

**HP Technical University, Hamirpur (HP)**  
**Academic Audit**  
**SSR Proforma to be submitted by Affiliated Institutions**  
**GENERAL**  
**Profile of College/Institution**

**1. General information**

<b>Name and full Address of the College/Institution with PIN</b>	
KC Institute of Pharmaceutical Sciences, V.P.O Pandoga, Teh. & Distt. Una (HP) 177207	
Website	<a href="http://www.kcinstitutes.com/UNA/KCPHARMA-UNA-Default">http://www.kcinstitutes.com/UNA/KCPHARMA-UNA-Default</a>

**2. Contacts for Communication**

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dr. Dupinder Kaur		+919805095108		kcipspandoga@kcinstitutes.com
IQAC/CIQA Coordinator	Mr.Himanshu Sharma		+919805095108		kcipspandoga@gmail.com

**3. Establishment Details**

Establishment Date of the College/Institution	2010
Status prior to Establishment, if applicable	NA

**4. Accreditation Details**

AICTE/PCI approval date & reference With Name of Course(s) (Non-AICTE/Non-PCI courses: write "Not Applicable")	First: 5.10.2011 /17-965/2011/PCI/2868184 , B.Pharmacy Latest:21.8.2024 / 412nd/EC , B.Pharmacy
HPTU approval date & reference With Name of Course(s)	First:24.10.2010 / 1-572/2010-HPU(Acad.) Vo-II , B.Pharmacy Latest:11.9.2024 / HimTU-3(Acad)B-6/2016-Vol-III-6247,B.Pharmacy
NAAC rank/grade	NA
NBA rank/grade	NA
NIRF rank/grade	NA

**5. Location, Area and Activity of Campus**

Campus Type	Address	Location	Campus Area in Acres	Built up Area sq.mts.	Programmes offered
Branch campus area	V.P.O Pandoga, Teh. & Distt. Una (HP) 177207	Rural	2 acres	7380 sq. mts.	B.Pharmacy

## Built-up Area Details (Sq. Meters)

### i) Administrative and Amenities/Circulation Area in Sq. Meters

Faculty/Stream	Intake of students	<sup>1</sup> Administrative Area			<sup>2</sup> Amenities/Circulation Area		
		Required	Available	Deficiency	Required	Available	Deficiency
Pharmacy	100	100 sqm for intake of 100	757sqm	0	100 sqm for intake of 100	1500sqm	0
Total	100	100 sqm for intake of 100	757sqm	0	100 sqm for intake of 100	1500sqm	0

<sup>1</sup>Administrative area includes: Principal's office, main office, faculty seating area, store, reception area, conference room, strong room, etc.

<sup>2</sup>Amenities/Circulation area includes: Common rooms for boys and girls, medical facility room, canteen, Post Office, Bank, Cooperative Store, Phone facility etc.

### ii) Instructional Area:

Instructional Area	Minimum No. of Rooms			Carpet Area in sqm per Room		
	Required	Available	Deficiency	Required	Available	Deficiency
Class rooms/Engg /Pharmacy/ Management	Total Number of Divisions per Year x Total Duration of Course in years x 0.5	7	-----	66 (For a division of 60) 33 (For a division of 33)	70	-----
Tutorial Rooms Engg/Pharmacy/ Management	25% of Total Class Room	0	2	33	0	33
*Laboratory for First Year	4 (which includes 2 laboratories for Basic sciences)	4	-----	66	70	-----
Laboratory other than first year	2 per course per year up to intake of 180 per course	9	-----	66	70	-----
Laboratory for Post	1 per Course	0	-----	66	0	-----
Additional Laboratory/ Workshop for "X" Category Courses	1	-----	-----	200 (For UG)	0	-----
Drawing Hall (Engg)	1 (Up to an intake of 600)	-----	-----	132	0	-----
Computer Centre	1 (up to an intake of 600)	1	-----	150	150	-----
Seminar Hall	1	1	-----	132	132	-----
Library	1	1	-----	400	400	-----
Language Laboratory	1	1	-----	33	33	-----

- "X" Category Courses such as Mechanical, Production, Civil, Electrical, Chemical, Textile, Marine, Aeronautical and Allie/Relevant Courses shall require an Additional Laboratory/Workshop.
- Additional 5 labs per Course, if number of Branch is more than 2 per Course

\*For first year class work, the following Pharmacy labs are required: **Pl. tick if available:**

- 1) Remedial Biology Lab [ **YES**];
- 2) Dispensary & Hospital Pharmacy Lab - I [YES];
- 3) Pharm. Inorganic Chemistry lab [YES];
- 4) Pharmaceutical Organic Chemistry lab-I [YES];
- 5) Anatomy and Physiology lab [YES];
- 6) English Language Communication Skills Lab [YES].

## **Executive Summary**

### **Introduction**

KC Institute of Pharmaceutical sciences is being established as a part of KC Group of Institutions, Pandoga, Una (H.P). The institute has a pledge to nurture the requirements of various multinational and national pharmaceutical companies and to deliver dynamic and creative professionals. The institute is affiliated to Himachal Pradesh Technical University, Hamirpur and recognised by State Government of Himachal Pradesh. The KCIPS provides B. Pharmacy (4years) and D. Pharmacy (2years).

### **OBJECTIVES**

- To shape up the students in to highly competent Pharmacists and quality control & manufacturing chemists.
- To provide value added education and mould the students with science and technology.
- To provide industrial professionals, academicians, research scholars and train them with extracurricular activities and communication skills.

### **Career Options**

Students have the following career options after passing the course

1. Manufacturing Chemist
2. Drug Analyst
3. Drug Inspector
4. Quality Control/ Quality Insurance
5. Academics
6. Whole Sale and Retail Pharmacy
7. Hospital Pharmacist

### **Vision**

- To be an excellent Pharmacy establishment in pursuit of the latest horizons to worldwide, to form independent and competent pharmacists of international repute through pharmacy education from this untampered area of Himachal Pradesh.

### **Mission:**

- To create outstanding pharmacists with knowledge, skills, values and discipline.
- To promote holistic development of students through well-planned curricular and extracurricular activities.
- To encourage personal & professional progress as well as physical and mental well-being of the students and employee

**Action Plan:**

The action plan aims to systematically compile emphasizing institutional academic growth. The key steps include collecting institutional data, vision, mission, faculty qualifications, and academic achievements. The institute will work to highlight institutional profile, research initiatives, and academic expansion. Data verification and faculty and student feedback will be considered for further improvements in field of education. Responsible authorities for this action plan will include the Principal, other Committee members, Academic Council, and Department Heads. The process will follow a proper timeline, ensuring a structured, high-quality introduction that effectively showcases academic growth.

## **COWS Analysis**

[Challenges, Opportunities, Weaknesses & Strengths]

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

#### **Institutional Strength**

- A motivated group of academicians has a common goal, and their devotion to learning serves as a direct source of inspiration for all parties involved.
- The Society governing body has been created with individuals having an academic background, an added strength in the approach of its managing governance.
- Outstanding facilities for delivering highquality, allencompassing education, such as ICT facilities, conference halls, sports facilities, hostels for boys and girls, and smart labs with advanced equipment.
- Decentralized administration facilitates prompt decisionmaking and delegated authority to department heads, as well as through the establishment of numerous committees.
- A reputable library with automated books and offline journals for faculty and students.
- From a student security perspective, the campus girls' hostel is an additional benefit for us.
- A robust student feedback system.
- Well-trained and committed faculty.
- Encouragement of faculty through various programs.
- Effective centre of Excellence/Internet Connectivity.
- The campus's location; the student mentoring and counselling system; the industrial linkage; many department clubs; career counselling and support; good placement records; effective and participatory governance; and a good student to faculty ratio (SFR)

#### **Institutional Weakness**

Being an affiliated institute of Technical University, have some dimness such as:

- No autonomy and freedom in modification of the syllabus accordingly to need of contemporary professional need.
- No freedom for timely commencement of classes and to conduct examinations on time.
- Lacking in the execution to start an advanced program for interdisciplinary research and Multidisciplinary program. Lacking a residential campus for all kinds of employees.
- Non Availability of Indoor stadium; Due to undulated land surface lacking an indoor stadium for all sports activities.
- Limitation to explore solar energy due unpredictable weather conditions. Internet accessibility interruption and service providers due to rural areas.

**Institutional Opportunity** Being in proximity to the industrial area, the institute can give good employment possibilities for the local rural populace.

To educate the large rural people in the area through a variety of outreach, consulting, and extension programs in order to bring about qualitative change. The institute can generate qualified pharmacists

- With moral principles because it is situated in the lap of Goddess Chintpurni and is endowed with spiritual and holistic strength.
- The institute is working to build the PCI curriculum in accordance with NEP 2022 and is dedicated to achieving autonomy.to use a multidisciplinary approach to improve the institute's culture of research and innovation To equip the faculty with the newest trends and technology
- To establish an online learning environment for self-students
- To increase the Institute's national and worldwide visibility

#### **Institutional Challenge**

- Implementing the National Education Policy to accredit all programs is tough.
- Core company placement in traditional branches is a major concern.
- Limited flexibility and autonomy might impede development and quality.
- Self-financed institutes may face unfair competition from private colleges with larger budgets and fewer regulatory limitations.
- Transnational and profitable corporate employment might make it challenging to retain outstanding personnel and inspire them to teach and research.
- Recruiting quality academics in emerging areas.

## **Criteria wise Summary**

### **Curricular Aspects**

The college's academic committee currently works with the institution to create and implement action plans for the successful implementation of the curriculum. By meeting with the members on a regular basis, the Principal and the IQAC Coordinator keep an eye on the committee's operations. To ensure that the curriculum is implemented effectively, faculty members create lesson plans for each assigned subject based on the topic's nature and scope as well as the number of teaching hours available during a particular semester. Through the use of seminars, project work, semester-end exams, and on-going internal review, the student's academic progress is routinely monitored. With credit-based certificate programs, the institute also supports giving student's flexibility in their curriculum and other skills. The curriculum's environmental science and pharmaceutical jurisprudence courses give students a deeper understanding of ethical principles related to the environment and profession. The planning of conferences or seminars on human values is emphasized for the students' overall development. Under the direction of IQAC, the institution has a well-designed feedback system for all stakeholders, including students, instructors, alumni, and others, on academic achievement and the school environment.

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

At the college, active and participatory learning is highly valued. Encouraging students to learn independently and collaboratively gives the teaching-learning process a student-centric focus. College instructors use techniques like debates, discussions, lab work, learning mini-projects, and case studies.

### **Experiential learning**

The focus of the instructional implementation sessions is on the prerequisites and benefits that students receive from various learning activities, including as lab postings, workshops, assignments, internships, and trips to hospitals and industries.

### **Participatory learning**

Participation in projects, quizzes, classroom seminars, group debates, exhibitions, and elocution contests, essay writing contests, seminars, and workshops is encouraged. Students' learning experiences are enhanced by the library's access to the Internet, newspapers, books, and diaries.

### **Problem-solving methodologies**

It is common practice to embrace issue-based learning. Students are gathered to discuss a problem, and their opinions on its resolution and handling are appreciated. The students are forced to rely on their pharmacological and hypothetical knowledge in order to arrive at a feasible configuration.

### **Self-directed learning**

The college uses ICT-enabled administrations to encourage students to learn on their own. For the self-learning process, there is a projector, an Internet office, and the newest books and diaries.

### **Project-based learning**

According to PCI/University requirements, the student's participation in the educational program is required for them to successfully complete the course. The development of the University's opens internal and external assessment guidelines. The various programs and their course outcomes are assessed for accomplishment at the conclusion of the semester.

## **Research, Innovations and Extension**

The institution has created an environment that fosters creativity and progress in the field of pharmaceutical research. To meet the needs of students and faculty members for lab level research and experimentation, the organization provides well-furnished labs and a central instrumentation room. As a result, necessary equipment was also purchased in accordance with the demands of the period to occasionally increase lab research activity at the institute. The institution is always looking for ways to get money from different apex bodies and organizations, such as AICTE, etc. Faculty and students are encouraged to conduct research projects at B. pharmacy level using the capabilities already in place by the Institution. Faculty and students are encouraged to present their research in conferences, seminars, symposiums, and workshops in addition to publishing or reviewing their work in reputable publications. Participation in FDP programs is also encouraged in order to support faculty and student's on-going development. Through the organization of health camps and other events under the auspices of the Red Ribbon Club, Eco Club, Women Club the institute actively participates in social extension initiatives. The KCIPS consistently collaborates with universities and institutes to foster a culture of research and technology transfer.

## **Infrastructure and Learning Resources**

In accordance with HPTU, and PCI standards, the infrastructure has been facilitated to ensure its maximum optimal utilization. Our infrastructure includes well-designed study spaces, fully furnished labs, a seminar hall, and amenities for students, a library, and staff rooms. In order to help the stakeholders succeed in the state and at the public level evaluations and become qualified to serve humanity, the management tries its best to satisfy the standards of top-notch facilities. Students are urged to make effective use of the institute's outstanding and functional labs, which feature advanced instruments and all the necessary advanced infrastructure capability for productive activities. The administration has continuously ensured that enough needs can be met and that facilities are used optimally by strategically allocating the usage by carefully allocating the use of all of its resources to serve all of its personnel and students, the management has continuously ensured the availability of adequate needs and the optimal use of facilities. For safety and security, a strong concrete wall encloses the institute. Facilities such as equipped office rooms, separate rooms for heads of departments, staff refreshment areas, and a separate women's common area have been provided by the administration to our establishment. A good number of PCs with LAN connectivity are available in computer labs. The institution includes 13 labs in total for undergraduate courses, and 8 classrooms. Students have access to the books and journals that are available online.

## **Student Support and Progression**

To promote the entire growth of its students, KC Institute of Pharmaceutical Sciences has established a number of student welfare committees and support units. Students receive advisory and technical assistance in obtaining financial aid and scholarships for their education. Student-organized organizations strive to improve communication between students, staff, and management in order to foster an environment that is conducive to learning and personal growth. Students' leadership and communication skills are enhanced by the student clubs, which organize sports and other activities at the institute and assign projects under the supervision of staff members. The student club has active management support. Additionally, student clubs aid to lower dropout rates and enhance academic performance. To assist students in finding work, the institute has a well-established Training and Placement unit. The KCIPS consistently encourages and assists the students in developing creative ideas and turning them into prosperous business owners.

## **Governance, Leadership and Management**

All of its stakeholders' expectations are reflected in and met by the clear vision and mission of the KC Institute of Pharmaceutical Sciences (KCIPS). In order to produce inspirational students who become well-trained professionals, KCIPS has a committed and determined team at all levels involved in providing quality and proficient-centered pharmacy education. They hope to achieve this by instilling ethics, human values, attention, and apprehension through updated education, which is crucial in the current environment. The institute has always used the participative management approach, which involves all stakeholders, teaching staff, non-teaching staff, and students—in the process of making important institutional decisions at all levels. This ensures that the concerns of all stakeholders are taken into account and that a cooperative solution is produced. The Institute established a number of committees at the Institution and department levels for the organization's efficient operation. Meetings of several statutory and non-



statutory groups and committees, including the Institute Academic Committee, the Anti-ragging Committee, the Grievance-redressal Cell, the Training and Placement Committee, and the SC/ST committee, are presided over by the principal.

With benefits including end-of-semester vacation, interest-free loans for those in need, and group insurance, the management shows that it cares deeply about the welfare of both teaching and non-teaching employees. Additionally, the management provides financial assistance to the faculty member for conference attendance, FDP/QIP, patent filing, and intellectual property rights. At the conclusion of each fiscal year, the KCIPS accounts are audited in accordance with government standards for income and expenses.

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**PART I**  
Criterion 1 – Curricular Aspects  
Key Indicator-1.1: Curricular Planning and Implementation

Item No.	Particulars
1.1.1	<p><b>The institution ensures effective curriculum delivery through a well planned and documented process</b></p> <p><b>RESPONSE:</b> The college academic calendar is designed as per the guidelines prescribed by PCI &amp; HPTU. KCIPS facilitates and offers different courses to meet the needs and standards of pharmaceutical industry. The college organizes seminars, small workshops and industrial visits for the benefit of student communities. The staff core committee organize internal meeting to ascertain the contents of course material and probable periodical changes to attain the important objectives of the course outcomes. The Principal and the senior teaching faculty would monitor the course curriculum and its implementation from time to time. The planned curriculum is so developed in very transparent manner ensuring the contents of syllabi is very relevant and précised as per the records and manuals audited by the IQAC Cell.</p> <p><b>REGULAR REVIEW AND ACTION:</b> Proper Academic Planning and implementation with regular meetings with teaching faculty and class representatives are to be implemented. Student's attendance and performance are properly evaluated and class teacher are responsible to monitor. Students feedback about the faculty is very must at the end of every semester and the feedbacks need to be analyzed for better improvement of teaching standards.</p> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• CI-1.1.1</li> </ul>
1.1.2	<p><b>The institution adheres to the academic calendar including conduct of CIE</b></p> <p><b>RESPONSE:</b></p> <ol style="list-style-type: none"> <li>1. KCIPS follow and function according to the academic calendar provided by HPTU,(Our affiliating university).</li> <li>2. Examination committee of the institution takes responsibility to conduct internal examination and monitor the evaluation process as per the date mentioned by university academic calendar.</li> <li>3. B.Pharm program have semester design. Two MST are conducted and average is considering for both theory and practical in each semester.</li> <li>4. Education rule are made are accessible to college students in the library.</li> <li>5. Academic calendar given by HPTU were displayed on notice board.</li> <li>6. Faculty Members were allocated with time table where in the various subjects allocated to them based on their specialization.</li> <li>7. As per PCI Guidelines, Attendance, academic activity and student teacher interaction play important criteria for continuous internal assessment apart from written examination.</li> </ol> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• CI-1.1.2</li> </ul>

1.1.3	<p><b>Teachers of the institution participate in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years</b></p> <ul style="list-style-type: none"> <li>(a) Academic Council/BoS of Affiliating University</li> <li>(b) Setting of question papers for UG/PG programs</li> <li>(c) Design and Development of Curriculum for Add on/certificate/diploma courses</li> <li>(d) Assessment/evaluation process of the affiliating University</li> </ul> <p><b>Options:-</b></p> <ul style="list-style-type: none"> <li>1. All of the above.</li> <li>2. Any 3 of the above.</li> <li>3. Any 2 of the above.</li> <li>4. Any 1 of the above.</li> <li>5. None of the above</li> </ul> <p><b>RESPONSE:</b></p> <p>5. None of the above</p> <p>Teachers of the institution were not participated in following activities related to curriculum development and assessment of the University and/are represented on the following academic bodies during the last five years.</p>
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### Key Indicator-1.2 Curriculum Enrichment

Item No.	Particulars		
1.2.1	<b>Institution integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.</b>		
	<b>Response:</b> The organization is committed to providing the curriculum set and required by the university as an affiliated college. Numerous courses in this curriculum are intended to increase students' sensitivity and knowledge of important topics like gender, human values, environmental sustainability, and professional ethics. It incorporates a scientific approach to promote positive thought patterns and the ability to deal with challenges related to values, both of which are essential for human growth in all its facets. Pharma Marketing Management and Cosmetic Science are both instances of elective courses intended to foster students' interest in entrepreneurship. Environmental Sciences is another subject in the curriculum that emphasizes the value of environmental education and resource conservation. The scientific study of the environmental system and how changes, both natural and man-made, affect living things are included in this topic. It discusses the environment's biological and physical features, as well as social and cultural aspects and how humans affect the environment. Regularly scheduled events such as induction sessions, expert talks on human values, yoga sessions, motivational speeches, spiritual discourses, blood donation camps, and personality development programs help instill core life values		
	<b>Subjects taught by Institute</b>		
	<b>S.No</b>	<b>Subjects</b>	<b>Sub code</b>
	1	Communication skills	BP-105T & BP-111P
	2	Pharmaceutical Jurisprudence	BP-505T
	3	Environmental sciences	BP-206T
	4	Social and preventive pharmacy	BP-802T
	<b>Events organized by Institute</b>		
	<b>S.No</b>	<b>Index</b>	
	1	Health awareness camp	
	2	Tree plantation	
	3	Nasha mukti Abhiyaan	
	4	Swachta Abhiyaan	
	5	Annual sport meet	
	6	Marathon	
	<b>Attached as Annexure:</b> <b>CI-1.2.1</b>		
1.2.2	<b>Average percentage of courses that include experiential learning through project work/field work/internship during the last five years</b>		
1.2.2.1	No. of courses that include experiential learning through project work/field work/internship year wise during the last five year.		

	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>• Name of the Course</li> <li>• Details of experiential learning through project work/field work/internship</li> <li>• Name of the programme</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of courses that include experiential learning through project work/field work/internship} \times 100}{\text{Total No. of courses in all programmes}}$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <p><b>Response:</b>  <b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• C.I-1.2.2</li> </ul>		
1.2.3	<p><b>Percentage of students undertaking project work/field work/internships (data for the latest completed academic year)</b>  <b>response 34.2</b></p> <table> <tr> <td>1.2.3.1</td><td>No. of students undertaking project work/field work/internships</td></tr> </table> <p><b>Response: - 42 students</b></p> <p><b>Attached as Annexure:</b>  <b>C.I-1.2.3</b></p>	1.2.3.1	No. of students undertaking project work/field work/internships
1.2.3.1	No. of students undertaking project work/field work/internships		

### Key Indicator 1.3 (Feedback System)

Item No.	Particulars
1.3.1	<p><b>Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders</b> (1) Students (2) Teachers (3) Employees (4) Alumni</p> <p><b>Options:-</b> (A) All of the above. (B) Any 3 of the above (C) Any 2 of the above (D) Any 1 of the above (E) None of the above</p> <p><b>Response:</b></p> <p><b>Data Requirement:</b> Report of analysis of feedback received from different stakeholders year wise</p> <p><b>Attached as Annexure:</b> <b>C.I-1.3.1</b></p>
1.3.2	<p><b>Feedback process of the Institution may be classified as follows</b></p> <p><b>Options:</b> (A) Feedback collected, analysed, action taken and feedback available on website (B) Feedback collected, analysed and action has been taken. (C) Feedback collected and analysed. (D) Feedback collected. (E) Feedback not collected.</p> <p><b>Response:</b></p> <p><b>Attached as Annexure:</b> <b>C.I-1.3.2</b></p>

## Criterion 2 – Teaching-Learning and Evaluation

### Key Indicator-2.1 Student Enrolment and Profile

Item No.	Particulars						
2.1.1	Average Enrolment percentage (Average of last five years)						
	2.1.1.1	No. of students admitted year wise during the last five years					
	2.1.1.2	No. of sanctioned seats year wise during the last five year					
	Data requirement for last five years						
	<ul style="list-style-type: none"><li>Total No. of students admitted.</li><li>Total No. of sanctioned seats.</li></ul> Percentage per year= $\frac{\text{Total No. of students admitted}}{\text{Total No. of sanctioned seats}} \times 100$						
Average percentage = $\sum \frac{\text{Percentage per year}}{5}$							
Response:							
Attached as Annexure: C.2-2.1.1							
2.1.2	Average percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy during the last five years (exclusive of supernumerary seats))						
	2.1.2.1	No. of actual students admitted from the reserved categories year wise during the last five years					
		Year	2019-20	2020-21	2021-22	2022-2023	2023-24
		Number	30	25	32	63	73
	Data requirement for last five years:						
<ul style="list-style-type: none"><li>No. of students admitted from the reserved category.</li><li>Total No. of seats earmarked for reserved category as per State Government/Himachal Pradesh Technical University rules.</li></ul> Percentage per year= $\frac{\text{Actual No. of students admitted from the reserved categories}}{\text{No. of seats earmarked for reserved category as per GOI or State Government rule}} \times 100$							
Average percentage = $\sum \frac{\text{Percentage per year}}{5}$							
Response:							
124.862%							
Attached as Annexure: C.2-2.1.1							

2.1.3	<b>Principal/Director Name:</b>	
	<b>RESPONSE:</b>	
	<b>S. No</b>	<b>Particulars</b>
	1	Principal name <b>Dr. Dupinder Kaur</b>
	2	Date of birth <b>17/11/1985</b>
	3	Age <b>39</b>
	4	Date of appointment <b>09/01/2025</b>
	5	Qualification <b>D.pharm, B.Pharm, M.Pharm &amp; PhD in Pharmaceutical sciences.</b>
	NOTE: Appointment of Principal is not ratified through HPTU.	
	<b>Attached as Annexure:</b> <b>C.2-2.1.3</b>	

**2.1.4 : Teaching Faculty Position:- Department wise (Enclose copies of all degrees & Aadhar Card):**

S. No.	Course	Branch/Deptt.		No. of Faculty members present in the Dept. on the day of Inspection/Visit of Team			Faculty on leave (With proof)	Remarks, if any
				Prof.	Assoc. Prof.	Asstt. Prof.		
9.	B. Pharmacy	Allopathy	N/A	00	07	17		
		Total		24				

**Attached as Annexure: C.2-2.1.4**

**2.1.5 Faculty: Students' ratio:-**

Norms		Required	Actual	Deficiency
Pharmacy (100 Seats)	Prof.	04	0	04
	Assoc. Prof	07	07	0
	Asstt. Prof	09	17	0

The cadre ratio should be 1: 2: 6 (Professor / Associate Professor / Assistant Professor)

\* Faculty to be considered as full time are those who are qualified as per AICTE/PCI requirements

\*\* Faculty/ student ratio of a dept. shall not be less than 1: 20 for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years of B.Tech. programmes, and overall ratio should also be 1:20.

**For PG Courses:**

One professor with Ph. D. in concerned discipline and two Associate Professors/Assistant Professors with minimum M. Tech. Qualifications are necessary, exclusive of UG load.

**Attached as Annexure: C.2-2.1.5**

**2.1.6 Total Staff Position of the College/Institution**

Total No. of Teaching Faculty (Actual)	Total No. Labs & Supporting Staff* (Actual)
24	13 & 10

\* Faculty to supporting staff (Programmers/Lab Assistants/Technicians) ratio should be 1: 0.5

**iv) Appointment/Ratification of Faculty through H.P. Technical University Selection Committee (Private College):**

No. of faculty recruited/ratified through university: 0 out of total 24 = 0 %

**Attached as Annexure: C.2-2.1.6**



## Key Indicator-2.2 Catering to Student Diversity

Item No.	Particulars
2.2.1	<p><b>The institution assesses the learning levels of the students and organizes special programmes for advanced learners and slow learners</b></p> <p><b>Response:</b>  <b>Special Programmes for advanced learners and slow learners</b>  The institution provides a good foundation for the nourishment and general growth of female students by improving their physical and intellectual capacities, as well as providing a quality education with a structured curriculum.  The majority of students that enroll in the institution's numerous programmers come from a variety of socioeconomic backgrounds. To improve their quality, the institution has a well-defined strategy to curriculum implementation</p> <p><b>Personality Development Programme:</b>  Because of variations in maturity levels or mindset, some students place less emphasis on molding Their personality to the tough situation. To solve this issue and train the aspiring learners, they are examined after admission to determine their skills, and sessions on Personality Development are organized by specialist trainers for roughly 3-5 days in the beginning of the First Semester.</p> <p><b>Communication Skills Classes:</b>  The institution offers UG students English Communication Skills classes to help them develop their Listening-speaking-Reading-Writing skills and become better global competitors</p> <p><b>Programmes for Advanced Learners:</b>  They are encouraged to attend lessons in order to qualify for PG admission tests at the national and state levels, such as GPAT.  Advanced scholars are encouraged to offer posters, oral presentations, and Power Point presentations at seminars, conferences</p> <p><b>Programmes for Slow Learners:</b>  1. Mentorship is used to help slow learners.  2. To revise the challenging concepts, special seminars are held.  3. To help them develop their language skills, special Communication Skills workshops have been se  4. Remedial classes are held to help students catch up on missed classes.  5. Question banks are provided to help students concentrate on crucial topics.  6. Old question papers are discussed to help students understand the pattern of the paper.</p> <p><b>Attach as Annexure(s)</b>  • . Attached as Annexure: C.2-2.2.1  •</p>
2.2.2	<p><b>Students : Full time teacher ratio (Data for the latest completed academic year)</b>  Students : teachers</p> <p><b>Response:</b>  17:1</p> <p><b>Data requirement:</b>  • Total No. of students enrolled in the institution.  • Total No. of full time teachers in the institution.</p> <p><b>Attach as Annexure(s)</b>  • C.2-2.2.2</p>

### Key Indicator-2.3 Teaching-Learning Process

Item No.	Particulars
2.3.1	<p><b>Student centric methods, such as experiential learning, participative learning and problem-solving methodologies used for enhancing learning experiences</b></p> <p><b>Response:</b>  <b>1.Experiential Learning:</b>  Experiential Learning takes place at the institution through tutorial sessions, laboratories, equipment simulations, clinical trials, and publications after classroom lectures. Industrial tours and project work encourage young people to think about science.  <b>Hands on learning:</b>  Students' practical work is evaluated by faculty on a regular basis. Experiments in the lab sessions are carried out according to the HPTU syllabus, and students get the opportunity to see and understand how theoretical principles are implemented firsthand. UV-Visible Spectrophotometer, Dissolution, Soxhlet, Compound Microscope, BOD Incubator, Brookfield viscometer, Autoclave, and other equipment are routinely demonstrated.  <b>Industrial Learning:</b>  Industrial trips, trainings, and internships are organised for III B. Pharmacy and IV B.Pharmacy students on a yearly basis to expose them to the working culture of companies and to allow them to interact with industry experts for experiential learning and subject understanding.</p> <p><b>2. Participative Learning:</b>  <b>Scientific Learning</b>  In the classrooms, students are encouraged to participate in active learning, which improves their learning outcomes. Students' ability to learn scientifically and communicate is enhanced by encouraging them to engage in a variety of events such as poster presentations, e-posters, Power Point presentations, and quizzes. They are encouraged to attend the institute's and other institutes' Seminars, Workshops, and Conferences.  <b>Model Making</b>  Through Intracollege competition students are guided in the preparation of scientific models. The fundamental goal of a intracollege competition is to connect concepts within a course, a major, or an entire programme of study. Students will be able to learn and retain the relationships between diverse concepts, structures, and species as a result of this.</p>
2.3.2	<p><b>Teachers use ICT enabled tools for effective teaching-learning process.</b></p> <p><b>Response:</b>  In addition to traditional teaching approaches, faculty members are employing ICT(Information communication technology)-enabled teaching methodologies in the classroom. When the topic requires it, students are taught through Power Point presentations and Audio-Visual clips using LCD Projectors in the classrooms.  The computer lab is well-equipped with higher-configuration computers that allow students to download required textbooks; e-resources and CDs are also available for students' use. Seminar Hall is equipped with multimedia amenities to employ ICT tools. Institution provides Seminars, Workshops and Guest Lectures on the recent advancements in the core subjects for better Teaching and learning.  Faculty and students on a Wi-Fi connected campus use internet services to better their teaching-learning approach.</p>

2.3.3	<b>Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)</b>	
2.3.3.1	No. of mentors	
	No. of students assigned to each Mentor	
	Mentor: Mentee :: <b>Response:-13:1</b>	
	<b>Batch</b>	<b>Year wise students enrolled</b>
	<b>2020-2024</b>	42
	<b>2021-2025</b>	64
	<b>2022-2026</b>	104
	<b>2023-2027</b>	115
	<b>Total</b>	325
	<b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>• Year wise number of students enrolled and full time teachers on roll.</li> <li>• Circulars pertaining to assigning mentors to mentees</li> <li>• Mentor/mentee ratio</li> </ul>	

## Key Indicator-2.4 Teacher Profile and Quality

Item No.	Particulars				
2.4.1	<b>Average percentage of full time teachers against sanctioned posts during last five years</b> Data requirement for last five years: <ul style="list-style-type: none"><li>No. of full time teachers.</li><li>No. of sanctioned posts.</li></ul> Formula: <div>Percentage per year= <math display="block">\frac{\text{No. of full time teachers} \times 100}{\text{No. of sanctioned posts}}</math></div> <div>Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></div> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>C.2-2.4.1</li><li>Year wise full time teachers and sanctioned posts for five years.</li><li>Any additional information.</li><li>List of the faculty members authenticated by the Head of HEI.</li></ul>				
2.4.2	<b>Average percentage of full time teachers with Ph.D./D.Sc./D.Lit. during the last five years (consider only the highest degree for count)</b>				
2.4.2.1	No. of full time teaches with Ph.D./D.sc./D.Lit. during the last five years				
	Year	2020-2021	2021-2022	2022-2023	2023-2024
	Number	0	2	2	1
	Data requirement for last five years: <ul style="list-style-type: none"><li>No. of full time teachers with Ph.D./D.Sc./D.Litt.</li><li>Total No. of full time teachers.</li></ul> Formula: <div>Percentage per year= <math display="block">\frac{\text{No. of full time teachers with Ph.D./D.Sc./D.Lit.} \times 100}{\text{Total No. of full time teachers}}</math></div> <div>Average percentage = <math display="block">\frac{\sum \text{Percentage per year}}{5}</math></div> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>C.2-2.4.2</li></ul>				
2.4.3	<b>Average teaching experience of full time teachers in the same institution (data for the latest completed academic year in number of years)</b>				
2.4.3.1	Total experience of full time teachers.				
	Data requirement for last five years: <ul style="list-style-type: none"><li>Name and No. of full time teachers with years of teaching experiences</li></ul> Formula: <div><math display="block">\frac{\text{Sum of total experience of full time teachers in the same institution}}{\text{No. of full time teachers}}</math></div> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>C.2-2.4.3</li></ul>				

### Key Indicator-2.5 Evaluation Process and Reforms

Item No.	Particulars
2.5.1	<p><b>Mechanism of internal assessment is transparent and robust in terms of frequency and mode</b></p> <p><b>Response:</b>            The curriculum of HPTU, Hamirpur, and PCI [framed under Regulations 6, 7, and 8 of the Bachelor of Pharmacy (B. Pharm.) course regulations 2014], which went into effect in the Academic Year 2016–17 for theory and practical subjects (courses), will determine the weight of the assessments for the two sessional exams that will be held on a regular basis. Students who failed the first two sessional exams or who wish to improve their performance only once in the sessional examination component of the internal assessment will be eligible for the improvement of internal assessment (third sessional examination), which will be administered following the results of the first and second sessional exams. Prior to the start of the HPTU end semester theory exams, all of the session exams ought to be completed. Question Paper Pattern: The question paper pattern needs to be the same for every subject. Only with mutual cooperation may multiple teachers submit question papers for the same subject; the examination committee will not accept delays or inconsistencies of any type. Exams for the first and second sessions will be held when the curriculum has been completed on a regular basis, either on your own initiative or in accordance with instructions from HPTU for the degree. The sessional exam question paper shall follow the guidelines set forth by PCI, HPTU.</p> <p><b>Attach as Annexure(s)</b>  <b>C.2-2.5.1</b></p>
2.5.2	<p><b>Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient</b>            Write description in 100-150 words</p> <p><b>Attach as Annexure(s)</b>  <b>C.2-2.5.1</b></p>

**Key Indicator-2.6 Student Performance and Learning Outcome**  
**National Credit Framework (NCrF) Learning Objectives and Learning Outcomes**

Item No.	Particulars
2.6.1	<p><b>Teachers and students are aware of the stated programme and course outcomes of the programmes offered by the institution.</b></p> <p><b>Response:</b>  For all of the Institute's programs and courses, the value of academic learning is determined by the Program Outcomes (PO) and Course Outcomes (CO). The institute has created its POs and COs with an idealistic viewpoint to align with the objectives of each program, in addition to its Vision, Mission, and Quality Policy.</p> <ul style="list-style-type: none"> <li>• The basic knowledge that students should acquire and the amount of learning that is anticipated at the end of the course are explicitly stated in the course outcomes.</li> <li>• A range of programs have been offered by HPTU, Hamirpur, to address the demands of students' employment opportunities.</li> <li>• Program and course outcomes' primary objective is to impart knowledge and enhance skills essential to students' ability and personality development.</li> <li>• At the start of the academic year, lesson plans are created including Course Objectives, Course Outcomes, teaching resources, and the total amount of teaching hours.</li> </ul> <p>The college's vision, mission, values, and goals are posted at the entrance to help students understand the college's perspective.</p> <ul style="list-style-type: none"> <li>• All of the institute's programme's Vision, Mission, Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are expressed and uploaded on the College Website (<a href="http://www.adityapharmay.edu.in">www.adityapharmay.edu.in</a>) and conveyed to all teachers and students.</li> <li>• The Program Outcomes and Course Outcomes are explained to newly hired employees. After the courses have been assigned, the POs, PSOs, and COs are described to them.</li> <li>• Every faculty member tells students about the course structure and their accompanying outcomes at the start of each semester.</li> <li>• The library, laboratories, and departments all have copies of the syllabus. Students, staff members, and all other stakeholders have access to them.</li> <li>• During the Orientation Program at the start of the academic year, students and parents are informed about them.</li> <li>• The evaluation of students is done in the background of these to make the teaching-learning process effective, and it allows the faculty to focus on the attainment.</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• C.2-2.6.1</li> </ul>
2.6.2	<p><b>Attainment of Programme outcomes and course outcomes are evaluated by the institution</b></p> <p><b>Response:</b>  The institution employs a robust framework to evaluate the attainment of POs and COs. POs are achieved through a curriculum comprising mandatory and elective courses, while COs are defined for each course. For instance, the COs for Pharmaceutical Analysis I (BP102) include:</p> <ol style="list-style-type: none"> <li>1. Understanding fundamentals of pharmaceutical analysis and pharmacopoeia.</li> <li>2. Analyzing errors, sources of impurities, and impurity determination methods.</li> <li>3. Explaining principles of titrations and gravimetric analysis.</li> <li>4. Demonstrating knowledge of potentiometry, conductometry, and polarography.</li> </ol> <p><b>Direct Attainment Methodology:</b></p> <ol style="list-style-type: none"> <li>1. Faculty utilize COs approved by departmental heads to design assessments.</li> <li>2. Internal and external examination scores are weighted as per university guidelines to</li> </ol>

3. Attainment percentages are derived by multiplying question weightage, exam results, and class averages, followed by normalization using Average Weight Distribution (AWD).

- Research publications in national journals and participation in conferences/seminars.
- Student performance in competitive exams (e.g., GPAT) and postgraduate admissions.
- Industry evaluations during internships and alumni success in pharmaceutical sectors.

**Attach as Annexure(s)**

- |       |   |
|-------|---|
| 2.6.3 | <b>Average pass percentage of students during the last five years</b> |
|-------|---|

Data requirement

- Formula:

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

Attach as Annexure(s)

- List of programmes and No. of students passed and appeared in the final year examination.
- Any additional information.

### Key Indicator-2.7 Student Satisfaction Survey (SSS)

Item No.	Particulars (SSS by HPTU)
2.7.1	<p data-bbox="244 248 1449 315"><b>Online student satisfaction survey regarding teaching learning process of about 20% students.</b></p> <p data-bbox="363 322 767 356">(online survey to be conducted)</p> <p data-bbox="244 362 478 396">Data requirement:</p> <ul data-bbox="244 403 775 589" style="list-style-type: none"><li data-bbox="244 403 549 436">• Name/Class/Gender</li><li data-bbox="244 443 775 477">• Student Id Number/Adhar Id Number</li><li data-bbox="244 483 501 517">• Mobile Number</li><li data-bbox="244 524 405 557">• Email Id</li><li data-bbox="244 564 539 598">• Degree programme</li></ul> <p data-bbox="244 602 1422 669">(Data base of all currently enrolled students need to be prepared and shared with H.P. Technical University)</p> <p data-bbox="244 676 547 710"><b>Attach as Annexure(s)</b></p> <ul data-bbox="244 716 411 750" style="list-style-type: none"><li data-bbox="244 716 411 750">• C.2-2.7.1</li></ul>



**Criteria-3 Research, Innovations and Extension**  
**Key Indicator 3.1 Resource, Mobilization for Research**

Item No.	Particulars					
3.1.1	<b>Grants received from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs)</b>					
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)					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>INR in Lakhs</b>	0	0	0	0	0
Data requirement for last five years: <ul style="list-style-type: none"> <li>Name of the Project/Endowments</li> <li>Name, Designation &amp; Department of the Principal Investigator</li> <li>Year of Award</li> <li>Funds provided</li> <li>Duration of the Project</li> </ul> <b>Response:</b> Institute did not receive any grant from Government and non-governmental agencies for research projects/endowments in the institution during the last five years (INR in lakhs) <ul style="list-style-type: none"> <li></li> </ul>						
3.1.2	<b>Percentage of departments having Research projects funded by government and non-government agencies during the last five years</b>					
3.1.2.1	No. of departments having research projects funded by government and non-government agencies during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	0	0
Data requirement for last five years: <ul style="list-style-type: none"> <li>Name, Designation &amp; Department of Principal Investigator</li> <li>Duration of project</li> <li>Name of the research project</li> <li>Amount/Fund received</li> <li>Name of the funding agency</li> <li>Year of sanction</li> </ul> <b>Formula:</b> $\frac{\text{No. of departments having research projects funded by government/non-government agencies during the last five years}}{\text{Total No. of departments}} \times 100$ <b>Response:</b> Institute did not receive any Research projects funded by government and non-government agencies during the last five years.						
3.1.3	<b>Number of seminars/conferences/workshops conducted by the institution during the last five years</b>					
3.1.3.1	Total No. of seminars/conferences/workshops conducted by the institution year wise during the last five years					
	<b>Year</b>	2019-20	2020-21	2021-22	2022-2023	2023-24
	<b>Number</b>	00	00	02	08	01

Data requirement:

- Name of the workshops/seminars
- No. of participants
- Date (from-to)
- Link to the activity report on the website, if any.

### Key Indicator 3.2-Research Publication and Awards

Item No.	Particulars					
3.2.1	<b>No. of papers published per teacher in the Journals notified on UGC website during the last five years</b>					
3.2.1.1	No. of research papers in the Journals notified on UGC website during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	3	9	10
Data requirement:						
<ul style="list-style-type: none"> <li>Title of paper</li> <li>Name of the author/s</li> <li>Department of the teacher</li> <li>Name of Journal</li> <li>Year of publication</li> <li>ISBN/ISSN Number</li> </ul>						
Formula:						
$\frac{\text{No. of publications in UGC notified journals during the last five years}}{\text{Average No. of full time teachers during the last five years}}$						
<b>Attach as Annexure(s)</b>						
<ul style="list-style-type: none"> <li>C-3.2.1</li> </ul>						
3.2.2	<b>No. of books and chapters in edited volumes/books published and papers published in National/International conference proceedings per teacher during the last five years</b>					
3.2.2.1	Total No. of books and chapters in edited volumes/books published and papers in National/International conference proceedings year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	01	01
Data requirement for last five years :						
<ul style="list-style-type: none"> <li>Name of the teacher: Title of the paper</li> <li>Title of the book published: Name of the author/s: Title of the proceedings of the conference</li> <li>Name of the publisher: National/International</li> <li>National/International: ISBN/ISSN number of the proceedings</li> <li>Year of publication.</li> </ul>						
Formula:						
$\frac{\text{Total No. of books and chapters in edited volume, books, published and papers in National/International conference proceedings during the last five years}}{\text{Average No. of full time teachers during the last five years}}$						
<b>Attach as Annexure(s)</b>						
<ul style="list-style-type: none"> <li>C-3.2.2</li> </ul>						

### Key Indicator 3.3: Extension Activities (NCC/NSS/Red Cross, etc.)

Item No.	Particulars					
3.3.1	<b>Extension activities carried out in the neighbourhood community, sensitizing students to social issues for their holistic development, and impact hereof during the last five years</b>					
	<p><b>RESPONSE:</b>            KCIPS organizes a number of extension activities to promote institute-neighborhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. It includes organization of cultural events, seminars/ workshops, awareness programs, blood donation camps, and other such programs. A Few of the prominent regular activities include Pharmacist Day Rallies, International Yoga Day, Azadi ka Amrit Mahotsav, Blood Donation Campaign, Save Water Rally, awareness on drug abuse on the occasion International Day against drug abuse etc. in the nearby communities of the college.</p> <p><b>Attach as Annexure(s)</b>            C-3.3.1</p>					
3.3.2	<b>No. of awards and recognitions received for extension activities from government/government recognized bodies during the last five years</b>					
3.3.2.1	Total No. of awards and recognition received for extension activities from Government/government recognized bodies year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	0	0
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the activity</li> <li>Name of the award/recognition</li> <li>Name of the Awarding government/government recognized bodies</li> <li>Year of the award</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Number of awards for extension activities in last five years (data template)</li> <li>E-copy/hard copies of the award letters</li> </ul>					
3.3.3	<b>No. of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organised in collaboration with industry, community and NGOs) during the last five years</b>					
3.3.3.1	No. of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red Cross/YRC etc., year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	0	0

Data requirement for the last five years:

- Name and No. of the extension and outreach programmes
- Name of the collaborating agency: Government/Non-Government, industry, community with contact details

**Attach as Annexure(s)**

- Reports of the event organized.
- Any additional information.
- No. of extension and outreach programmes conducted with industry, community etc. for the last five years

**3.3.4 Average percentage of students participating in extension activities at 3.3.3 above during the last five years**

3.4.4.1	Total No. of students participating in extension activities conducted in collaboration with industry, community and Non-Government Organizations through NSS/NCC/Red Cross/YRC etc. year wise during the last five years					
	Year	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	Number	0	0	0	0	0

Data requirement for the last five years:

- Name of the activity
- Name of the scheme
- Year of the activity
- No. of teachers participating in such activities
- No. of students participating in such activities

Formula:

$$\text{Percentage per year} = \frac{\text{Total No. of students participated in such activities} \times 100}{\text{No. of students}}$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Response:**

**Attach as Annexure(s)**

- Reports of the event.
- Any additional information.
- Average percentage of students participating in extension activities with Government or NGO etc.

### Key Indicator 3.4: Collaboration

Item No.	Particulars					
3.4.1	<b>Collaborations/linkages of the institution for Faculty exchange, student exchange, internship, field trip, on-the-job training, research etc. during the last five years</b>					
	<ul style="list-style-type: none"> <li>No. of linkage (s) for faculty exchange, student exchange, internship, field trip, on-the-job-training, research etc. year wise during the last five years</li> </ul>					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	0	0
	Data requirement for the last five years: <ul style="list-style-type: none"> <li>Title of the linkage</li> <li>Name of the partnering institution/industry/research lab with contact details</li> <li>Year of commencement</li> <li>Duration (From-to)</li> <li>Nature of linkage</li> </ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>E-copies/hard copies of linkage related document.</li> <li>Any additional information.</li> <li>Details of linkages with institutions/industries for internship</li> </ul>					
3.4.2	<b>No. of functional MoUs with National and International institutions, universities, industries, corporate houses etc. during the last five years</b>					
3.4.2.1	No. of functional MoUs with institutions of National, International importance, other universities, industries, corporate houses etc. year wise during the last five years					
	<b>Year</b>	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	<b>Number</b>	0	0	0	0	0
	Data requirement for the last five years: <ul style="list-style-type: none"> <li>Organisation with which MoU has been signed</li> <li>Name of the institution/industry/corporate house</li> <li>Year of signing MoU</li> <li>Duration</li> <li>List the actual activities under each MoU</li> <li>No. of students/teachers participating under MoU</li> </ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>E-copies/hard copies of the MoUs with institution/industry/corporate houses.</li> <li>Any additional information.</li> <li>Details of functional MoUs with institutions of National, International importance, other universities etc. during the last five years.</li> </ul>					

**Criteria-4 Infrastructure and Learning Resources**  
**Key Indicator 4.1 Physical Facilities**

Item No.	Particulars		
4.1.1	<p><b>Infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment etc. of the institutions.</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences ensures adequate infrastructure and physical facilities as per the minimum requirements of statutory bodies. The institution has well-ventilated classrooms equipped with essential furniture to provide a comfortable learning environment. Laboratories are maintained with basic equipment and chemicals necessary for practical sessions, ensuring hands-on training for students.  The library is stocked with textbooks, reference materials, and pharmacy-related publications to support academic learning. Computing facilities are available for faculty and administrative use, with basic internet access for official work. The institution also provides a multipurpose hall for academic and co-curricular activities.  Regular maintenance and upgrades are undertaken to ensure the effective utilization of available resources. The institution remains committed to continuously improving its infrastructure to support quality teaching and learning.</p> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• C4.1.1</li> </ul>		
4.1.2	<p><b>Facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences provides basic facilities for sports and cultural activities to promote student engagement and well-being. The institution has an open ground that is used for outdoor games like cricket and badminton. Indoor games such as chess and carrom are available for students in common areas.  Cultural activities are conducted in a designated multipurpose hall, where students participate in annual events and celebrations. While there is no dedicated gymnasium or yoga center, students are encouraged to engage in physical activities for overall fitness.  Efforts are being made to enhance sports and cultural infrastructure to provide students with better recreational opportunities. The institution remains committed to fostering a balanced academic and extracurricular environment for holistic student development.</p> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• C4.1.2</li> </ul>		
4.1.3	<p><b>Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.</b></p> <table border="1" data-bbox="212 1648 1050 1682"> <tr> <td data-bbox="212 1648 331 1682">4.1.3.1</td><td data-bbox="331 1648 1050 1682">No. of classrooms and seminar halls with ICT facilities</td></tr> </table>	4.1.3.1	No. of classrooms and seminar halls with ICT facilities
4.1.3.1	No. of classrooms and seminar halls with ICT facilities		

Data requirement for the last five years:

- No. of classrooms with LCD facilities :
- No. of classrooms with Wi-Fi/LAN facilities:
- No. of smart classrooms:
- No. of classrooms with LMS facilities:
- No. of seminar halls with ICT facilities:

Formula:

**Response:**

**Attached as Annexure:**

- Any additional information.
- Details of classrooms and seminar halls with ICT enabled facilities

4.1.4 Average percentage of expenditure, excluding salary, for infrastructure augmentation during the last five years (INR in lakhs)

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

Year	2019-20	2020-21	2021-22	2022-23	2023-24
INR in lakhs					

Date requirement for the last five years:

- Expenditure for infrastructure augmentation.
- Total expenditure excluding salary



**Formula:**

$$\text{Percentage per year} = \frac{\text{Expenditure for infrastructure augmentation excluding salary}}{\text{Total expenditure excluding salary}} \times 100$$

$$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$$

**Response:**

- **Attached as Annexure:**
- **C4 III**

## Key Indicator 4.2 Library as a learning Resource

Item No.	Particulars						
4.2.1	<b>Library is automated using Integrated Library Management System (ILMS)</b> Date requirement for the last five years: Write a description of library within (100-150 words)  <ul style="list-style-type: none"><li>• Name of ILMS software</li><li>• Nature of automation (fully or partially)</li><li>• Version</li><li>• Year of automation</li></ul> <b>Response:</b> No Automation System Available.  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Paste link for additional information, if any</li></ul>						
4.2.2	<b>The institution has subscription for the following e-resources</b> <div>(1) e-journals (2) e-Sodh Sindhu (3) Shodhganga Membership (4) E-books (5) Databases (6) Remote access to e-recourses</div> <b>Options:-</b> <div>(A) Any 4 or more of the above (B) Any 3 of the above (C) Any 2 of the above (D) Any 1 of the above (E) None of the above</div> Data requirement for last five years: <ul style="list-style-type: none"><li>• Details of membership</li><li>• Details of subscription</li></ul> <b>Response:</b> (B) Any 3 of the above  <b>Attached as Annexure:</b> <ul style="list-style-type: none"><li>• Any additional information.</li><li>• Detail of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc.</li></ul>						
4.2.3	<b>Average annual expenditure on purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs)</b>						
4.2.3.1	Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during the last five years (INR in lakhs)						
	Year	2019-20	2020-21	2021-22	2022-23	2023-24	
	INR in Lakhs	0.28	0.28	0.24	0.16	1.18	

	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"> <li>• Expenditure on the purchase of books/e-books</li> <li>• Expenditure on the purchase of journals/e-journals</li> </ul>
	<ul style="list-style-type: none"> <li>• Year of expenditure</li> </ul> <p>Average Expdt. per year:</p> $\frac{\text{Total Expenditure in rupees on purchase of books/e-books/journals and subscription to journals/e-journals}}{5}$ <p><b>Response:</b> 0.428 Lakh</p> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Audited statement of accounts.</li> <li>• Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years.</li> </ul>
4.2.4	<p><b>Percentage per day usage of library by teachers and students (foot falls and login data for online access)</b></p>
4.2.4.1	<p>No. of teachers and students using library per day over last one year.</p>
	<p>Data requirement</p> <ul style="list-style-type: none"> <li>• Attach last page of accession register details</li> <li>• Method of computing per day usage of library</li> <li>• No. of users using library through e-access</li> <li>• No. of physical users accessing library</li> </ul> <p>Formula:</p> $\frac{\text{No. of teachers and students using library per day} \times 100}{\text{Total No. of teachers and students}}$ <p><b>Response:</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Details of library usage by teachers and students.</li> </ul>

### Key Indicator 4.3: IT Infrastructure

Item No.	Particulars
4.3.1	<p><b>Institution frequently updates its IT facilities including Wi-Fi</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences maintains basic IT facilities to support academic and administrative activities. The institution provides computers for faculty and students, primarily for academic purposes such as research and report preparation. Internet connectivity is available in administrative offices for official use.  Although Wi-Fi access is currently limited, the institution has undertaken gradual improvements in IT infrastructure. Basic software and antivirus updates are carried out periodically to ensure system security and smooth functioning. Plans are in place to enhance IT facilities by upgrading computer systems and expanding internet access for better academic support.  Efforts are being made to strengthen digital resources, ensuring that students and faculty have access to essential technological tools for academic and professional growth.</p> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• C4 4.3.1</li> </ul>
4.3.2	<p><b>Student-Computer ratio</b> (Data for the latest completed academic year)</p> <p>No. of students : No. of Computers:: (</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• No. of computers in working condition</li> <li>• Total no. of computers</li> </ul> <p><b>Attach as Annexure(s)</b></p> <p><b>Response:</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Student-computer ratio</li> </ul>
4.3.3	<p><b>Bandwidth of Internet connection in the Institution</b></p> <p><b>Options:</b></p> <p>(A) 10 GBPS  (B) 1 GBPS  (C) 750 MBPS  (D) 500 MBPS  (E) Others (specify)</p> <p><b>Response:</b>  E) 10MBPS</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>• Available internet bandwidth</li> </ul> <p><b>Attached as Annexure:</b></p> <ul style="list-style-type: none"> <li>• C4 4.3.3</li> </ul>

### Key Indicator 4.4 Maintenance of Campus Infrastructure

Item No.	Particulars					
4.4.1	<b>Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities), excluding salary component, during the last five years (INR in lakhs)</b>					
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)					
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
	INR in lakhs					
Data requirement year wise: (As per data template in Section B)						
<ul style="list-style-type: none"><li>Non salary expenditure incurred</li><li>Expenditure incurred on maintenance of campus infrastructure</li></ul>						
Formula:						
Percentage per year = $\frac{\text{Expenditure on maintenance of physical and academic support facilities excluding salary component}}{\text{Total expenditure excluding salary component}} \times 100$						
$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$						
<b>Response:</b>						
<b>Attach as Annexure(s)</b>						
<ul style="list-style-type: none"><li>C4 III</li></ul>						
4.4.2	<b>Established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory library, sports complex, computers, classrooms etc.</b>					
<b>Response:</b>						
K C Institute of Pharmaceutical Sciences follows a structured system for maintaining and utilizing physical, academic, and support facilities. Laboratories are maintained through regular inspections, ensuring proper calibration of equipment and availability of necessary chemicals. The library is managed with a book-lending system, periodic updates of study materials, and proper cataloguing for easy access.						
Classrooms are regularly cleaned and maintained to provide a conducive learning environment. Computers and internet facilities are monitored by the IT staff for smooth academic and administrative operations. Basic sports facilities are available, and students are encouraged to participate in physical activities.						
A maintenance committee oversees repairs and upkeep of infrastructure, ensuring uninterrupted academic activities. The institution ensures optimal utilization of resources for academic and student development.						
<b>Attach as Annexure(s)</b>						
<ul style="list-style-type: none"><li>Any additional information.</li><li>Paste link for additional information, if any.</li></ul>						

**Criterion 5-Student Support and Progression**  
**Key Indicator 5.1 Student Support**

Item No.	Particulars						
5.1.1	<b>Average percentage of students benefitted by scholarships and freeships provided by the Government during the last five years.</b>						
	5.1.1.1	No. of students benefitted by scholarships and freeships provided by the Government year wise during the last five years					
		Year	2019-20	2020-21	2021-22	2022-23	2023-24
		Number	97	88	92	121	157
	Data requirement year wise:  • Name of the Scheme • No. of students benefitted/benefiting Formula: <div>Percentage per year = <math>\frac{\text{No. of students benefitted by scholarships and freeships by government}}{\text{No. of students}} \times 100</math></div> <div>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></div> <b>Response:</b> 41.83%  <b>Attached as Annexure:</b> • C5 I						
5.1.2	<b>Average percentage of students benefitted by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years</b>						
	5.1.2.1	Total No. of students benefitted by scholarships, freeships, etc. provided by the institution/non-government agencies year wise during the last five years					
		Year	2019-20	2020-21	2021-22	2022-23	2023-24
		Number	97	88	92	121	157
	Data requirement for last five years:  • Name of the scheme with contact information • No. of students benefitted/benefiting Formula: <div>Percentage per year = <math>\frac{\text{Total No. of students benefitted by scholarships and freeships provided by the institution or non-government agencies}}{\text{Total No. of students}} \times 100</math></div> <div>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></div> <b>Response:</b> 41.83%  <b>Attached as Annexure:</b> • C5-5.1.2						
5.1.3	<b>Capacity building and skills enhancement initiatives taken by the institution including the following:</b> (1) Soft skills (2) Language and communication skills						

	<p>(3) Life skills (Yoga, physical fitness, health and hygiene)</p> <p>(4) ICT/computing skills</p> <p><b>Options:-</b></p> <p>(a) All of the above.</p> <p>(b) 3 of the above</p> <p>(c) 2 of the above</p> <p>(d) 1 of the above</p> <p>(e) None of the above</p> <p>Data requirement:</p> <ul style="list-style-type: none"> <li>Name of the capacity building and skills enhancement initiatives</li> <li>Year of implementation</li> <li>No. of students enrolled</li> <li>Name of the agencies involved with contact details</li> </ul> <p><b>Response:</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Link to the institution website, if any.</li> <li>Details of capability building and skill enhancement initiatives.</li> </ul>					
5.1.4	<p><b>Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years</b></p>					
5.1.4.1	No. of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years					
	<b>Year</b>	2019-20	2020-21	2021-22	2022-23	2023-24
	<b>Number</b>	0	0	0	0	0
	<p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Name of the scheme</li> <li>No. of students who have passed in the competitive examination</li> <li>No. of students placed</li> </ul> <p>Formula:</p> $\text{Percentage per year} = \frac{\text{No. of students benefitted by guidance for competitive examination and career counselling offered by the institution}}{\text{No. of students}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$					
	<p><b>Response:</b></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>No. of students benefitted by guidance for competitive examinations and career counselling during the last five years.</li> </ul>					
5.1.5	<p><b>The Institution has a transparent mechanism for timely redressal of students' grievances including sexual harassment and ragging cases.</b></p> <p>(1) Implementation of guidelines for statutory/regulatory bodies.</p> <p>(2) Organization wide awareness and undertakings on policies with zero tolerance</p> <p>(3) Mechanism for submission of online/offline students' grievances</p> <p>(4) Timely redressal of the grievances through appropriate committees</p>					

**Options:**

(A) All of the above

**Attached as Annexure:**

- Details of students grievances redressal policy including sexual harassment and ragging cases, No. of cases received and redressed.
- Minutes of the meetings of Students' Redressal Committee, Prevention of Sexual Harassment Committee and Anti Ragging Committee.
- Any additional information.



## Key Indicator 5.2 Students' Progression

Item No.	Particulars						
5.2.1	<b>Average percentage of placement of outgoing students during the last five years</b>						
	5.2.1.1	No. of outgoing students placed year wise during the last five years					
		Year	2019-20	2020-21	2021-22	2022-23	2023-24
		Number					
	Data requirement for last five years						
<ul style="list-style-type: none"><li>Name of the employer with contact details</li><li>No. of students placed</li></ul>							
Formula:							
$\text{Percentage per year} = \frac{\text{No. of outgoing students placed} \times 100}{\text{No. of outgoing students}}$							
$\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$							
<b>Attach as Annexure(s)</b>							
<ul style="list-style-type: none"><li>Self attested list of students placed, during last five years.</li><li>Any additional information.</li></ul>							
5.2.2	<b>Average percentage of students progressing to higher education during the last five years</b>						
	5.2.2.1	No. of outgoing students'' progression to higher education					
	Data requirement:						
	No. of students proceeding from						
	<ul style="list-style-type: none"><li>UG to PG:</li><li>PG to M. Phil:</li><li>PG to PhD:</li><li>M. Phil to Ph.D.:</li><li>Ph. D. to Post Doctoral:</li></ul>						
Formula:							
$\text{Percentage per year} = \frac{\text{No. of outgoing students progressing to higher education} \times 100}{\text{Total No. of final year students}}$							
<b>Response:</b>							
<b>Attach as Annexure(s)</b>							
<ul style="list-style-type: none"><li>Supporting data of students/alumni.</li><li>Any additional information.</li><li>Details of student progression to higher education</li></ul>							
5.2.3	<b>Average percentage of students qualifying in State/National/International level examinations during the last five years</b> <b>(e.g.: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)</b>						



### Key Indicator 5.3 Students' Participation and Activities

Item No.	Particulars					
5.3.1	<b>No. 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.</b>					
5.3.1.1	No. of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level (award for a team event should be counted as one) year wise during the last five years.					
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
	Number					
Data requirement for last five years: <ul style="list-style-type: none"><li>Name of the award/medal</li><li>University/State/National/International</li><li>Sports/Culture</li></ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>E-copies/hard copies of award letters and certificates.</li><li>Any additional information.</li><li>List of awards/medals for outstanding performance in sports/cultural activities at University/State/National/International level during the last five years.</li></ul>						
5.3.2	<b>Institutions facilitates students' representation and engagement in various administrative, co-curricular and extra-curricular activities (student council/students representation on various bodies as per established processes and norms)</b>					
<b>Response:</b> <p>K C Institute of Pharmaceutical Sciences encourages student representation and engagement in various activities to enhance leadership skills and responsibility. While there is no formal student council, students actively participate in committees such as the Anti-Ragging Cell and Grievance Redressal Committee, where they assist in maintaining discipline and addressing concerns.</p> <p>Students are also involved in co-curricular and extracurricular activities, including academic seminars, awareness programs, and cultural events. They assist in organizing workshops, health camps, and pharmaceutical awareness drives under faculty supervision. Their participation in these activities fosters teamwork, decision-making, and leadership skills. The institution aims to enhance student involvement further by promoting structured participation in institutional activities, ensuring holistic development beyond academics.</p> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"><li>Any additional information.</li><li>Paste link for additional information, if any.</li></ul>						
5.3.3	<b>Average No. of sports and cultural events/competitions in which students of the institution participated during the last five years (organized by the institution/other institutions)</b>					
5.3.3.1	No. of sports and cultural events/competitions in which students of the institution participated year wise during the last five years					
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
	Number					

Data requirement for last five years:

- List of events/competitions

Formula:

$$\frac{\text{No. of sports and cultural events/competitions in which students of the institution participated during the last 5 years}}{5}$$

**Attach as Annexure(s)**

- Report of the event.
- Any additional information.
- List of sports and cultural events/competitions in which students of the institution participated during the last five years.

### Key Indicator 5.4 Alumni Engagement

Item No.	Particulars
5.4.1	<p><b>Is there a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services?</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences does not have a registered Alumni Association at present. However, the institution maintains informal connections with alumni who contribute through guidance and mentorship for current students. Former students occasionally visit the campus to share their professional experiences, providing career insights and industry exposure. The institution plans to establish a formal Alumni Association in the future to enhance alumni engagement and strengthen institutional development. Efforts are being made to create a structured network where alumni can contribute through knowledge sharing, guest interactions, and possible collaborations. This initiative aims to build a strong connection between past and present students for academic and professional growth.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>
5.4.2	<p><b>Alumni contribution during the last five years (INR in lakhs)</b></p> <p><b>Options:</b>  (A) <math>\geq 5</math> lakhs  (B) 4 lakhs – 5 lakhs  (C) 3 lakhs – 4 lakhs  (D) 1 lakh - 3 lakhs  (E) <math>\leq 1</math> lakhs</p> <p><b>Response:</b>  (E) &lt;1 lakhs (No Contribution)</p> <p>Data requirement for last five years:</p> <ul style="list-style-type: none"> <li>Alumni association/Name of the alumni</li> <li>Quantum of contribution</li> <li>Audited statement of account of the institution reflecting the receipts</li> </ul> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>Any additional information.</li> </ul>

**Criterion 6-Governance, Leadership and Management**  
**Key Indicator 6.1 Institutional Vision and Leadership**

Item No.	Particulars
6.1.1	<p><b>The Governance of the institution is reflective of and in tune with the vision and mission of the institution</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences upholds its vision and mission through effective governance and structured decision-making. The institution is committed to providing quality pharmaceutical education, fostering research, and producing competent healthcare professionals. Governance is aligned with this mission by ensuring transparency, accountability, and structured administration.</p> <p>The institution follows a participatory approach where teachers contribute to decision-making through various committees such as the Examination Cell, Grievance Redressal Committee, and Anti-Ragging Cell. Faculty members actively participate in curriculum planning, academic improvements, and institutional development strategies. Regular meetings and discussions ensure that policies are aligned with institutional goals.</p> <p>Through its governance framework and faculty involvement, the institution continuously strives to enhance academic excellence and student welfare while maintaining its commitment to its vision and mission.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
6.1.2	<p><b>The effective leadership is visible in various institutional practices such as decentralization and participative management</b></p> <p>Describe a case study (if any) showing decentralization and participative management in the institution in practice within 100-150 words.</p> <p><b>Response:</b></p>

## Key Indicator 6.2 Strategic Development and Deployment

6.2.1	<p><b>The institutional strategic/perspective plan is effectively deployed</b></p> <p><b>Response:</b> K C Institute of Pharmaceutical Sciences try to strengthen academic resources and support student learning. The institution expanded its library collection by adding new textbooks, reference materials, and updated pharmacy-related publications. A well-structured book-lending system was introduced to streamline access and ensure effective resource utilization. Students are encouraged to engage in research and self-study using the enhanced library resources. This initiative has significantly contributed to academic development, providing students with quality learning materials. The institution remains dedicated to continuously improving its academic infrastructure to support holistic student growth and academic excellence.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Strategic plan and deployment documents on the website.</li> <li>• Any additional information.</li> <li>• Paste link for additional information, if any.</li> </ul>
6.2.2	<p><b>The functioning of the institutional bodies is effective and efficient as visible from policies, administrative set up, appointment and service rules, procedures etc.</b></p> <p><b>Response:</b> K C Institute of Pharmaceutical Sciences follows a well-structured organizational hierarchy to ensure effective governance and administration. At the top, the <b>Governing Body</b> oversees policy-making and institutional development. The <b>Principal</b> is responsible for overall administration, academic leadership, and implementation of policies in line with affiliating university guidelines. Under the Principal, the <b>Administrative Office</b> manages operational activities, including finance and human resources. <b>Department Heads</b> oversee academic programs, faculty coordination, and research initiatives. The <b>Examination Cell</b> ensures smooth conduct of assessments and result processing, while the <b>Grievance Redressal Committee</b> addresses staff and student concerns. Other functional committees, such as the <b>Anti-Ragging Cell</b> and <b>NAAC Steering Committee</b>, contribute to institutional efficiency. This structured system ensures smooth decision-making and institutional growth.</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Any additional information.</li> <li>• Link to Organogram of the Institution website, if any.</li> <li>• Paste link for additional information, if any.</li> </ul>

6.2.3

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

- (1) Administration
- (2) Finance and Accounts
- (3) Student Admission and Support
- (4) Examination

**Options:**

- (A) All of the above
- (B) 3 of the above
- (C) 2 of the above
- (D) 1 of the above
- (E) None of the above

**Data requirement:**

- Areas of e-governance  
Administration  
Finance and Accounts  
Students Admission and Support  
Examination
- Name of the Vendor with contact details
- Year of implementation

**Attach as Annexure(s)**

- ERP (Enterprise Resource Planning) Document.
- Screen shots of user interfaces
- Any additional information
- Details of implementation of e-governance in areas of operation, Administration etc.



### Key Indicator 6.3 Faculty Empowerment Strategies

Item No.	Particulars					
6.3.1	<b>The institution has effective welfare measures for teaching and non-teaching staff.</b>  <b>Response:</b> K C Institute of Pharmaceutical Sciences ensures the well-being of its teaching and non-teaching staff through various welfare measures. The institution provides leave benefits and encourages faculty to enhance their qualifications through participation in faculty development programs. Non-teaching staff benefit from skill enhancement training and a supportive work environment. Basic healthcare facilities, maternity leave, and a grievance redressal mechanism contribute to staff welfare. Annual staff gatherings and celebrations foster a positive institutional culture. These initiatives promote job satisfaction, professional growth, and a motivated workforce.  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Paste link for additional information, if any.</li> </ul>					
6.3.2	<b>Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years</b>					
6.3.2.1	No. of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years					
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
	Number	0	0	0	0	0
	Data requirement for last five years: <ul style="list-style-type: none"> <li>Name of the teachers</li> <li>Name of conference/workshop attended for which financial support provided.</li> <li>Name of the professional body for which membership fee is provided</li> </ul> Formula: $\text{Percentage per year} = \frac{\text{No. of teachers provided with financial support to attend conferences, workshops and towards membership fee of professional bodies}}{\text{No. of full time teachers}} \times 100$ $\text{Average percentage} = \frac{\sum \text{Percentage per year}}{5}$ <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>Any additional information.</li> <li>Details of teachers provided with financial support to attend conference, workshops etc. during the last five years.</li> </ul>					
6.3.3	<b>Average No. of professional development/administrative training programs organized by the institution for teaching and non-teaching staff during the last five year</b>					
6.3.3.1	Total No. of professional development/administrative training programmes organized by the institution for teaching and non-teaching staff year wise during the last five years					
	Year	2019-20	2020-21	2021-22	2022-23	2023-24
	Number	0	0	0	0	0

	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"><li>Title of the professional development programme organized for teaching staff.</li><li>Title of the administrative training programme organized for non-teaching staff</li><li>Dates (From-to)</li></ul>																		
	<p>Formula:</p> <p>Average per year = <math>\frac{\text{Total No. of professional development or administrative training programmes organized for teaching and non-teaching staff during the last five years}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Any additional information.</li><li>Details of professional development/administrative training programmes organized by the University for teaching and non-teaching staff.</li></ul>																		
6.3.4	<p><b>Average percentage of teachers undergoing online/face-to-face Faculty Development Programmes (FDP) during the last five years</b> (Professional Development Programmes, Orientation/Induction Programmes, Refreshers Course, Short Term Course etc.)</p>																		
6.3.4.1	<table><tr><td colspan="6">Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years</td></tr><tr><td><b>Year</b></td><td>2019-20</td><td>2020-21</td><td>2021-22</td><td>2022-23</td><td>2023-24</td></tr><tr><td><b>Number</b></td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years						<b>Year</b>	2019-20	2020-21	2021-22	2022-23	2023-24	<b>Number</b>	0	0	0	0	0
Total No. of teachers attending professional development programmes viz., orientation/induction programme, refresher course, short term course year wise during the last five years																			
<b>Year</b>	2019-20	2020-21	2021-22	2022-23	2023-24														
<b>Number</b>	0	0	0	0	0														
	<p>Data requirement for the last five years:</p> <ul style="list-style-type: none"><li>No. of teachers</li><li>Title of the programme</li><li>Duration (from-to)</li></ul> <p>Formula:</p> <p>Percentage per year = <math>\frac{\text{Total No. of teaching staff attending such programmes}}{\text{No. of full time teachers}} \times 100</math></p> <p>Average percentage = <math>\frac{\sum \text{Percentage per year}}{5}</math></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"><li>Details of teachers attending professional development programmes during the last five years.</li><li>Any additional information.</li></ul>																		
6.3.5	<p><b>Institution’s Performance Appraisal System for teaching and non-teaching staff</b></p> <p><b>Response:</b> K C Institute of Pharmaceutical Sciences follows a structured Performance Appraisal System to evaluate the effectiveness of teaching and non-teaching staff. Teaching staff are assessed based on academic performance, student feedback, research contributions, and participation in institutional activities. Self-appraisal forms and annual reviews by the management help identify strengths and areas for improvement. Non-teaching staff are evaluated based on efficiency, punctuality, and administrative contributions. Regular feedback sessions ensure professional growth and accountability. Promotions, increments, and training programs are aligned with performance outcomes. This appraisal system ensures continuous improvement, motivation, and overall institutional development.</p>																		

## Key Indicator 6.4 Financial Management and Resource Mobilization

Item No.	Particulars					
6.4.1	<b>Institution conducts internal and external financial audits regularly</b>  <b>Response:</b> K C Institute of Pharmaceutical Sciences conducts regular internal and external financial audits to ensure financial transparency and accountability. Internal audits are carried out annually by the institution's finance committee to monitor budget utilization, expense records, and compliance with financial policies. External audits are conducted by a certified auditor to verify financial statements and adherence to statutory regulations. Any audit objections raised are addressed through a structured mechanism where discrepancies are reviewed, clarified, and rectified by the finance department in coordination with the auditor. Proper documentation and corrective measures are implemented to prevent recurrence. These systematic audits ensure financial discipline and the effective utilization of funds, contributing to the institution's financial stability.  <b>Attached as Annexure:</b> •					
6.4.2	<b>Funds/Grants received from non-government bodies, individuals, philanthropers during the last five years (Not covered in Criterion III)</b>					
6.4.2.1	Total grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in lakhs)					
	<b>Year</b>	2019-20	2020-21	2021-22	2022-23	2023-24
	<b>INR in lakhs</b>	0	0	0	0	0
	Data requirement for last five years:  <ul style="list-style-type: none"> <li>Name of the non-government bodies, individuals, Philanthropers</li> <li>Funds/grants received</li> </ul> <b>Attached as Annexure:</b> •					
6.4.3	<b>Institutional strategies for mobilisation of funds and the optimal utilization of resources</b>  <b>Response:</b> K C Institute of Pharmaceutical Sciences adopts systematic strategies for fund mobilization and optimal resource utilization. The institution primarily generates funds through tuition fees and contributions from stakeholders. A well-structured budget allocation ensures the efficient utilization of resources, focusing on academic development, infrastructure improvement, and student support. Funds are strategically used for upgrading laboratories, library resources, faculty training, and technological advancements. Regular audits and financial monitoring ensure transparency and accountability. Additionally, cost-effective measures such as resource sharing, digitalization, and energy conservation are implemented to maximize efficiency. These policies help sustain quality education and institutional growth while maintaining financial stability.					

**Criterion 7 – Institutional Values and Best Practices**  
**Key Indicator-7.1 Institutional Values and Social Responsibilities**

Item No.	Particulars										
7.1.1	<p><b>Measures initiated by the institution for gender equity promotion of gender equity during the last five years</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences is committed to promoting gender equity through various initiatives. The institution ensures a safe and inclusive environment by providing facilities such as a separate common room for female students and sanitary vending machines. Awareness programs, such as poster-making competitions and group discussions on gender equality, are conducted to promote sensitization. Equal opportunities are provided in admissions, leadership roles, and academic participation, ensuring a balanced learning environment. The institution also encourages female students to participate in extracurricular activities, fostering confidence and empowerment. Anti-harassment policies and a grievance redressal cell are in place to address gender-related concerns. Through these measures, the institution strives to create a gender-sensitive and supportive campus environment.</p> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Annual gender sensitization action plan</li> <li>• Specific facilities provided for women in terms of <ul style="list-style-type: none"> <li>(a) Safety and security</li> <li>(b) Counselling</li> <li>(c) Common Rooms</li> <li>(d) Day care center for young children</li> <li>(e) Any other relevant information</li> </ul> </li> </ul>										
	<b>Environmental Consciousness and Sustainability</b>										
7.1.2	<p><b>The institution has facilities for alternate sources of energy and energy conservation measures</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">(1) Solar energy</td><td style="width: 40%; text-align: center;"><input type="text"/></td></tr> <tr> <td>(2) Biogas Plant</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(3) Wheeling to the Grid</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(4) Sensor-based energy conservation</td><td style="text-align: center;"><input type="text"/></td></tr> <tr> <td>(5) Use of LED bulbs/power efficient equipment</td><td style="text-align: center;"><input type="text"/></td></tr> </table> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs</li> <li>• Any other relevant information</li> </ul>	(1) Solar energy	<input type="text"/>	(2) Biogas Plant	<input type="text"/>	(3) Wheeling to the Grid	<input type="text"/>	(4) Sensor-based energy conservation	<input type="text"/>	(5) Use of LED bulbs/power efficient equipment	<input type="text"/>
(1) Solar energy	<input type="text"/>										
(2) Biogas Plant	<input type="text"/>										
(3) Wheeling to the Grid	<input type="text"/>										
(4) Sensor-based energy conservation	<input type="text"/>										
(5) Use of LED bulbs/power efficient equipment	<input type="text"/>										

7.1.3	<p><b>Describe the facilities in the institution for management of following types of degradable and non-degradable waste (within 100-150 words)</b></p> <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul> <p>Provide web link to (if any):</p> <ul style="list-style-type: none"> <li>• Relevant documents like agreements/MoUs with Government and other approved agencies</li> <li>• Geo-tagged photographs of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.4	<p><b>Water conservation facilities available in the Institution:</b></p> <p>Rain water harvesting</p> <p>(1) Borewell/Open well recharge <input data-bbox="1225 819 1324 846" type="text"/></p> <p>(2) Construction of tanks and bunds <input data-bbox="1225 853 1324 880" type="text"/></p> <p>(3) Waste water recycling <input data-bbox="1225 887 1324 913" type="text"/></p> <p>(4) Maintenance of water bodies and distribution system in the campus <input data-bbox="1225 920 1324 947" type="text"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.5	<p><b>Green campus initiatives include:</b></p> <p>(1) Restricted entry of automobiles <input data-bbox="1225 1305 1324 1332" type="text"/></p> <p>(2) Battery-powered vehicles <input data-bbox="1225 1339 1324 1366" type="text"/></p> <p>(3) Pedestrian-friendly pathways <input data-bbox="1225 1373 1324 1400" type="text"/></p> <p>(4) Ban on the use of plastics <input data-bbox="1225 1406 1324 1433" type="text"/></p> <p>(5) Landscaping with trees and plants <input data-bbox="1225 1440 1324 1467" type="text"/></p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Geotagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>
7.1.6	<p><b>Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:</b></p> <p>(1) Green audit <input data-bbox="1214 1794 1313 1821" type="text"/></p> <p>(2) Energy audit <input data-bbox="1214 1827 1313 1854" type="text"/></p> <p>(3) Environment audit <input data-bbox="1214 1861 1313 1888" type="text"/></p>

	(4) Clean and green campus recognitions/awards (5) Beyond the campus environmental promotion activities  <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>• Reports on environment and energy audits.</li> <li>• Any other relevant information.</li> </ul>	<input type="text"/>
7.1.7	<b>The institution has disabled-friendly, barrier free environment</b> <ul style="list-style-type: none"> <li>• Built environment with ramps/lifts for easy access to classrooms</li> <li>• Disabled-friendly washrooms</li> <li>• Signage including tactile path, lights, display bards and signposts</li> <li>• Assertive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, Mechanized equipment</li> <li>• Provision for enquiry and information: Human assistant, reader, Scribe, soft copies of reading material, screen reading</li> </ul> <b>Attach as Annexure(s)</b> <ul style="list-style-type: none"> <li>• Geo-tagged photographs/videos of the facilities.</li> <li>• Any other relevant information.</li> </ul>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>  <input type="text"/>
	<b>Inclusion and Situatedness</b>	
7.1.8	<b>Describe the institutional efforts/initiatives in providing an inclusive environment, i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities (within 100-150 words)</b>  <b>Response:</b>  <p>K C Institute of Pharmaceutical Sciences fosters an inclusive environment by promoting tolerance and harmony among students and staff from diverse cultural, regional, linguistic, and socio-economic backgrounds. The institution ensures equal opportunities for all through a non-discriminatory admission policy and student-friendly support systems. National festivals and important days are celebrated to promote unity and respect for all cultures. Group activities like debates, essay writing, and cultural programs encourage interaction and appreciation of diversity. The institution also supports students from economically weaker sections through fee concessions and mentorship programs. Awareness sessions on equality and ethical conduct further reinforce inclusivity. These initiatives create a harmonious learning atmosphere, ensuring that all students feel valued and respected.</p>	

	<b>Human Values and Professional Ethics</b>
7.1.9	<p><b>Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences takes initiatives to sensitize students and employees about constitutional values, rights, duties, and responsibilities. The institution observes Constitution Day and Republic Day with pledge-taking ceremonies, poster-making competitions, and discussions among students on constitutional principles. Awareness is created through display boards highlighting fundamental rights and duties. Activities such as essay writing and group discussions on topics like gender equality, environmental sustainability, and social responsibility help inculcate responsible citizenship. The institution also encourages students to participate in cleanliness drives and social service activities to promote civic responsibility. Through these simple initiatives, the institution fosters awareness of constitutional values among students and staff.</p>
7.1.10	<p><b>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard</b></p> <p>(1) The code of Conduct is displayed on the website: No  (2) There is a committee to monitor adherence to the Code of Conduct: No  (3) Institution organizes professional ethics programmes for students, Teachers, administrators and other staff: No  (4) Annual awareness programmes on Code of Conduct are organized: No</p> <p><b>Attach as Annexure(s)</b></p> <ul style="list-style-type: none"> <li>• Code of ethics</li> <li>• Appropriate information about the monitoring committee composition, number of programmes organized etc. in support of the claims.</li> <li>• Any other relevant information</li> </ul>
7.1.11	<p><b>Institution celebrates/organizes National and International commemorative days, events and festivals</b></p> <p><b>Response:</b>  K C Institute of Pharmaceutical Sciences acknowledges the significance of national and international commemorative days, events, and festivals to instill cultural awareness and professional ethics among students. The institution organizes events like National Pharmacy Week, World Health Day, and Independence Day with basic activities such as guest lectures, poster presentations, and awareness sessions. Republic Day and Gandhi Jayanti are observed with flag hoisting and motivational talks. International events like World Pharmacist Day are marked by expert discussions on the role of pharmacists in healthcare. Simple activities like essay competitions and online webinars ensure participation with minimal resources. These initiatives reflect the institution's commitment to holistic student development.</p>

### Key Indicator – 7.2 Best Practices

Item No.	Particulars
7.2.1	<b>Describe two best practices successfully implemented by the Institution</b> Provide web link to (if any) or Attach as Annexure (s) <ul style="list-style-type: none"><li>• Best practices in the Institutional website</li><li>• Any other relevant information</li></ul>

**Note:**

**Format for presentation of best practices**

1. **Title of the Practice:** This title should capture the keywords that describe the practice.
2. **Objectives of the Practice:** What are the objectives/intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice? (in about 100-150 words)
3. **The Context:** What were the contextual features and/or challenging issues that needed to be addressed in designing and implementing this practice? (in about 100-150 words)



HP Technical University, Hamirpur (HP)  
Academic Audit  
SSR Proforma to be submitted by Affiliated Institutions  
**PART II**  
Standard Operating Procedure (SOP)

**For the year: 2024-25**

**Name & address of the College/Institution:**

KC Institute of Pharmaceutical Sciences, V.P.O Pandoga, Teh. & Distt. Una (HP)  
177207

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

- (a) Academic Council/BoS of Affiliating University or the Institution.
- (b) Setting of question papers for UG/PG programs.
- (c) Design and Development of Curriculum for Add on/certificate/Diploma Courses
- (d) Assessment/evaluation process of the Affiliating University.

**Options:**

- A. All of the above.
- B. Any three of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

**Response:**

E. None of the above.

**1.1** Number of Add on/Certificate Programs offered during the last five years (Human Values/Yoga/NCC/NSS etc.)

**Response:**

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

**Response:**

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

**Response:**

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

**Response:**

**1.5** Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders:-

- (a) Students
- (b) Teachers
- (c) Employers
- (d) Alumni

**Options:**

- A. All of the above.
- B. Any three of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

**Response:**

- C. Any 2 of the above.

**1.60** Feedback process of the Institution may be classified as follows:-

**Options:-**

- A. Feedback collected, analysed and action taken and feedback available on website.
- B. Feedback collected, analysed and action has been taken.
- C. Feedback collected and analysed.
- D. Feedback collected
- E. Feedback not collected.

**Response:**

D. Feedback collected

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

**Response:**

**2.1** Students-Full time teacher ratio (Data for the latest completed academic year).

**Response:**

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

**Response:**

**2.3** Average percentage of full time teachers against sanctioned posts during the last five years.

**Response:**

**2.4** Average percentage of full time teachers with Ph.D./D.Sc./Dl. Litt. during the last five years (consider only highest degree for count).

**Response:**

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

**Response:**

**2.7** Average pass percentage of students during the last five years (branch wise).

**Response:**

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

**Response:**

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

**Response:**

**3.2** Number of seminars/conference/workshops conducted by the institution during the last five years.

**Response:**

**3.3** Number of papers published per teacher in the Journals notified on IEEE, Science Direct, Web of Science, UGC-Care and Scopus during the last five years.

**Response:**

**3.4** Number of books and chapters in edited volumes/books published and papers published in national/international conference proceedings per teacher during the last five years (with verifiable ISSN, ISBN).

**Response:**

**3.5** Number of awards and recognitions received for extension activities from

government/government recognized bodies during the last five years.

**Response:**

- 3.6** Number of extension and outreach programs conducted by the institution through NSS/NCC/Red Cross/YRC etc. (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the last five years.

**Response:**

- 3.7** Average percentage of students participating in extension activities at 23 above during the last five years.

**Response:**

**3.8** The institution has several collaboration/linkages with industry/institution for Faculty exchange and student placement, internship etc.

**Response:**

**3.9** Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years.

**Response:**

**3.10** Percentage of classrooms and seminar halls with ICT-enabled facilities such as smart class, LMS etc.

**Response:**

**4.0** Average percentage of expenditure, excluding salary for infrastructure augmentation during the last five years (INR in Lakhs).

**Response:**

**4.1** The institution has subscription for the following e-resources:-

- (a) e-journals
- (b) e-Shodhsindhu
- (c) Shodhganga Membership
- (d) E-books
- (e) Databases
- (f) Remote access

**Options:**

- A. Any 4 or more of the above.
- B. Any 3 of the above.
- C. Any 2 of the above.
- D. Any 1 of the above.
- E. None of the above.

**Response:**

**4.2** Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in lakhs).

**Response:**

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

**Response:**

**4.4** Student-Computer ratio (Data for the latest completed academic year).

**Response:**

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

**Options:-**

- A 10 GBPS
- B 1 GBPS
- C 750 MBPS
- D 500 MBPS
- E) Others (specify)

**Response:**

E) 10MBPS

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

**Response:**

- 5.0** Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years.

**Response:**

- 5.1** Average percentage of students benefited by scholarships, freeships etc. provided by the institution/non-government agencies during the last five years.

**Response:**

- 5.2** Capacity building and skill enhancement initiatives taken by the institution include the following:-

- (a) Soft skills
- (b) Language and communication skills
- (c) Life skills (Yoga, physical fitness, health and hygiene)
- (d) ICT/computing skills

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

**Response:**

A) All of the above

**5.3** Average percentage of students benefited by guidance for competitive examinations and career counselling offered by the Institution during the last five years.

**Response:**

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

- (a) Implementation of guidelines of statutory /regulatory bodies.
- (b) Organisation wide awareness and undertakings on policies with zero tolerance.
- (c) Mechanisms for submission of online/offline students' grievances.
- (d) Timely redressal of the grievances through appropriate committees

**Options:**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

**Response:**

A All of the above

**5.5** Average percentage of placement of outgoing students during the last five years with average salary.

**Response:**

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

**Response:**

**5.7** Average percentage of students qualifying in State/National/International level examinations during the last five years (eg: JAM/GATE/GMAT/CAT/GPAT/GRE/TOEFL/Civil Services/State Government examinations)

**Response:**

**5.8** 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:**

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

**Response:**

**5.10** Alumni contribution during the last five years (INR in Lakhs)

**Options:**

- A  $\geq 5$  lakhs
- B 4 Lakhs-5 lakhs
- C 3 lakhs-4 lakhs
- D 1 lakhs-3 lakhs
- E  $\leq 1$  lakhs

**Response:**

No Contribution from Alumni

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

- (a) Administration
- (b) Finance and Accounts
- (c) Student Admission and Support
- (d) Examination

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

**Response:**

E None of the above

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

**Response:**

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

**Response:**

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

**Response:**

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

**Response:**

No Funds or grants received.

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

- (a) Participated in NAAC with grade obtained.
- (b) Collaborative quality initiatives with other institution (s).
- (c) Participation in NIRF.
- (d) Any other quality audit recognized by State, National or International Agencies (ISO Certification, NBA), list of branch with NBA grading.

**Options:-**

- A All of the above.
- B 3 of the above.
- C 2 of the above.
- D 1 of the above.
- E None of the above.

**Response:**

E None of the above

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

- (a) Solar energy
- (b) Biogas plant
- (c) Wheeling to the Grid
- (d) Sensor-based energy conservation
- (e) Use of LED bulbs/power efficient equipment

**Response:**



Institute uses the LED Bulbs and LED Baton Lights.

**7.1** Water conservation facilities available in the institution

- (a) Rain water harvesting.
- (b) Borewell/Open well recharge
- (c) Construction of tanks and bunds
- (d) Waste water recycling .
- (e) Maintenance of water bodies and distribution system in the Campus

**Response:**

Institute is working towards making campus water conservation compliant.

**7.2** Green campus initiatives include:

- (a) Restricted entry of automobiles
- (b) Battery-powered vehicles
- (c) Pedestrian-friendly pathways
- (d) Ban on the use of plastics
- (e) Landscaping with trees and plants

**Response:**

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

- Green audit
- Energy audit
- Environment audit
- Clean and green campus recognitions/awards
- Beyond the campus environmental promotion activities

**Response:**

No Quality audit on environment is done in campus till now

**7.4** The Institution has disabled-friendly barrier free environment

- Built environment with ramps/lifts for easy access to classrooms.
- Disabled-friendly washrooms
- Signage including tactile path, lights, display boards and signposts
- Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment.
- Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:**

Institute is working on making the campus disable friendly.

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

- (a) The Code of Conduct is displayed on the Website.
- (b) There is a committee to monitor adherence to the Code of Conduct.
- (c) Institution organizes professional ethics programmes for students, teachers, administrators and other staff.
- (d) Annual awareness programmes on Code of Conduct are organized.

**Response:**

Himachal Pradesh Technical University, Hamirpur-177001, Himachal Pradesh  
**Academic Audit of Affiliated Institutions/Colleges**  
**PEER TEAM Report**

**For Year:**

**Section-I: General Information**

Items	Information/Particulars
1. Name & Address of the Institution:	
2. Year of Establishment:	
3. Current Academic Activities at the Institution (Numbers):	
• Departments/Centers:	
• Programmes/Courses offered:	
• Permanent Faculty Members:	
• Permanent Support Staff:	
• Students:	
4. Three major features in the institutional context (As perceived by the Peer Team):	
5. Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure).	
6. Composition of the Peer Team which undertook the on-site visit:	
<b>Chairman:</b>	
<b>Member:</b>	
<b>Member:</b>	



<b>Criterion 2- Teaching-Learning and Evaluation (Key Indicators in Criterion II)</b>	
<b>2.2</b>	<b>Catering to Student Diversity:</b>
<b>2.2.1</b>	The institution assesses the learning levels of the students, after admission and organizes special programs for advanced learners and slow learners.
<b>2.3</b>	<b>Teaching-Learning Process:</b>
<b>2.3.1</b>	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences.
<b>2.3.4</b>	Innovation and creativity in teaching-learning
<b>2.4</b>	<b>Teacher Profile and Quality:</b>
<b>2.5</b>	<b>Evaluation Process and Reforms:</b>
<b>2.5.1</b>	Reforms in Continuous Internal Evaluation (CIE) system at the institutional level
<b>2.5.2</b>	Mechanism of internal assessment is transparent and robust in terms of frequency and variety
<b>2.5.3</b>	Mechanism to deal with examination related grievances in transparent, time-bound and efficient
<b>2.5.4</b>	The institution adheres to the academic calendar for the conduct of CIE
<b>2.6</b>	<b>Student Performance and Learning Outcomes:</b>
<b>2.6.1</b>	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students
<b>2.6.2</b>	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
<b>2.7</b>	<b>Student Satisfaction Survey:</b>

<b>Qualitative analysis of Criterion II (100 to 150 words)</b>

<b>Criterion 3- Research, Innovations and Extension (Key Indicators in Criterion III)</b>	
<b>3.1</b>	<b>Resource Mobilization for Research</b>
<b>3.2</b>	Innovation Ecosystem
<b>3.2.1</b>	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
<b>3.3</b>	<b>Research Publications and Awards</b>
<b>3.4</b>	<b>Extension Activities</b>
<b>3.4.1</b>	Extension activities in the neighborhood community in terms of impact and sensitizing students to social issues and holistic development during the last five years
<b>3.5</b>	<b>Collaborations:</b>

<b>Qualitative analysis of Criterion III (100 to 150 words)</b>

<b>Criterion 4- Infrastructure and Learning Resources (Key Indicators in Criterion IV)</b>	
<b>4.1</b>	<b>Physical Facilities:</b>
<b>4.1.1</b>	The institution has adequate facilities for teaching-learning viz., classrooms, laboratories, computing equipment, etc
<b>4.1.2</b>	The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities
<b>4.2</b>	<b>Library as a Learning Resource:</b>
<b>4.2.1</b>	Library is automated using Integrated Library Management System (ILMS)
<b>4.2.2</b>	Collection rare books, manuscripts, special reports or any other knowledge resource for library enrichment
<b>4.3</b>	<b>IT Infrastructure:</b>
<b>4.3.1</b>	Institution frequently updates its IT facilities including Wi-Fi
<b>4.4</b>	<b>Maintenance of Campus Infrastructure:</b>
<b>4.4.2</b>	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities-laboratory, library, sports complex, computers, classrooms etc.

<b>Qualitative analysis of Criterion IV (100 to 150 words)</b>

<b>Criterion 5- Student Support and Progression (Key Indicators in Criterion V)</b>	
<b>5.1</b>	<b>Student Support</b>
<b>5.2</b>	<b>Student Progression</b>
<b>5.3</b>	<b>Student Participation and Activities:</b>
<b>5.3.2</b>	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
<b>5.4</b>	<b>Alumni Engagement:</b>
<b>5.4.1</b>	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

<b>Qualitative analysis of Criterion V (100 to 150 words)</b>







<b>Section III: OVERALL ANALYSIS</b> based on <i>Institutional Challenges, Opportunities, Weaknesses &amp; Strengths (COWS)</i> <b>(100 to 150 words each)</b>	
<b>Challenges</b>	
<b>Opportunities</b>	
<b>Weaknesses</b>	
<b>Strengths</b>	

<b>Section IV: <i>Recommendations for Quality Enhancement of the Institution</i></b>
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(Please limit to ten major ones and may use telegraphic language)
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**I have gone through the observation(s) of the Peer Team as mentioned in this report.**

**Signature of the Head of the Institution  
Name:**

Seal of the Institution

**Section V:**

Recommendation of Peer Team for consideration of Grant of Affiliation/Extension of Affiliation to the Institution (name of Institution: \_\_\_\_\_ )  
for the year:

Please write (Recommended/Not Recommended):

Signatures of the Peer Team Members:

<b>Sr. No.</b>	<b>Name</b>		<b>Signature with date</b>
1	Prof. ....	Chairperson	
2	Prof. ....	Member	
3	Prof. ....	Member	

Place:

Date: