adaptable educational strategy. The Internal Quality Assurance Cell (IQAC) of the Institute undertakes activities that include all areas of its operations. The Institutional Quality Assurance Cell (IQAC) of the institute was established on August 5th, 2019. Subsequently, it has consistently undertaken the following tasks:

1. One potential approach to enhancing the quality of teaching and research is by consistently taking feedback from all relevant stakeholders.
2. Offering insights into optimal administrative processes aimed at enhancing resource allocation efficiency and delivering improved services to both students and staff members.

3. Facilitating the collection of data for the purpose of conducting an Academic and Administrative Audit, followed by a comprehensive analysis of the findings to identify areas of weakness that need improvement. Students and staff have the opportunity to provide their comments and ideas about teaching and administrative performance to the Coordinator of the Internal Quality Assurance Cell (IQAC). The IQAC has made significant contributions to the deployment of quality assurance systems and procedures at all levels. The Institute's IQAC convenes a minimum of two times annually. The Institute's IQAC undertakes the preparation, evaluation, and recommendation of various matters for approval by the appropriate authorities. Like

1. SAR Preparation (NBA)
2. SSR preparation (NAAC)
3. Performance-Based Appraisal System.
4. Stakeholder's feedback (For drafting the vision, mission, PEOs, and PSO of the institution)
5. Process Performance & Conformity
6. Action Taken Reports
7. Drafting course outcome as per Bloom Taxonomy
8. Designing internal assessment question paper using CO-BT
9. Designing of CO-PO mapping matrix and Attainment calculation
10. The institutional IQAC led the efforts to acquire the ISO Certifications in the last five years. The Institute IQAC planned, organized, and executed the necessary steps that included the preparation of detailed quality manuals, identification of key performance indicators, and mapping of the various processes across the entire functioning of the Institute, which finally led to the successful award of the ISO 50001:2018, ISO 14001:2015, ISO 27001:2013, ISO 21001:2018 and ISO 22000:2018 certifications in 2018 and 2021.
11. The IQAC led efforts to the successful implementation of modern technology in the Institute's administrative functioning through ICT and alternative sources of energy, especially the enhancement of solar power in the last five years.
12. Automation of admission, financial and examination processes, and upgradation of Wi-Fi and LAN facilities have significantly contributed to an enhanced quality of the teaching-learning experience.

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

6.5.2

Quality assurance initiatives of the institution include:

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

such as NAAC, NBA etc.

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Women and girls represent half of the world's population and, therefore, also half of its potential. Gender equality, besides being a fundamental human right, is essential to achieve peaceful societies, with full human potential and sustainable development. Moreover, it has been shown that empowering women spurs productivity and economic growth.

Women must develop their special skills to get success in their personal and Professional life rather than comparing with men. Women in the society are often cornered and are refrained from getting equal rights as men to health, education, decision-making and economic independence in terms of wages.

The Institute aims to:

1. Engage equitably with all staff and other stakeholders, regardless of their gender, respectful and constructive manner.
2. Promote a work culture throughout the organization that values gender equality and integrates gender considerations in each aspect of the workplace.
3. Overcome barriers to gender equality in the workplace, including gender biases and gender-based stereotypes.
4. Ensure an understanding of gender issues be known to its employees and students.
5. Ensures that everyone has the same opportunity to participate in and contribute at all levels of the Institute and to receive appropriate acknowledgment and equitable reward for that participation and contribution.

In order to ascertain these, the following is practices are adopted at KCP:

Students in the Institute come from socio-economic backgrounds, from both rural and urban areas. So, it is imperative to create awareness among themselves about need of gender Equality and Gender Sensitization, the Institute conducts such activities from time-to-time. As an example, one such activity is mentioned below:

1. The institution has formulated a policy pertaining to gender sensitization with the aim of

promoting gender equality and ensuring that all individuals associated with the institution, including students, staff, and other stakeholders, are provided with equitable opportunities for success. The policy seeks to ensure equitable opportunities for individuals of various gender identities employed within our organization, encompassing students, instructors, non-teaching personnel, and the wider community. The policy additionally seeks to foster a climate of safety with the objective of eradicating gender-based discrimination and harassment within the professional environment.

1. The institute ensures comprehensive coverage of the policy among all stakeholders associated with the institute.
2. The institute routinely organizes guest lectures aimed at promoting women empowerment as a means of supporting this cause.
3. Inviting distinguished speakers on International Women's Day also serves to promote gender equality.
4. Workshops and Seminar focused on women's hygiene and menstrual hygiene have been arranged with the aim of raising awareness among female stakeholders and improving their quality of life.
5. The department organizes events such as AIDS awareness campaigns to promote awareness among stakeholders about the need of leading a healthy and informed lifestyle in order to prevent sexually transmitted illnesses.
6. Workshops on women's self-defense in collaboration with the local police department has been organized to enhance the confidence of female stakeholders.
7. Events related to gender sensitization in education promote gender equality in campus.
8. Additional support for the argument is provided by the presence of CCTV cameras and separate restrooms for women.

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Efforts have been made by the institution in providing an inclusive environment which promoting harmony and tolerance among the students. Right from the enrolment there is no biasness as the enrolment is purely transparent and is merit based. Moreover, university provides equal opportunities to the students in various activities conducted throughout the session irrespective of their caste, creed, religion and region.

Various cultures are represented during the fests which depict sense of respect towards all the cultures. There is no segregation of students on the basis of their lingual or communal background. Students are safe and they also feel safe and secure at the institute, not because of locks, and security guards, but because they know the institution has physical, emotional and spiritual safety. Anti-ragging cell acts as a key factor in maintaining tolerance and harmony among students. For the last decade there is not a single incidence of ragging which shows the efficient working of the cell. Grievance redressal cell is also constituted to address the grievances among students to maintain harmony in the college.

Different sports and cultural activities organized inside the campus promote harmony towards each other. Commemorative days like Women's Day, Yoga Day, World Cancer Day, World Pharmacist's Day etc. are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds.

There are different Grievance Redressal cells in the institute like Student Grievance Redressal Cell, Women Grievance Redressal Cell which deal with grievances without considering anyone's racial or cultural background.

To represent our Indian culture, on the eve of our college annual gathering we organize a traditional dress competition and fashion show. In this competition students wore the different attire representing the different states, religions and cultures. Through this activity students get acquainted with the different culture of our nation and help to develop the tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. This also creates the inclusive environment in the college and society.

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

7.2 Best Practices**7.2.1**

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

Response:**1. Title of The Practice: Concept of E-Governance**

Objectives of the Practice: Enhancing good governance is the goal of implementing e-governance. In general, involvement, transparency, and accountability define good governance. In order to fulfil the aims of good governance, the most recent developments in communication technology and the Internet offer potential to change the interaction between Institute administrations in novel ways.

The Context: Most of the issues will be resolved by introducing e-Government in the education sector. At its core, it has the power of e-Governance, which promotes good governance, gives stakeholders more control over the process, reduces process costs and time, enhances administrative performance (e-Administration), engages with business and society (e-Service), offers quick services, and so on.

The Practice:

- Faculty and student empowerment and encouragement of their involvement in the governance process.
- Complete openness and clarity in the admissions process and in administration.
- It provides opportunities to students and parents to learn about any course, and government policy and to participate in the decision-making process.
- It enhance the effectiveness of faculties and administrative processes.
- By allowing increased employee, student, and parent participation at all levels of governance in institution.
- E-Governance automates services, ensuring that information about every act of public welfare is easily accessible to all stakeholders regardless of location or language.
- Every department is more accountable as they are aware that every move they take is being carefully watched and audited.
- The material's accessibility and rapid dissemination may improve its timeliness or relevancy.

Evidence of Success:

- All significant administrative information, including notices, is regularly posted on the website and social media.
- Biometric attendance for every employee
- Internet access available around-the-clock
- Social media and email are being used to achieve the goal of paperless communication.
- Use of the internet to create feedback forms and collect online comments from parents, students, and other stakeholders.
- CCTV cameras have been put throughout the college campus in strategic locations.
- WhatsApp Group assists in distributing quick notices of all events.
- Daily attendance and lecture update.

Problems Encountered and Resources Required

- Lack of Knowledge: The limited usage of e-governance practices is also a result of the use of

digital technologies.

- Cost: In a developing nation like India, the price has a significant impact on how much e-governance is used.
- Privacy and Security: People worry about the privacy and security of their personal information.
- Accessibility: People are unable to access e-governance due to poor infrastructure facilities in rural locations and linguistic obstacles.
- Low Computer Literacy: More than 90% of Indians lack basic computer skills. One of the main problems is that between 25% and 30% of the population is illiterate.

2. Title of The Practice: Student Mentoring Programme, Parents-Teacher meet and Feedback from stakeholders

Objectives of the Practice:

- Enhance the overall performance of students.
- Relieving student stress through individual counseling.
- Updating parents regarding the performance of their child.
- Collecting feedback regularly to upgrade the quality of the institute.

The Context: Numerous stress-related issues—personal, academic, physical, and mental—affect students. It can be challenging to provide each student with individual attention in class due to the high student-teacher ratio. A 'Mentor' who can truly connect with kids is one solution as a result. For pupils to make general improvements and emotional stability, and to encourage clarity in thinking and decision-making, mentoring is necessary.

A Parent-Teacher meeting is organized each semester with the objective to bring the institute and home together for uplifting students as well as the institute by maintaining a harmonious relationship between parents and teachers. The aim is to involve parents in students' education.

Student and parent Satisfaction Survey regarding teaching–learning, and Evaluation is conducted every semester, which helps to upgrade the quality of higher education.

The Practice:

1. Student Mentoring Program

- For the course of their studies, each instructor is given a class of about 7-8 students.
- They get together at least once a month to go through, clarify, and share a range of issues, whether personal, intellectual, etc.
- The mentors support the student's participation in co-curricular, extracurricular, and sporting events, and they keep track of their academic progress and other activities.
- The mentors also provide emotional support to the kids who need it.
- The mentors speak with the appropriate personnel and resolve any issues the students may be having in any area, whether they are related to the staff or the completion of work.
- Mentors pay particular attention to weak pupils, who receive study tips, study schedules,

clarification of questions, and study notes.

- Department heads and other faculty members discuss and take the appropriate steps to resolve student difficulties.

1. Parents-Teacher Meeting

- The parent-teacher meeting is conducted each semester to update the parents regarding the performance of their wards.
- The parents report to the respective class incharges and are briefed about:
 - Department vision, mission
 - Teaching learning process
 - Attendance system and their ward's attendance.
 - Suggestions for improvement-remedial classes.
 - Behavior of student.
 - Interaction with current semester faculty members.
- At the end parent's queries are addressed.

1. Student and Parent Satisfaction Survey

- Students and parents are given feedback forms to analyze the performance of the institute and faculty members.
- They have to respond to all the questions given in the form and analysis is drawn based on their responses.
- The identity of the parents and students is not disclosed on the form to make the practice impartial.

Evidence of Success:

The students are more at ease and have positive relationships with the staff. which is evidence of the practice's success.

Regular Parent-Teacher interaction bridges the gap between the parents and the institute and helps them to regulate the performance of their ward which in turn improves the overall performance of the students.

Student and parent satisfaction survey enables the students and parents to share their unbiased views regarding the institute and faculty. This has improved the overall teaching-learning process and has enabled the institute to work on its shortcomings.

Problems Encountered and Resources Required

This method calls for dedicated teachers who are willing to assist pupils after class hours.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The **Student Centric Tradition** is the distinctiveness of the college. The college is committed to a culture of quality enhancement through a continuous process in all its endeavors for the benefit of the students. Following are the arenas of student-centric culture in the institution that makes it distinctive. Creating a student-centric tradition in our institution ensures a holistic approach that prioritizes the needs and well-being of students. Here are some key components and strategies to foster a student-centric tradition:

1. National Board of Accreditation (NBA)

1. Outcome-based education (OBE) is a student-centric teaching and learning methodology in which the course delivery and assessment are planned to achieve stated objectives and outcomes. It focuses on measuring student performance.
2. Khalsa College of Pharmacy is the second college in Punjab to achieve accreditation from the esteemed National Board of Accreditation (NBA).
3. The Khalsa College of Pharmacy has made history as the first NBA-accredited college in the region.
4. For five years, Khalsa College of Pharmacy has rigorously developed question papers, lab manuals, and course materials aligned with Bloom's Taxonomy to foster advanced cognitive skills in students.

2. Student-Centered Curriculum:

1. Offer a variety of elective courses or specializations to cater to diverse student preferences.

3. Accessible Faculty and Staff:

1. Ensure that faculty and staff are approachable, responsive, and available to provide academic and personal support.
2. Establish open-door policies to encourage students to seek help and guidance.

1. Information and communication technology (ICT)

1. The college encompasses a sufficient number of well-furnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes.
2. The entire college is Wi-Fi-enabled internet facilities for the students and staff.

1. Library/ e-Library

1. The library assumes a critical part in bestowing education; it is the asset center point for knowledge. The library of Khalsa College of Pharmacy has an important role in supporting higher education as well as research activities in Pharmacy. The library is furnished with reprographic facilities for the convenience of the students and staff.
2. The college has a large, well-stocked Library with more than 5600 books with different sections made department-wise.
3. The library is a Digital Library with an internet facility for students inside the library.
4. The library has a separate, peaceful reading room in which 60 students can read at a time.
5. Separate e-library is additionally accessible with facilities viz., e-journals, e-books, etc., to facilitate national and international networks and libraries for sharing of data and records.
6. Separate reference books are maintained for students and staff. The library has a free access network for the students where they can pick the book that is needed by them for issue. The library has a collection of official compendia viz., Indian Pharmacopoeia, British Pharmacopoeia, United States Pharmacopoeia, and Martindale.
7. The library provides facilities for self-study, research information collection, and assemblage. Newspaper stand for daily newspaper reference is mounted and updated daily.
8. Question papers for the Sessional and University Examination are accessible for as far back as 10 years for students' reference. All books are bar-coded and a reference ID is given. The issues and returns are also digitized.
9. There is a different section reference area for Books, Journals, Thesis of M. Pharm and B. Pharm and Pharm. D projects were accessible in the library.

2. Khalsa Diagnostic Laboratory (KDL) and Khalsa Testing Centre

Khalsa Diagnostic Laboratory (KDL) facility, which offers a range of body profile assessments. Furthermore, the institute possesses a government-approved Drug testing laboratory for conducting

1. Memoranda of Understanding (MoU)

The institute has signed 8 Memoranda of Understanding (MoU) with hospitals and pharmaceutical companies, which facilitate the training of students. One of the Memoranda of Understanding (MoU) has been established with the Amritsar Pharmaceutical Manufacturing Association, comprising a total of 21 manufacturers operating at medium and large scales.

1. Celebrating Achievements:

1. Recognize and celebrate student achievements in academics, sports, and extracurricular activities to boost morale and motivation.

2. Transparency:

1. Maintain transparency in administrative processes and policies.
2. Ensure that students are aware of their rights and responsibilities.

3. Quality Assurance:

1. Continuously assess and improve the quality of education, facilities, and services.
2. Seek accreditation and certifications to maintain high standards.

4. Feedback Mechanisms:

1. Implement regular surveys and feedback mechanisms to gather input from students about their experiences.
2. Act upon constructive feedback to continuously improve the institution.

5. Personalized Learning:

1. Recognize that each student has unique learning needs and styles.
2. Support the use of technology and adaptive learning tools to tailor instruction to individual students.

6. Effective Communication:

1. Maintain clear and consistent communication channels with students through email, newsletters, and online platforms.
2. Keep students informed about important dates, deadlines, and campus news.

7. Scholarship distribution to economically challenged students/minority groups

The goal of the Scheme is to offer encouragement and monetary support to students from economically disadvantaged backgrounds or minority groups, allowing them to pursue professional and technical courses.

| File Description | Document |
|--|-------------------------------|
| Appropriate web in the Institutional website | View Document |

5. CONCLUSION

Additional Information :

The institute strictly follows outcome-based education (OBE). The OBE framework starts by identifying the abilities that learners are expected to gain via the process of learning. These skills provide the criteria by which one may assess whether a learner has achieved the desired results and is deemed competent. The aforementioned results are often articulated in terms of performance and abilities, rather than being limited to mere information and facts.

The primary emphasis of faculty members is on the practical application and skills that learners can demonstrate as a direct outcome of their study, rather than only on the theoretical knowledge they possess. The results of assessments play a crucial role in guiding the evaluation of learners and need the establishment of defined guidelines for conducting these assessments. The definition of curricular goals is a prerequisite for the planning of learning activities since it enables the most efficient acquisition of abilities by learners. Due to its emphasis on Outcome-Based Education (OBE), the institution successfully obtained a three-year accreditation from the National Board of Accreditation (NBA) for its undergraduate program in Bachelor of Pharmacy (B-Pharm). In addition to these features, the institution includes a facility with a government-approved drug testing laboratory, which enhances research promotion efforts inside the campus.

Concluding Remarks :

Khalsa College is a self-financing private institution. The college prepares an academic calendar and offers relevant add-on/certificate courses to the students.

Khalsa College utilizes various learning tools, including experiential and participative learning, to enhance students' confidence and skill development. Faculty members utilize ICT tools like video lectures, YouTube demonstrations, and online lectures to communicate effectively with students. Evaluation of students is crucial for understanding their understanding of subjects and areas for improvement. Internal and external evaluations include periodic class tests, viva in laboratories, and parent-teacher meetings. An Examination Grievance cell is available to address any issues related to internal and external exams. The end-semester exam report is prepared annually, and submitted to the HEI.

The institute promotes a research-oriented academic culture among its students by encouraging faculty research and organizing workshops and seminars. The college also encourages student-created projects and publishes research findings in academic journals. The college invites experts for special lectures and collaborates with pharmaceutical businesses and hospitals to enhance research quality and foster innovation. The college has received recognition for its socially responsible initiatives and has received ISO-certified certifications for various management systems.

The Institution is a well-maintained campus with well-equipped classrooms, technology-enabled learning facilities, seminar halls, laboratories, and Wi-Fi access. The college also organizes annual cultural functions, allowing students to showcase their talents in various sports and cultural activities.

Moreover, the Career and Counselling Cell, Competitive Study Centre provides effective training and placement opportunities. The college has an anti-ragging unit and a committee for alumni affairs.

The institution employs a participatory management approach, involving the Governing Body, Principal, staff, and students. It promotes solidarity, respect, and democracy through e-governance and paperless operations. The welfare of students and staff drives advancement, with quality assurance for teaching and learning activities.

The institution is dedicated to student development and environmental conservation, using renewable energy sources and green audits. They conduct seminars on moral concepts and social issues, utilize e-governance for efficiency, and offer a Student Mentoring Programme for emotional balance.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|----|----|---|---|----|---------|---------|---------|---------|---------|----|----|---|---|---|---------|---------|---------|---------|---------|-----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :26</p> <p>Remark : Repeat courses have been considered only once</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p>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</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>17</td> <td>9</td> <td>8</td> <td>21</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>18</td> <td>19</td> <td>9</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</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>101</td> <td>89</td> <td>89</td> <td>89</td> <td>89</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>96</td> <td>89</td> <td>89</td> <td>89</td> <td>89</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per data template</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 17 | 17 | 9 | 8 | 21 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 18 | 19 | 9 | 7 | 8 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 101 | 89 | 89 | 89 | 89 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 96 | 89 | 89 | 89 | 89 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | 17 | 9 | 8 | 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | 19 | 9 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 101 | 89 | 89 | 89 | 89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 96 | 89 | 89 | 89 | 89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.4.2 | <p>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)</p> <p>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</p> <p>Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 22 | 21 | 20 | 19 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 20 | 19 | 18 | 18 |

Remark : DVV has made changes as per the report shared by the 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 |
|---------|---------|---------|---------|---------|
| 30 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 30.00 | 0 | 0 | 0 | 0 |

Remark : Rounding off

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 |
|---------|---------|---------|---------|---------|
| 24 | 17 | 16 | 8 | 12 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 17 | 16 | 8 | 12 |

Remark : DVV has made changes as per data template.

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 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 2 | 3 | 5 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0 | 1 | 1 | 3 | 2 |

Remark : Books without ISBN numbers have not been considered.

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 |
|---------|---------|---------|---------|---------|
| 19 | 14 | 9 | 6 | 6 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 12 | 4 | 4 | 3 |

Remark : Observation of days has not been considered

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

Answer before DVV Verification :

Answer After DVV Verification :20

Remark : Multiple MOU's with same institution has been considered once.

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 |
|---------|---------|---------|---------|---------|
| 75 | 84 | 46 | 78 | 69 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 59 | 61 | 26 | 54 | 37 |

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 |
|---------|---------|---------|---------|---------|
| 114 | 120 | 72 | 97 | 88 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 115 | 114 | 78 | 105 | 85 |

Remark : DVV has made required changes as per supportings.

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 6 | 4 | 11 | 10 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 7 | 5 | 4 | 7 | 8 |

Remark : DVV has made required changes as per supportings and data template

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 |
|---------|---------|---------|---------|---------|
| 40 | 31 | 27 | 38 | 33 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 17 | 07 | 17 | 16 |

Remark : DVV has made required changes as per supportings.

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 |
|---------|---------|---------|---------|---------|
| 19 | 18 | 16 | 18 | 17 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 19 | 16 | 16 | 18 | 15 |

Remark : DVV has made required changes as per supportings.

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 |
|---------|---------|---------|---------|---------|
| 41 | 22 | 59 | 59 | 10 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 28 | 42 | 02 | 00 |

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 |
|---------|---------|---------|---------|---------|
| 35 | 34 | 34 | 32 | 30 |

Answer After DVV Verification :

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

Remark : Multiple teachers have been considered only once in a year & FDP programs less than 5 days have not been considered

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.**

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

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has made required changes as per supportings.

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1 | Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 48 Answer after DVV Verification : 62 | | | | | | | | | | | | | | | | | | | | |
| 1.2 | Number of teaching staff / full time teachers year wise during the last five years Answer before DVV Verification: <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>46</td> <td>42</td> <td>42</td> <td>40</td> <td>43</td> </tr> </tbody> </table> Answer After DVV Verification: <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>41</td> <td>37</td> <td>39</td> <td>39</td> <td>42</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 46 | 42 | 42 | 40 | 43 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 41 | 37 | 39 | 39 | 42 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 46 | 42 | 42 | 40 | 43 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 41 | 37 | 39 | 39 | 42 | | | | | | | | | | | | | | | | | |