# SELF STUDY REPORT

## FOR

## 1ˢᵗ CYCLE OF ACCREDITATION

## KASHI INSTITUTE OF PHARMACY

MS 23KM VARANASI PRAYAGRAJ HIGHWAY MIRZAMURAD
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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2024**

# 1. EXECUTIVE SUMMARY

## 1.1 INTRODUCTION

Kashi Institute of Pharmacy (Kashi IP), Varanasi, proudly stands as one of the leading Pharmacy institutions in Eastern Uttar Pradesh, a testament to its excellence. Established in 2009 under the aegis of the Jain Education Society, Kashi IP holds approvals from Pharmacy Council of India (PCI) and is affiliated to Dr. A.P.J. Abdul Kalam Technical University (AKTU) Lucknow (formerly U.P.T.U) and Board of Technical Education (BTE), Lucknow, Uttar Pradesh.

KashiIP is maintaining its leading position amongst all private Pharmacy Institutes in Eastern Uttar Pradesh. It is run by a team of visionary and motivated IIT Alumni with the strong dedication to provide best technical education and world class qualitative environment to the students of Uttar Pradesh.

We aim to impart advanced and best pharmacy education in graduate and diploma level to young & talented Indian students.

**Vision**

**Vision Statement:**

"Empowering Future Pharmacists for Excellence and Innovation in Healthcare"
Kashi Institute of Pharmacy aims to foster a culture of innovation among its students and faculty, encouraging them to explore new ideas, technologies, and practices that contribute to the advancement of pharmacy and healthcare as a whole.

**Mission**

**Mission Statement:**

"Enriching Education, Advancing Healthcare: Our mission at Kashi Institute of Pharmacy is to provide a transformative learning experience that prepares aspiring pharmacists to excel in a dynamic healthcare landscape. Through rigorous academic programs, innovative research, and community engagement, we are committed to fostering compassionate, skilled, and ethical pharmacy professionals who positively impact patient well-being and contribute to the evolution of healthcare practices."

**1) Enriching Education:** Kashi Institute of Pharmacy is dedicated to offering an education that goes beyond traditional learning, focusing on holistic development and providing students with the tools they need to succeed in their careers.

**2) Advancing Healthcare:** The mission highlights Kashi Institute of Pharmacy's commitment to contributing to the improvement and progress of healthcare through the education and training of future pharmacists.

**3) Innovative Research:** Kashi Institute of Pharmacy's dedication to research indicates its aspiration to be at

the forefront of pharmacy-related advancements, contributing to the expansion of knowledge and innovation within the field.

**4) Community Engagement:** The mission underscores the importance of connecting with and serving the community, emphasizing the role of pharmacists as healthcare providers who directly impact patient well-being.

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

**Institutional Strength**

**Strengths**

1. Situated in the heart of India's religious and knowledge city, Varanasi, which also has prominence being the city where our Hon'ble Prime Minister Shri Narendra Modiji has chosen to be elected as a Member of Parliament.
2. Kashi IP benefits from locational advantages, since it is near one of the oldest and revered Universities like Banaras Hindu University and Kashi Vidyapeeth.
3. It shares multiple facilities and cross knowledge with sister Institution Kashi Institute of Technology, which is a NAAC A grade college with a score of 3.21.
4. Highly qualified management who have graduated from IIT and studied from USA. This allows us the guidance from very competent management.
5. Excellent infrastructure in the campus. Students benefit from common infrastructure which is state of the art.
6. Operational MOUs for student internship, industrial training, and entrepreneurial skills with reputed industrial groups, hospitals, and pharmaceutical companies.
7. One of the most popular Pharmacy colleges in Purvanchal. We are proud to have given a Gold medalist in AKTU B Pharma.
8. Opportunities for placements.

**Institutional Weakness**

**Weaknesses**

1. Since we are an affiliated college, we do not have freedom to design our own academic curriculum-have to follow University curriculum.
2. Few Industries in the Varanasi region-so students have to move out for better job opportunities.
3. We need to give better research output

**Institutional Opportunity**

**Opportunities**

1. Uttar Pradesh is one of the fastest growing states in India, and wants to have a state GDP of USD One trillion very quickly. We will benefit by being in this state with high growth.

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2. We can become an autonomous college after NAAC accreditation.
3. We can become a magnet for students of Bihar, due to our proximity and quality of education.
4. We can collaborate with BHU and other colleges for joint research.

**Institutional Challenge**

**Challenges**

1. Students coming from rural background lack the requisite fundamental knowledge.
2. Students are reluctant to become entrepreneurs.
3. Collaboration with pharmaceutical companies is difficult due to their lack of presence in this area.
4. Mushrooming growth of Pharmacy colleges puts pressure on quality of education.

# 1.3 CRITERIA WISE SUMMARY

**Curricular Aspects**

Kashi Institute of Pharmacy is affiliated with Dr. A.P.J. Abdul Kalam Technical University, Lucknow (AKTU), and Follows the curriculum approved by the University. The Academic Council is responsible for maintaining the standards of instruction required not only for effective curriculum delivery but also for a robust education and examination system. At the time of commencement of every academic semester, an academic calendar gets disseminated as per the AKTU calendar. After the allocation of the subject, the timetable committee prepares a master timetable and uploads it to the Kashi Institute of Pharmacy ERP. The contents are delivered to students as per the lesson plan and continuously monitored by the IQAC Committee. Faculties prepare semester-wise course file which includes the Vision/Mission of the Institute PEOs, POs, COs, Academic Calendar, Syllabus, Class/Master time-table, Lesson Plan as per Bloom's Taxonomy, Mapping of COs and POs, Previous Year Question Papers, Assignments, topics beyond the syllabus, Quizzes, Question Bank, List of Text & Reference Books, e-content, etc. During COVID-19, the Institution has shifted to various online learning platforms like Google Meet, MS Teams, Zoom app, Google Classroom, and YouTube channel. Conduction of classes is duly monitored by the HOD, Academic coordinator, and Director regularly so that faculty members can finish the syllabus within the given time frame. A special team has been constituted under the Academic Coordinator to monitor the online classes of all branches of the Institution, especially during the Covid-19 pandemic with observation reports prepared daily and circulated to HOD for corrective action. The institute identifies slow learners and organizes remedial classes for them. Class representatives and parent-teacher meetings are other forums where the progress of the students is discussed and necessary suggestions and corrections are implemented if required. The institute is well equipped with smart virtual classrooms and other ICT facilities which further ensure effective delivery of the curriculum. Institute conducts internal examinations CT-1, PUT, and Makeup tests for monitoring student's performance. Feedback from Students, Teachers, Employers, and Alumni is taken based on predefined parameters. Further, faculty-wise student feedback is reviewed.

**Teaching-learning and Evaluation**

The institute organizes an Induction Program every year to apprise newly joined students of Pharmacy and

make them feel comfortable to acclimatize to the new environment. For all-round development, the institute provides training in Soft Skills, Aptitude, and various value-added courses. The students are motivated to get registered for ongoing value-added courses. The process of teaching normally involves the use of lectures and practical. The university also prescribes the number of hours that have to be spent on each during the week. However, major improvements in learning have suggested that using better teaching techniques can greatly enhance the learning experience, making it enjoyable and giving better knowledge retention. Concepts such as experiential learning, participative learning, and problem-solving approach are just some of the methods that greatly enhance the learning experience, and these are used extensively in Kashi IP. The best example of experiential learning is doing experiments in laboratories (which is a standard teaching process) and going through an internship program in Pharmaceutical Industries, including Hospital training, which allows the students to apply and understand the concepts learned in theory. Participative learning or group learning is when the student learns interpersonal skills, coordination, cooperation, and individual role play by taking part in a project wherein the result is based on the inputs and efforts of fellow students. All group projects, group discussions, student class presentations, participation in sports, cultural and competitive activities present multiple opportunities for participative learning. Kashi IP students participate in many inter-college sports activities, cultural festivals, and music /dance competitions, and there are multiple group activities in academics as well. All Pharmacy students teaching are focused on the problem-solving approach. From small projects and assignments students to the emphasis on being prepared to better understand the Pharmaceutical approaches, the complete attention is to inculcate scientific, logical, and result-oriented approaches to any problem. A lot of attention is also given by giving many hours of training to students in soft skills, professional skills, and technical skills which helps in All India level competitive exams.

## Research, Innovations and Extension

The college has tried to create a harmonious atmosphere to encourage research. At the outset, every faculty is encouraged to write and publish at least one paper in a reputed journal. At the end of a year, the faculty annual review assigns high points for research. Some percentage of the annual increment (2.5 percent) is only based on whether research has been done by the faculty. To encourage faculty to attend workshops and learn about cutting-edge developments, the college bears a part of the expense of attending the workshops. Paid leaves are granted to the faculty for this purpose. Further, the travel/conveyance is also reimbursed by the college on an actual cost basis. Faculty at Kashi IP has 2 patents on file. The institute also sponsors faculty development programs, seminars, and workshops on topics like intellectual property rights, research methodology, and entrepreneurship skills, for higher education and pursuing PhDs (which is highly encouraged), unpaid leave is granted during the course of the program. At the outset, the college has reserved space and internet facilities for any group of students interested in doing a startup. Though the college itself does not have an Incubation Center, it utilizes the Incubation center at IIT BHU and has a good relationship with them. To encourage students to create start-ups, the whole process of beginning a startup is explained to the students. They are motivated to be entrepreneurs, to be job givers rather than job seekers. Students are highly excited when they hear of the high valuations of Indian startups, especially those that become Unicorns. To further motivate students, they are encouraged to participate in the TIE-UP TYE program, which actively tries to foster the entrepreneurial spirit in the students.

## Infrastructure and Learning Resources

Kashi Institute of Pharmacy has a sprawling area of 2 acres of land and a total build-up area of 5338 square meters comprising an adequate number of classrooms, well-equipped laboratories, a Machine Room and

Central Instrumentation facilities, an administrative office, a library, furnished seminar halls, common rooms, computing resources, ICT enabled classroom, auditorium, and playground. Each classroom is air-conditioned, well-ventilated, and well furnished with a seating capacity of about 60 students. Most classrooms, enabled with ICT facilities such as overhead projectors, projector screens, and speakers are provided to enable teachers to use a variety of teaching approaches. Laboratories are well-maintained and equipped. A fully functional computer lab with a high-speed internet facility is offered both for students and faculty. The college has always promoted the right to education for physically disabled students by providing both ramps and lift facilities on the campus. Wi-Fi is offered throughout the entire college. For safety and security concerns; the entire campus is monitored by CCTV cameras. The College has a two-bed medical room that is well-equipped in order to provide First Aid services for students. The college has certified fire and life safety facilities in all the buildings. Water cooler facilities are available on alternate floors. The seminar halls are equipped with speakers, projectors, and comfortable foldable chairs with a capacity of 200 occupants. The college also offers ample space for sports activities, yoga classes, and cultural activities. The college has a large indoor auditorium which is well-ventilated and has a seating capacity of about 1000 people. For various indoor and outdoor sports activities like football, cricket, kabaddi, athletics and chess, etc, the institute has its playground. In addition to the multipurpose field, the college also offers a fully equipped gymnasium. There is a temple on the campus that promotes spirituality. The college has focused on achieving sustainability goals by adding rainwater harvesting and rooftop solar panels, which not only benefits the campus by saving costs, and the environment, but also inspires and educates the students on eco-friendly and energy-efficient solutions.

## Student Support and Progression

The alumni association of Kashi Institute of Pharmacy worked for a number of years as an informal Association led by some interested Alumni of the Institute. The formal shape of the Alumni Association took place in 2022 by the formation of a trust with the name of KASHI GROUP OF INSTITUTIONS ALUMNI TRUST. The trust was formally formed on 28th April 2022. After this formal shape, the activities of the Association have become more structured, with specifically assigned responsibilities. The primary responsibility of running the Alumni Association lies with the President and Secretary of the Association. The Association has been very active after its formation. At the outset, it was recognised that any Association is only viable if it is financially independent. With this in mind, the Association allows any graduating student to be it is life member upon payment of Rs 500/- onetime fee. Further, looking at the initial needs of the Association, a fundraising drive was organised with its members, and a fund of over Rs 3.5 lakhs was collected for the Association. Bringing all the alumni of the college under its umbrella, an online alumni service specially designed for connecting alumni called ALMASHINES has been purchased, and the target is to use this platform to connect all alumni with the Institute, reach out to all alumni with regular updates about all that is happening in their Alma mater, organize Alumni get together, initially with the college as the venue and then try to make city-level alumni meets, get expert lectures from Alumni, especially with respect to current Industry trends and Industry needs, tap the alumni to understand placement opportunities motivate them to help current students get placed, get the Alumni into various decisions making committees so that their expertise can guide the Institute to greater heights and Use the alumni network to generate grants for the college.

## Governance, Leadership and Management

Kashi Institute of Pharmacy is a self-financed institution; which means that the primary source of funds has to be brought from the members of the society. Shri Vipul Jain is the Secretary of the Jain Education Society and is a B Tech from IIT Delhi and an MBA (Finance) from the USA. In the Year 2009, the society started the

Kashi Institute of Pharmacy, and all the funds for the project were raised through the friends and relatives of the members of the society. After the Institute started operations, the society was able to secure loans for further growth of the Institute from the Bank of Baroda, Kanpur. Through the next four years, the society was able to get four rounds of loan funding from the Bank of Baroda. At the same time, each of the tranches of loans had their individual repayment schedule. Despite difficulties, it is a matter of pride that the Society made every single interest payment on time and repayment of loans before time. Currently, the primary sources of funds for the Institute are the fees charged from the students. Other sources of funds include Hostel fees, Transport fees, Online exam fees, grants from Government agencies, Bank interest, Consultancy fees, and other miscellaneous incomes. The annual audit is a statutory requirement for all charitable societies and is currently being done by M/s Vinod Jindal and Associates. Jain Education Society which runs Kashi Institute of Pharmacy has all income tax exemptions under Section 12A and Section 10(23)C. The team from the statutory auditor regularly visits the college and does a detailed audit of all revenue and expenditures.

**Institutional Values and Best Practices**

Kashi Institute of Pharmacy Varanasi is well known not only for its endeavour towards academic excellence but also because of its policies of empathy, societal consciousness, and harmonious relationship/sensitivity to different cultures. The sprawling Kashi Institute of Pharmacy has a total built-up area of 5338 square metres, which includes an adequate number of classrooms, well-stocked laboratories, a workshop, an administrative office, a library, furnished seminar rooms, common rooms, computing resources, an ICT-enabled classroom, an auditorium, and a playground. The school's land area is 2 acres.

**GENDER EQUITY & SENSITIZATION-**For the past several years, the institute has consistently organised various interactions with experts to promote gender equality and awareness for female students, female faculty, and staff members.

**RESEARCH & DEVELOPMENT- With** the goal of achieving research excellence, creating an exceptional research environment for the researchers and broadly enabling research breakthroughs to fulfill National & International demands, a well-structured and formed research and development team has been established.

**BEYOND CURRICULUM INITIATIVES -** To increase the employability quotient of the students, the Kashi Institute of Pharmacy has developed a number of value-added courses that go above and beyond what is required by the curriculum, both at the Institute and departmental levels. Use of ICT in teaching and learning processes through the installation of smart classrooms in institutes to enhance the dynamic and interactive nature of instruction. Some specific instances where Kashi IP has proactively promoted awareness of one's constitutional roles and responsibilities may be enumerated as follows:

All present at the "New India Pledges Taking Ceremony" on Republic Day and Independence Day.

An online Poster Competition by the student collectives of Kashi IP on The Fundamental Rights and Duties of Indian Citizens was organized during the lockdown period.

In keeping with the values and ethics of Community Service, KASHI IP routinely conducts Swachh Bharat and Swasth Bharat Abhiyaans.

As a Pharmacy College, KASHI IP celebrates every year Pharmacist Day with debates, projects, and models on sustainable development and eco-friendly models of economic growth. World Environment Day is celebrated

by all at Kashi IP with great enthusiasm by planting trees to keep the campus green.

# 2. PROFILE

## 2.1 BASIC INFORMATION

| Name and Address of the College | |
| --- | --- |
| Name | KASHI INSTITUTE OF PHARMACY |
| Address | MS 23Km Varanasi Prayagraj Highway Mirzamurad |
| City | VARANASI |
| State | Uttar pradesh |
| Pin | 221307 |
| Website | https://kashiip.ac.in |

| Contacts for Communication | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Designation** | **Name** | **Telephone with STD Code** | **Mobile** | **Fax** | **Email** |
| Director | Ashutosh Mishra | 091-7970798454 | 9457246044 | - | directorpharm@kashiit.ac.in |
| IQAC / CIQA coordinator | Vivek Keshri | 091-9450533706 | 7970798454 | - | hodpharm@kashiit.ac.in |

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

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

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

| Establishment Details |
| --- |
| |

| State | University name | Document |
|---|---|---|
| Uttar pradesh | Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow | View Document |

**Details of UGC recognition**

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

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|---|---|---|---|---|
| PCI | View Document | 04-05-2023 | 12 | |

**Recognitions**

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

**Location and Area of Campus**

| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|---|---|---|---|---|
| Main campus area | MS 23Km Varanasi Prayagraj Highway Mirzamurad | Rural | 2 | 5338 |

# 2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|---|---|---|---|---|---|
| Programme Level | Name of Programme/Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BPharm,Pharmacy, | 48 | Higher Secondary | English | 100 | 100 |

## Position Details of Faculty & Staff in the College

| | Teaching Faculty | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Professor** | | | | **Associate Professor** | | | | **Assistant Professor** | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 0 | | | | 0 | | | | 0 | | | |
| Recruited | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 4 | | | | 7 | | | | 15 | | | |
| Recruited | 3 | 1 | 0 | 4 | 7 | 0 | 0 | 7 | 6 | 9 | 0 | 15 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| | Non-Teaching Staff | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 16 |
| Recruited | 12 | 4 | 0 | 16 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|---|---|---|---|
| | **Male** | **Female** | **Others** | **Total** |
| Sanctioned by the UGC /University State Government | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 5 |
| Recruited | 5 | 0 | 0 | 5 |
| Yet to Recruit | | | | 0 |

**Qualification Details of the Teaching Staff**

| Permanent Teachers | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Highest Qualificatio n** | **Professor** | | | **Associate Professor** | | | **Assistant Professor** | | | |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | Total |
| D.sc/D.Litt/ LLD/DM/M CH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 7 | 0 | 0 | 6 | 9 | 0 | 22 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

| Details of Visting/Guest Faculties | | | | |
|---|---|---|---|---|
| Number of Visiting/Guest Faculty engaged with the college? | Male | Female | Others | Total |
| | 2 | 1 | 0 | 3 |

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|---|---|---|---|---|---|---|
| UG | Male | 75 | 10 | 0 | 0 | 85 |
| | Female | 13 | 2 | 0 | 0 | 15 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 49 | 2 | 0 | 0 | 51 |
| | Female | 9 | 0 | 0 | 0 | 9 |
| | Others | 0 | 0 | 0 | 0 | 0 |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---|---|---|---|---|
| SC | Male | 4 | 3 | 3 | 2 |
| | Female | 0 | 2 | 2 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 36 | 28 | 33 | 42 |
| | Female | 11 | 8 | 6 | 13 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 45 | 49 | 39 | 34 |
| | Female | 4 | 10 | 14 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 100 | 97 | 100 |

**Institutional preparedness for NEP**

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Aim of Kashi institute of Pharmacy, Varanasi is to impart futuristic and high quality pharmaceutical education. Kashi IP is preparing to include multidisciplinary subjects as per the National Educational Policy 2020 according to the guidelines of AKTU which attempts to identify programme, course and unit learning outcomes that define the specific knowledge, skills, attitudes, and values to be acquired by the learner and ensure that each programme achieves its goal. The policy's goal is to promote students for self- employment. |
| 2. Academic bank of credits (ABC): | The National Academic Depository (NAD) vision originated from an initiative to provide an online repository for all academic awards. AKTU is an official member of the NAD, which is a government Endeavour to offer an online repository for all academic awards under the Digital India Programme. Students can download the degrees and marks-sheets through the digi locker app. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform. Kashi IP students are already registered on ABC portal. |
| 3. Skill development: | Kashi Institute of Pharmacy, Varanasi has developed its own Training Skill Development Cell (TSDC). Through this cell special focus is given on the students training to improve their communication skills, logical ability and computational skills. To strengthen the soft skills of students, the Institute maintains the quality standard and does the review periodically to update the academic programs. To implement this, the institute has made it a practice to enhance the career guidance and quality placement opportunities to students in line with the requirements of the industry and help in entrepreneurship. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | Kashi Institute of Pharmacy, Varanasi also encourages students to use national language Hindi through several programs like Debate competition, Essay writing, Drama etc. Moreover, faculty members have been asked to deliver lecture in Hindi also. Programmes including webinars and seminars are offered to encourage Hindi learners and understand the cultural values. |
| 5. Focus on Outcome based education (OBE): | Kashi Institute of Pharmacy, Varanasi has implemented outcome-based education in line with |

| | University OBE framework with clearly stated POs, PSOs and COs. All courses are designed with outcomes centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation. Examinations are conducted as per the laid framework of OBE. |
|---|---|
| 6. Distance education/online education: | Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Kashi Institute of Pharmacy, Varanasi has used several platforms like Google, Zoom etc for online education. Institute provides email ids to all the students at kashiit.ac.in platform. Several webinar, lecture and workshop are being organized continuously to educate the students as well as faculties for efficient use of digital platforms. |

**Institutional Initiatives for Electoral Literacy**

| 1. Whether Electoral Literacy Club (ELC) has been set up in the College? | Electoral Literacy Club is set up in Kashi Institute of Pharmacy, Varanasi with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, declamations, elocutions, essay writing, and other programmes that create awareness regarding electoral procedures. |
|---|---|
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | The ELC is operational at the Kashi Institute of Parmacy, with the following office bearers: Details of the committee members are as follows: 2022-23: S.N. Name Functional Role 1. Prof. Dr. Ashutosh Mishra Chair Person 2. Mr. Pravin Singh Nodal officer 3. Mr. Kumar Alok Co-ordinator 4. Ms. Sneha Yadav Co-ordinator 5. Mr. Srishti Singh Student |

| | representative 6. Mr. Neeraj Rai Student representative 7. Mr. Aditya Mishra Student representative 8. Mr. Saumya Pandey Student representative |
|---|---|
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | 1. Voter awareness guest lecturers were conducted for in-house students. 2. Created awareness and interest among faculties and students. 3. Poster presentation were organizes to spread the awareness. 4. Awareness was spread for different state assembly elections through social media and Nukkad Natak.. |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc. | The ELC takes initiatives that are socially relevant to electoral related issues, especially awareness drives, creating content and publishing materials highlighting their contribution to advancing democratic values and participation in electoral processes. 1.Helped the targeted audience understand the value of their vote to ensure that they exercise their suffrage to vote in a confident, comfortable, and ethical manner. 2. Organized awareness drives, developed a culture of electoral participation maximization, informed for ethical voting, and followed the principles "Every vote counts" and "No voter to be left behind." 3. Conducted Graduate Constituency voter awareness and registration drive. |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters. | The students above the age of 18 who are to be enrolled as voters are sensitized about democratic rights, which include casting votes in elections. More than 85% students registered as eligible voters. |

# Extended Profile

## 1 Students

**1.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 385 | 353 | 329 | 292 | 248 |

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

## 2 Teachers

**2.1**

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

**Response: 50**

| File Description | Document |
|------------------|----------|
| Upload Supporting Document | [View Document](#) |
| Institutional data in prescribed format | [View Document](#) |

**2.2**

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

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

## 3 Institution

**3.1**

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 387.27 | 248.79 | 199.44 | 295.36 | 263.64 |

| File Description | Document |
|---|---|
| Upload Supporting Document | [View Document](#) |

# 4. Quality Indicator Framework(QIF)

## Criterion 1 - Curricular Aspects

## 1.1 Curricular Planning and Implementation

**1.1.1**

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

**Response:**

 "Kashi Institute of Pharmacy, affiliated with Dr. A.P.J Abdul Kalam Technical University in Lucknow, Uttar Pradesh, diligently follows the university's B. Pharm syllabus. This encompasses subject matter, content, timeframes, and evaluation processes. To ensure a seamless execution of the curriculum, a systematic approach is employed. It begins with a series of pre-academic session committee meetings where faculty members are assigned specific roles and responsibilities.

During these meetings, discussions occur with department heads to allocate subjects and distribute subject loads among faculty members. An academic calendar is meticulously crafted by the academic coordinator to meet the contact-hour requirements stipulated by the university. Faculty members are assigned subjects based on their expertise and preferences, and a timetable is created well in advance of the class start date.

Subject teachers prepare detailed teaching plans for effective content delivery. Faculty members also prepare course files for their assigned subjects. These course files are subsequently reviewed by the academic coordinator, Head of Department (HOD), and Director. Continuous monitoring of academic execution occurs under the guidance of the Academic Coordinator, while student attendance is regularly tracked.

Internal academic evaluations align with the evaluation scheme provided by Dr. A.P.J Abdul Kalam Technical University. Special attention is given to slow learners, who receive additional support and remedial classes to enhance their academic performance. The university administers final examinations to determine student promotion to the succeeding semester. Reports on syllabus coverage and attendance are meticulously prepared by faculty members, and reviewed by the academic coordinator, HOD, and Director.

Regular communication channels are established between parents and faculty members, HOD, and the Director to monitor students' progress. Stakeholder feedback is actively sought, and the Institute emphasizes hosting seminars, conferences, workshops, guest lectures, and value-added programs to enrich students' knowledge. Continuous feedback is collected from students regarding syllabus coverage and content quality, contributing to improved learning outcomes.

To maintain accountability and performance standards, the Director conducts meetings before the start of classes, during the semester, and at the end of each academic session to review the progress of students and faculty.

The academic calendar serves as a comprehensive roadmap for the academic year, outlining various curricular, extracurricular, and co-curricular activities. Prepared by the academic committee before the academic year begins, it encompasses induction programs, class commencement dates, proposed internal examination schedules, assignment and class test timelines, theory and practical contact hours, and holiday lists, aligning with the university's academic guidelines.

The finalized academic calendar is prominently displayed on notice boards and the institute's website. All committees diligently follow the calendar to ensure the smooth execution of academic activities. Additionally, the Academic Committee conducts regular reviews; closely monitorsand adjusts activities as needed, ensuring alignment with the academic calendar.

Monthly academic meetings provide ongoing oversight of activities and confirm adherence to the academic calendar. At the conclusion of the academic session, the academic committee generates a report, comparing proposed and actual dates of conduction. This commitment to adhering to the academic calendar significantly enhances the quality of education provided to students."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 1.2 Academic Flexibility

**1.2.1**

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

**Response:** 25

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

| Other Upload Files | |
|---|---|
| 1 | [View Document](#) |

**1.2.2**

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

**Response:** 81.83

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 385 | 353 | 260 | 69 | 248 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.3 Curriculum Enrichment

**1.3.1**

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

**Response:**

The Institute strives for the holistic development of students, so that they can become responsible citizens and accomplish a superior position in life. With this goal, several programs related to Gender Equality, Sustainability, Human Values and Ethics are scheduled and carried out. Faculty members of Institute captivate the students in various activities like poster making competitions, Guest lectures, celebration of world pharmacist day, Women's Day, world forest day, Water conservation day and world Environment Day; Value added courses are constantly asserted. The concern about the environment and its deterioration, changes in climatic condition as a result of unchecked air pollution which causes everyday disasters like floods, are addressed by the Institute. In the curriculum sustainable development is given core consideration. With this intention, the institute organizes several environment melioration programs like Tree Plantation, Water Conservation etc. Activities are conducted to increase awareness about nature, biodiversity, environment and its sustainability, and also celebrations of various days related to environment like World Environment Day, forest, world Water Day etc.

The Institute pays valuable consideration on ingraining professional ethics and human values in the students. Particular guideline is provided to the students for carrying out the academic project work and not to copy/modify any project done before. Faculty members are encouraged to act as role models in adorning values by being, punctual, morally upright, and Courteous. Institute organizes lectures on Human Values and Professional ethics. Celebration of Republic Day and Independence Day inculcate patriotic and nationalistic feelings, which cuts across caste and religion. Pharmacy Oath is employed which make students conscious about the pharmacy profession. Pharmaceutical marketing management is included in the curriculum to develop marketing ethics.

Various social activities have been organized by the institute like Blood donation camps, Health awareness programs, Unnat Bharat Abhiyan, etc. Pharmaceutical Jurisprudence included in the curriculum to understand legislation related to pharmaceutical practice. We are cognizant that Ragging is a societal evil and proscribed, and are pompous that no ragging has been recorded from our institute.

University Curriculum focused at promoting women health and hygiene. Topics like medical termination of pregnancy, drug used and avoided during pregnancy etc are included in the curriculum to promote women health. The institute accentuates an equal number of boys and girls, and institute has a very healthy strength of female student. A number of programs are organized for female students such as programs on Women Empowerment, Laws for protection of Women, Women's Day; expert talks on women safety are given by women Police IPS officers; activities are conducted like Save the girl child campaign, by implementing multiple rangoli and poster competitions. Thus, the Institute pay special focus towards the issues related to gender Equality, professional ethics, Human values and Environment, and constantly does numerous activities so that students can aware and inculcate all these values in their community and professional life.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**1.3.2**

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

**Response:** 45.45

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

Response: 175

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 1.4 Feedback System

**1.4.1**

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

**Response:** C. Feedback collected and analysed

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

# Criterion 2 - Teaching-learning and Evaluation

## 2.1 Student Enrollment and Profile

**2.1.1**

**Enrolment percentage**

**Response:** 99.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 97 | 100 | 74 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 100 | 100 | 100 | 100 | 74 |

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

**2.1.2**

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

**Response:** 91.56

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 41 | 44 | 50 | 32 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 50 | 50 | 50 | 50 | 37 |

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

## 2.2 Student Teacher Ratio

**2.2.1**

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

**Response:** 14.81

## 2.3 Teaching- Learning Process

**2.3.1**

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

**Response:**

The conventional teaching process within educational institutions has long consisted of lectures, tutorials, and practical sessions, often prescribed with specific weekly hours allocated to each. However, as the realm of education evolves, there is a growing recognition that superior teaching techniques can significantly enhance the learning experience. These innovative approaches make learning more engaging and contribute to better knowledge retention. Kashi Institute of Pharmacy (Kashi IP) in Varanasi has embraced a multifaceted approach that incorporates experiential learning, participatory learning, and problem-solving methods, among others, to elevate the quality of education.

Experiential learning stands at the core of Kashi IP's teaching philosophy. This approach actively involves students in the learning process, placing them in hands-on, active roles. An illustrative example of this approach is the integration of laboratory experiments, a conventional teaching method, and participation in internship programs that encompass industrial and hospital training.

Kashi IP goes beyond the basics of experiential learning with additional strategies:

1. **Real-World Exposure:** Students benefit from exposure to work environments within the campus where they can apply the knowledge they have acquired to real-life tasks. This hands-on experience provides invaluable insight into the practical applications of theoretical concepts, instilling a deeper understanding.
2. **Value added courses:** We encourage students to enroll in additional Value added courses like Applications of Analytical Chemistry, Food Technology, Marine medicine, Medical Terminologies, Drug store and business management, Certificate Programme on Enantiomeric Chromatography in Drug Discovery etc., which elucidate concepts through video presentations and delivered by esteemed faculties.
3. **Practical Emphasis:** Faculty members are motivated to impart knowledge through real-world experiences and practical tools, particularly within laboratory and workshop settings. This emphasis on practicality ensures that students are well-prepared for the challenges they may face in their future careers.

**Participative Learning:** Participative learning, or group learning, is another fundamental aspect of Kashi IP's educational approach. This method fosters the development of crucial interpersonal skills, coordination, cooperation, and individual role-playing by engaging students in collaborative projects. Group projects, discussions, student presentations, as well as participation in sports, cultural events, and competitions, offer numerous avenues for participative learning.

At Kashi IP, students actively participate in inter-college sports, cultural festivals, music and dance competitions, and engage in various group activities within the academic sphere. These experiences not only enhance their academic skills but also nurture their social and leadership abilities.

**Problem-Solving Approach:** A cornerstone of Kashi IP's teaching philosophy for Pharmacy students is the problem-solving approach. Pharmacy students, for instance, frequently engage in case study analyses; this methodology is also relevant when current health related issues are discussed with Pharmaceutical solutions. The institute focuses on nurturing scientific, logical, and results-oriented problem-solving abilities.

In conclusion, Kashi Institute of Pharmacy in Varanasi has embraced a comprehensive approach to

education that not only includes traditional teaching methods but also integrates experiential learning, participative learning, and a problem-solving mindset. This approach equips students with the skills and knowledge necessary to excel in both academic and real-world contexts, preparing them for a successful and fulfilling future.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 2.4 Teacher Profile and Quality

**2.4.1**

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

**Response:** 100

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

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

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

**2.4.2**

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

**Response:** 13.08

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

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

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

## 2.5 Evaluation Process and Reforms

**2.5.1**

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

**Response:**

"Kashi Institute of Pharmacy, Varanasi, maintains a transparent mechanism for both internal and external assessments, complemented by an efficient grievance redressal system. As an affiliate of Dr. APJ Abdul Kalam Technical University in Lucknow, Uttar Pradesh, we adhere closely to the university's established examination procedures.

**Our internal assessments consist of three key components:**

1. **Mid-Term Examination**

2. **Pre-University Examination**

3. **Make-up Examination**

To ensure the smooth execution of these internal assessments, the institute has established an Examination Cell, led by the Controller of Examinations. At the outset of each semester, internal examination schedules are disseminated to students and faculty members through the institute's academic calendar and the institute ERP portal, aligned with the AKTU academic calendar.

In accordance with prescribed guidelines, we have introduced several reforms to enhance the

examination process:

**Scheduling Internal Examinations:** We meticulously plan and schedule internal examinations.

**Seating Arrangements:** Room-wise seating arrangements are organized for students.

**Invigilation Rosters:** Detailed invigilator lists are prepared for invigilation duties.

**Question Paper Format:** We formulate question paper formats for internal examinations, adhering to Bloom's taxonomy for knowledge-level assessments.

- Faculty Involvement: Faculty members are actively engaged in preparing question papers, ensuring academic rigor. However, to remove biases in setting question papers, previous question papers are consulted, and question papers are prepared by similar peer group faculty from other colleges.

**Attendance Monitoring:** We closely monitor student attendance during exams and record it on the institute ERP portal.

**Answer Script Evaluation:** After internal examinations, faculty members assess answer scripts and submit them to the examination department within stipulated timeframes.

**Pre University tests:** this is an important evaluation methodology which allows students to understand their readiness for the University examination by trying to cover the full syllabus, and setting the question paper as close to the format expected in University exam.

**Make-Up Examinations:**

As per our policy, we offer make-up examinations to students who were unable to participate in the mid-term examination of the Even Semester 2022-23 due to genuine and approved reasons by HODs/Dean Academics/Director.

**Handling Examination-Related Grievances:**

**Institute Level:**

1. If a student misses an examination due to medical or legitimate reasons, we conduct a special exam in accordance with our rules.

2. Students can raise concerns about their evaluation by reviewing their results on the answer sheet.

3. In the presence of the student, faculty members reevaluate the answer sheet if discrepancies are noted.

4. Dissatisfied students may approach the concerned Head of Department (HOD), who can seek input from another course teacher.

5. We maintain transparency by posting student performance on the notice board and notifying parents.

**University Level reevaluation:**

1. In cases where a student receives lower marks than expected, they have the option to request a re-evaluation of their answer script, subject to the requisite fee.

2. The university offers scanned copies of answer scripts to students for review. If a student believes their evaluation is incorrect, they can request a re-evaluation at the university level."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document]() |
| Provide Link for Additional information | [View Document]() |

## 2.6 Student Performance and Learning Outcomes

**2.6.1**

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

**Response:**

"Kashi Institute of Pharmacy, Varanasi, affiliated with Dr. A.P.J Abdul Kalam Technical University in Lucknow, Uttar Pradesh, is dedicated to achieving well-defined Program Outcomes (POs) and Course Outcomes (COs) for all its programs. These educational objectives and outcomes are readily accessible on our institution's website and prominently displayed on notice boards. The attainment of these POs and COs is meticulously evaluated through various assessment methods.

The assessment process encompasses class tests, assignments, class performance, presentations, and university exams. To enhance student learning and facilitate the attainment of desired outcomes, our institute provides access to expert videos, internet-based tests, expert lectures, and case studies. These valuable resources are readily available on our institute's website (https://kashiip.ac.in/) to ensure that both faculty and students are well-informed.

The course content, in line with AKTU guidelines, is provided by the Dean's (Academic) Office. We adhere to the AKTU syllabus while considering Bloom's Taxonomy, the department's Vision and Mission, Program Educational Objectives, and Program Outcomes when establishing course outcomes. We employ effective teaching methodologies and curricular activities that align with the POs, Program Specific Outcomes (PSOs), and COs.

POs are overarching statements that encapsulate the professional achievements students should aspire to attain upon program completion. These POs are designed to align with the university's vision, mission, strategy, and the UGC Graduate Attribute Policy. PSOs, on the other hand, are specific skill requirements and achievements expected of students by the program's conclusion. Typically, the program coordinator, in consultation with the course coordinator, formulates two to four PSOs for each program. COs represent a direct and explicit description of the essential knowledge and skills students should possess and the depth of learning anticipated upon course completion.

Faculty members are responsible for developing Course Outcomes for their respective subjects, which are then approved by the Head of Department (HoD). Bloom's Taxonomy guides the establishment of learning levels for these Course Outcomes. COs and POs are systematically mapped in a matrix format, indicating low, moderate, or high levels of correlation, or the absence of association ("-") or blanks. The attainment of COs is calculated for each course, with 80 percent contributed by external exams and 20 percent by internal exams. The Attainment levels are determined as 1, 2, or 3 based on whether 50%, 60%, or 70% of students surpass the Subject Average (Target) set by the Department, supported by sufficient justification. Gap analyses are conducted at the conclusion of each semester to assess progress.

Internal exams are based on the average marks students achieve in class tests, with the average marks after two tests serving as indicators of attainment levels. When university results are released, the average percentage of students achieving Course Outcomes in a course is calculated. The attainment of POs is achieved through the composite attainment of COs, known as direct attainment of POs.

To analyze the indirect attainment of POs, we conduct curriculum feedback surveys and alumni feedback surveys. Overall attainment is determined by aggregating direct and indirect attainment values, with an 80:20 ratio applied."

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

**2.6.2**

*Attainment of POs and COs are evaluated.*

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

**Response:**

Same target is identified for all the COs of the course i.e. target can be class average marks ? 60% marks.

Attainment of course outcomes for each course was calculated based on the following assessment process:

**Step 1:** The faculty uses the course outcomes of the respective course available in the course in the evaluation scheme and otherwise prepared by respective faculty and are verified by HOD.

**Step 2:** Considering the percentage of marks (related to each COs) asked in university exam (external exam) and internal exam, the average weightage percent of each CO was calculated as an average of external/internal exams for further calculation of direct attainment.

**Step 3:** Weightage of external and internal examinations marks were distributed based on total marks as per the university curriculum.

**Step 4:** Attainment of each CO was calculated by following formula

**CO Attainment Calculation:**

The courses outcomes for all the courses are calculated in terms of percentage using the formula.

**COx in%**=(Marks obtained by students in COx/Maximum marks alloted in COx)X100

Where $x$ = [1 to N], N= Number of COs

Each course outcome is calculated for all the students based on marks obtained by the students.

**COx attainment in %**=(Number of students scored ? 60% of marks in COx/Total number of students)X100

Where $x$ = [1 to N], N= Number of Co*s*

CO Attainment Level is defined based on the following criteria:

**? Level 3: If 60% students scoring ? 70% of Marks allocated to CO**

**? Level 2: If 50% student scoring ? 70% of Marks in COs**

**? Level 1: If 40% student scoring ? 70% of Marks in COs**

After calculating the attainment level of each COs from the performance of Internal Assessment Test 1 & 2, the attainment level of Internal Assessment Test is calculated with ratio of sum of all the COs attained by total number of COs as shown below:

**IAT Attainment in %**=Sum of all COs attained by students/Total number of COs

Where IAT = Internal Assessment Test

IAT is calculated as follows:

e.g. Internal Assessment Test= (CO1+CO2+CO3+CO4+CO5)/5

The university attainment level is calculated as follows:

**Over all CO Attainment=** (?(i=1)^nCOi)/n)X0.2+(UAX0.8)

(Where n = Number of course outcome)

i.e. Over all CO Attainment= ( Overall average of direct attainment level $\times$ 0.2) + (UA $\times$ 0.8)

**Analysis of attainment of POs and COs.**

Based on the above calculation, it can be concluded that the Institute has achieved the set target in most of the program outcomes of B. Pharm. In the years to come, the Institution is aiming to do better in this aspect with the coordination of all the faculties.

| File Description | Document |
| --- | --- |
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**2.6.3**

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

**Response:** 72.95

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 57 | 54 | 64 | 32 | 33 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 87 | 73 | 69 | 53 | 47 |

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

## 2.7 Student Satisfaction Survey

**2.7.1**

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

**Response:** 3.72

| File Description | Document |
|---|---|
| Upload database of all students on roll as per data template | [View Document](#) |

# Criterion 3 - Research, Innovations and Extension

## 3.1 Resource Mobilization for Research

**3.1.1**

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

**Response:** 0

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

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

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.2 Innovation Ecosystem

**3.2.1**

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

**Response:**

"Kashi Institute of Pharmacy is committed to creating an environment that not only promotes academic excellence but also fosters innovation and knowledge transfer. Our approach to achieving this involves a meticulous selection process for faculty members, a focus on research, and a strong emphasis on entrepreneurship.

Our journey towards fostering innovation begins with the careful selection of faculty members who not only excel academically but also possess an entrepreneurial spirit. The recruitment process is rigorous, encompassing evaluations of teaching abilities, intellectual acumen, live classroom demonstrations, and interviews. We firmly believe that the right faculty members will inherently drive research and innovation within our institution.

To nurture a research-friendly environment, we encourage every faculty member to embark on their

research journey by producing and submitting at least one article to a reputable journal. At the end of each academic year, faculty members are assessed, and top honors are awarded for outstanding research contributions. Moreover, a portion of the annual salary increase (2.5 percent) is directly linked to their research endeavors. Exceptional research-oriented teams actively participate in faculty development programs, sharing strategies for maintaining high research standards.

In our pursuit of staying at the forefront of cutting-edge developments, we motivate our faculty members to organize and participate in conferences, seminars, and workshops. To facilitate this, the institution partially covers the cost of attending such events and grants paid leave for faculty members' participation. Additionally, travel and transportation expenses are reimbursed based on actual expenditure.

Reflecting our commitment to innovation, Kashi Institute of Pharmacy proudly holds two faculty-held patents. We also allocate funding for faculty development programs, seminars, and workshops on various topics, including entrepreneurship, research methodologies, and intellectual property rights. We highly encourage our faculty members to pursue Ph.D. programs, during which unpaid leave is granted, and their jobs are guaranteed upon completion.

To further nurture an entrepreneurial spirit, we have established an entrepreneurial cell run by students. This initiative plays a pivotal role in inspiring and equipping our learners to embark on independent entrepreneurial projects. We believe in instilling an entrepreneurial mindset from an early stage.

Our institution actively promotes startups and entrepreneurship for the benefit of our students. We provide dedicated space and internet connectivity to groups of students interested in launching businesses. For the initial six months, the college bears the infrastructure costs of these startups, reducing the financial burden on aspiring entrepreneurs. We also offer a recommended equity-sharing plan that startups can implement should they choose to continue beyond the initial support period.

We are committed to elucidating the entire process of establishing a business to our students, igniting their entrepreneurial aspirations. Our goal is to motivate them to become job creators rather than job seekers. As students learn about the remarkable success stories of Indian businesses, particularly those that have achieved unicorn status, their enthusiasm for entrepreneurship is palpable. We believe that by nurturing innovation, research, and entrepreneurship, we are equipping our students to thrive in an ever-evolving world and contribute meaningfully to society."

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

**3.2.2**

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

**Response:** 20

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 7 | 1 | 0 | 3 |

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 3.3 Research Publications and Awards

**3.3.1**

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

**Response:** 0.36

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 12 | 2 | 2 | 2 | 0 |

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

**3.3.2**

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

**Response:** 0.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 2       | 8       | 2       | 0       | 0       |

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

## 3.4 Extension Activities

**3.4.1**

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

**Response:**

"Kashi Institute of Pharmacy upholds the belief that education extends beyond academic excellence and encompasses a commitment to community outreach. Over the past five years, our institution has been dedicated to a range of impactful extension activities that not only sensitize our students to pressing social issues but also contribute to their holistic development and the welfare of the local community. Here, we provide an overview of these endeavours and their significant impact:

**Pandemic Assistance:** During the challenging COVID-19 pandemic, our students and staff played an active role in supporting the pravasi community residing on our premises. We provided essential supplies such as food packets, face masks, and sanitizers, following government and WHO guidelines. Our efforts

received recognition from the local government in Varanasi.

**Women's Empowerment:** In our commitment to women's empowerment and awareness of their rights, we organized the "Mission Shakti" event on campus. This event engaged female faculty, staff, and students in meaningful discussions, fostering a comprehensive understanding of women's rights and issues.

**Education and Healthcare Initiatives:** Recognizing the importance of education, we distributed school supplies and food items to primary school students. Additionally, we provided over-the-counter medicines to senior villagers with guidance and distributed sanitary pads to female students to promote health and hygiene awareness. These humanitarian efforts were acknowledged by the Gram Pradhan.

**Awareness Programs and Workshops:** To commemorate significant days like Pharmacist Day, Pharmacy Week, National Science Day, and World Environment Day, we conducted awareness sessions, seminars, and educational events on campus. These initiatives aimed to educate students about the significance of these days and their underlying importance.

**Health and Medical Outreach:** Our institute organized comprehensive health camps for students and staff to raise awareness about health check-ups and maintaining a healthy lifestyle. These camps included BMI calculations, blood tests, and health assessments, providing valuable advice on diet and exercise to lead healthier lives.

**Antibiotic Awareness and Immunization:** We hosted an awareness week focusing on the responsible use of antibiotics to combat resistance against pathogen, a pressing global issue.

**Blood Donation Drive:** Our institution organized a successful blood donation camp on campus, attracting over 100 participants who generously donated blood. Doctors and staff collected blood and educated donors about the significance of their contributions. Donors received certificates of appreciation and tokens of gratitude.

**Social and Environmental Initiatives:** We regularly organize recreational and environmental programs, including lectures, induction sessions, Yoga Day events, and tree planting initiatives. These activities engage our students and promote a deeper understanding of societal and environmental issues.

**Participation in "Unnat Bharat Abhiyan":** Kashi Institute of Pharmacy actively participates in "Unnat Bharat Abhiyan," a program fostering collaboration between higher education institutions and remote communities to identify local challenges and develop sustainable solutions. We have adopted five villages and regularly organize awareness-raising events to address their unique concerns and needs.

Our institution remains committed to holistic development, community engagement, and social responsibility. We take pride in the positive impact we have made over the past five years through these extension activities."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 3.4.2

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

**Response:**

Kashi Institute of Pharmacy has received notable awards and recognitions for its exemplary extension activities from government and government-recognized bodies. These accolades celebrate our institution's commitment to excellence and its significant contributions to various domains:

### 1. Recognition for COVID-19 Relief Efforts

In the challenging year of 2020, when the COVID-19 pandemic had a profound impact on lives worldwide, Kashi Institute of Pharmacy in Varanasi extended a helping hand to the Pravasi community. As the pandemic unfolded, many individuals faced the dilemma of returning to their homes without proper accommodations, leaving them in a vulnerable position. Our institution provided crucial support by allowing them to stay on our college grounds, ensuring their safety and well-being. We adhered diligently to the COVID-19 guidelines issued by the Indian government and the World Health Organization (WHO). Additionally, we prepared and distributed food packets, face masks, and sanitation products to assist these individuals during these trying times. This humanitarian effort earned us a letter of appreciation from the district magistrate of Varanasi on May 27, 2020.

### 2. Recognition for Contribution to National Intellectual Property Awareness Mission (NIPAM)

On May 11, 2022, Kashi Institute of Pharmacy received commendation from the Government of India for its exceptional contribution and active participation in the National Intellectual Property Awareness Mission (NIPAM). Launched by the Government of India as part of the "Azadi Ka Amrit Mahotsav" to commemorate the 75th anniversary of independence, NIPAM aims to create widespread awareness about Intellectual Property Rights (IPR).

### 3. Kashi Gaurav Samman for Community Support

On May 28, 2022, Kashi Institute of Pharmacy was honored with the prestigious Kashi Gaurav Samman for its commendable efforts in providing food and stationary supplies to those in need in the Varanasi village of Nagepur. Our institution also made a significant donation of Rs. 1 lakh to support the Anganbadi activities program, a government initiative in Varanasi. This gesture of generosity was acknowledged and appreciated by the Governor of Uttar Pradesh.

### 4. Letter of Thanks for Swachchata Abhiyan (Cleanliness Campaign)

On June 22, 2022, the Gram Pradhan extended a heartfelt letter of gratitude to Kashi Institute of Pharmacy for its active support in the Swachchata Abhiyan (Cleanliness Campaign) outside the campus. Various awareness campaigns were also held in the nearby villages, and their gram pradhan endorsed of these initiatives. Our institution's commitment to cleanliness and community well-being was acknowledged and commended.

These accolades reflect our institution's unwavering dedication to excellence, community engagement, and making a positive impact in various spheres. We are proud to be recognized for our contributions to society and education.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 3.4.3

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

**Response:** 28

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

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

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

## 3.5 Collaboration

### 3.5.1

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

**Response:** 8

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

# Criterion 4 - Infrastructure and Learning Resources

## 4.1 Physical Facilities

**4.1.1**

**The Institution has adequate infrastructure and other facilities for,**

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

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

**Response:**

"Kashi Institute of Pharmacy (Kashi IP), Varanasi, is situated on a sprawling 2-acre campus with a total built-up area spanning 5338 square meters. Our institution is committed to providing top-notch infrastructure and physical facilities to support a holistic educational experience. Here's an overview of the facilities available at Kashi IP:

**Classrooms and ICT Facilities:**

Our well-equipped classrooms are designed to accommodate approximately 70 students each. They are air-conditioned, adequately furnished, and feature proper ventilation. Additionally, these classrooms are ICT-enabled classrooms, complete with overhead projectors, projector screens, and speakers. These facilities empower our faculty to employ diverse teaching methodologies effectively.

**Laboratories and Research Facilities:**

Kashi IP maintains state-of-the-art laboratories that are well-maintained and fully equipped to cater to both academic and research requirements. These labs serve as the cornerstone of our scientific pursuits.

**Computer Lab with High-Speed Internet:**

We offer a fully functioned 200 computer lab with high-speed internet access for both students and faculty.

**Accessibility for Physically Disabled Students:**

Our commitment to inclusive education is evident through the provision of ramps and lift facilities across the campus, ensuring that physically disabled students have equal access to education.

**Wi-Fi and CCTV Surveillance:**

Wi-Fi connectivity is available throughout the college campus, to enable online connectivity at all times. To enhance safety and security, the entire campus is under constant surveillance through CCTV cameras.

**Medical Room and Fire Safety:**

A well-equipped two-bed medical room offers essential first aid services to students. Additionally, certified fire and life safety facilities are installed in all our buildings.

**Water Cooler Facilities:**

Water cooler facilities are conveniently located in each buildingon alternate floors, ensuring easy access to clean and cold drinking water.

**Seminar Halls:**

Our seminar halls are equipped with speakers, projectors, and comfortable foldable chairs, accommodating up to 200 attendees. These halls serve as venues for seminars, faculty development programs, and conferences.

**Indoor Auditorium and Cultural Spaces:**

We have a spacious indoor auditorium with ample ventilation, capable of seating approximately 1000 individuals. This facility is frequently used for various events, including cultural programs, technical fests, induction ceremonies, and convocations.

**Sports and Gym Facilities:**

Kashi IP promotes physical well-being through sports and fitness activities. We have our own playground for sports like football, cricket, kabaddi, and athletics. Additionally, a fully equipped gymnasium is available on campus. Indoor games such as table tennis, carom, and chess are also offered. The institute organizes various sports events and cultural celebrations throughout the year.

05-04-2024 02:47:11

**Yoga and Spiritual Well-being:**

Our open grass areas are utilized for yoga classes, promoting physical and mental well-being. Additionally, a temple on campus provides a tranquil space for spiritual reflection and stress relief.

**Sustainability Initiatives:**

Kashi IP is committed to sustainability and has implemented rainwater harvesting and rooftop solar panels. These eco-friendly initiatives not only reduce costs but also educate and inspire our students about energy-efficient solutions and environmental responsibility.

In conclusion, Kashi Institute of Pharmacy boasts exceptional infrastructure and physical facilities that contribute to shaping a brighter future for our students."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.1.2**

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

**Response:** 23.84

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 155.07 | 62.35 | 13.42 | 42.8 | 58.81 |

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

## 4.2 Library as a Learning Resource

**4.2.1**

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

**Response:**

"Kashi Institute of Pharmacy (Kashi IP), Varanasi, prides itself on its well-appointed and comprehensive library, designed to cater to a wide range of educational disciplines. Our library, housed in a two-story building, provides a serene and welcoming environment for both students and staff. Here are some key features and resources available in our library:

**Collection:**

Our library boasts an extensive collection, including 7,944 physical books, 2,107 E-journals, and over 19,448 E-books. These resources are easily accessible remotely through MYLOFT, a service provided by Dr. APJ Abdul Kalam Technical University, Lucknow. This diverse collection empowers our students and faculty to engage with a multitude of learning materials, both online and offline.

**Facilities:**

The library is designed with spaciousness and ventilation in mind, creating a comfortable atmosphere for study. It is Wi-Fi enabled and equipped with essential software and hardware resources. Our college library utilizes the INFLIBNET facility, guided by Software for University Library (SOUL/3.0 limited edition software), enabling students to search for available learning resources online. Students can access these materials through the Online Public Access Catalog (OPAC).

**Databases:**

Kashi IP, Varanasi's library offers access to 22 databases through MYLOFT, including resources like Art & Architecture software, BS publication, Directory of open access Books, Directory of open access journals, eLib4U, Emerald, and Emerald Case studies, among others. These databases provide access to content from various international publishers, such as Taylor and Francis, Springer, Elsevier, McGraw Hill, and more.

**Sections:**

The library is organized into various sections, including a textbook section, reference books section, circulation area for book lending and returning, multimedia section equipped with a desktop with LAN connectivity, a newspaper section, and a reading area. With high-speed internet featuring 50 Mbps bandwidth, students and faculty can seamlessly access available E-journals.

**Seating Capacity:**

Our library has a seating capacity for up to 60 individuals, providing ample space for study and research.

**Commitment to Expansion:**

Kashi Institute of Pharmacy, Varanasi, is committed to continually expanding its collection of books, journals, and subscriptions. Over the last three years, we have invested INR 488290/- on book purchases, and INR 119000/- on the acquisition of E-books and journals.

**Library Usage:**

Over the past year, our library has been frequented by an average of 12 faculty members (approximately 40% of the faculty) and 15 students (around 15% of the student body) per day. To facilitate the effective management and operation of the library, we have established a library committee. This committee comprises four faculty members from different domains, along with library staff and the library head. The committee convenes twice a year to discuss enhancements and changes needed to improve library services.

**Operating Hours:**

The library operates from 9:00 am to 4:30 pm on regular days and extends its hours to 9:00 am to 7:00 pm during examination periods.

At Kashi Institute of Pharmacy, we are dedicated to providing an enriching and accessible library experience, ensuring that our students and faculty have the necessary resources to excel in their academic endeavors."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 4.3 IT Infrastructure

**4.3.1**

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

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

**Response:**

"Kashi Institute of Pharmacy, Varanasi, recognizes the pivotal role that internet connectivity and up-to-date IT infrastructure play in today's interconnected world, especially in a leading pharmacy college. Consequently, we have been consistently enhancing our IT resources and internet connectivity across our campus. Here's an overview of our efforts and infrastructure:

**Connectivity Evolution:** We embarked on the journey to improve internet connectivity by initially implementing leased line connectivity with BSNL through underground cables. However, this approach encountered frequent downtimes due to issues like rain, cable breakage, and public sector challenges. Subsequently, we adopted internet connectivity through RF technology, but this too faced connectivity challenges.

**Current Connectivity:** Presently, Kashi Institute of Pharmacy employs two leased lines through RG Telecom and Airtel. The first line provides a total bandwidth of 75 Mbps, while the second one offers 20 Mbps of bandwidth.

**Computer Resources:** Our institute boasts a robust inventory of 218 desktop computers, each equipped with 4 GB RAM and a 64-bit configuration. Additionally, every faculty within Kashi Institute of Pharmacy, Varanasi, is furnished with its own computer systems, complete with printer and scanner facilities.

**Network Configuration:** To fulfill the academic requirements of both students and faculty, all computers are organized into separate local area networks (LANs) within distinct laboratories.

**Wireless Accessibility:** The campus offers wireless internet access across its premises. To extend this convenience, we are actively working on enabling Wi-Fi in every building due to our campus's substantial size.

**Bring Your Own Device (BYOD):** We encourage students to bring their laptops and connect to the college server, providing access to a wide range of content.

**Surveillance and Safety:** Ensuring the safety and security of our students and monitoring against anti-social behavior, the entire Kashi Institute of Pharmacy campus, including the canteen, library, and computer labs, is under CCTV (Closed Circuit Television) surveillance, employing a network of 30 cameras.

**Lecture Recording:** We offer an ICT-enabled online lecture recording facility, with these lectures regularly uploaded to various digital platforms such as YouTube.

**Digital Resources:** Our institute subscribes to online resources, including e-Journals, e-Books, and databases, accessible 24/7 through remote access for both students and faculty.

**Software:** All computer systems are equipped with the latest application software, including Expharm, Graph Prism Pad, Chemdraw, Chemsketch and Microsoft Office among others.

**Upgradation:** Regular upgradation of IT infrastructure, equipment, and electronic devices is an integral part of our commitment to cater to the evolving academic and administrative needs of our institution.

**Website and Maintenance:** The institute diligently maintains and updates its website, ensuring that current and pertinent information is readily available to all stakeholders. Our IT department ensures the regular maintenance of computer systems, Wi-Fi networks, software installations, and hardware upkeep.

At Kashi Institute of Pharmacy, we remain dedicated to offering cutting-edge IT facilities and robust internet connectivity to support the educational and research pursuits of our students and faculty."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

**4.3.2**

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

**Response:** 1.77

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

Response: 218

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

## 4.4 Maintenance of Campus Infrastructure

**4.4.1**

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

**Response:** 17.67

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 76.1    | 37.55   | 42.01   | 41.91   | 48.77   |

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

# Criterion 5 - Student Support and Progression

## 5.1 Student Support

### 5.1.1

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

**Response:** 47.29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 124 | 268 | 148 | 85 | 135 |

| File Description | Document |
|------------------|----------|
| Year-wise list of beneficiary students in each scheme duly signed by the competent authority. | [View Document](#) |
| Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language). | [View Document](#) |
| Upload policy document of the HEI for award of scholarship and freeships. | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

### 5.1.2

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

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

**Response:** A. All of the above

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

## 5.1.3

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

**Response:** 58.49

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| --- | --- | --- | --- | --- |
| 280 | 290 | 123 | 60 | 187 |

| File Description | Document |
| --- | --- |
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.1.4

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

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

**Response:** B. 3 of the above

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

## 5.2 Student Progression

**5.2.1**

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

**Response:** 37.92

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 27 | 18 | 13 | 15 | 18 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 57 | 54 | 64 | 32 | 33 |

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

**5.2.2**

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

**Response:** 7.38

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 6 | 5 | 0 | 0 | 0 |

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

## 5.3 Student Participation and Activities

**5.3.1**

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

**Response:** 9

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

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

| File Description | Document |
|------------------|----------|
| Upload supporting document | [View Document](#) |
| list and links to e-copies of award letters and certificates | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

**5.3.2**

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

**Response:** 10.4

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 17 | 13 | 2 | 6 | 14 |

| File Description | Document |
|---|---|
| Upload supporting document | [View Document](#) |
| Institutional data in the prescribed format | [View Document](#) |

## 5.4 Alumni Engagement

**5.4.1**

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

**Response:**

A highly spirited and energetic Alumni Association is a imperative part of an institute, and provide holistic development of the Institute.

The alumni association of Kashi Institute of pharmacy, Varanasi worked for a number of years as an informal Association led by some interested Alumni of the college. Constitution of the Alumni Association took place in 2022 by the formation of a trust with the name of KASHI GROUP OFINSTITUTIONS ALUMNI TRUST. The trust was formally formed on 28th April 2022. After this formal shape, the activities of the Association have become more structured, with specifically assigned responsibilities. The primary responsibility of running the Alumni Association lies with the President and Secretary of the Association.

The Association has been very active after it's formation. At the outset, it was recognized that any Association is only viable if it is financially independent. With this in mind, the Association allows any graduating student to be it's life member upon payment of Rs 500/- onetime fee. Further, observing at the initial needs of the Association, a fund raising drive was organised with its members and a fund of Rs 3.5 lakhs was collected for Association.

The primary activities of the Association are:

1. Bringing all the alumni of the college under its umbrella. With this in mind, an online alumni service especially designed for connecting alumni called ALMASHINES has been purchased, and the target is to use this platform to connect all alumni with the Institute,

2. Reach out to all alumni with regular updates about all that is happening in their Alma mater.

3. Organize Alumni get together, initially with the college as the venue and then try to make city level alumni meets.

4. Get expert lectures from Alumni, especially with respect to current Industry trends and Industry needs.

5. Tap the alumni to understand placement opportunities – motivate them to help current students get placed.

6. Get the Alumni into various decisions making committees so that their expertise can guide the Institute to greater heights?

7. Use the alumni network to generate grants for the college.

Alumni Association is also a wonderful way of increasing Industry connect. Through the alumni, a number of eminent persons can be brought to the Institute for conducting subject level talks, and also discussions on Industry trends. Thus the Institute can make changes in it's training program as per Industry needs.

Alumni Association is a great way of getting referrals for new admissions and also an indication of the success of the Program outcomes. Therefore by knowing the progress of Alumni, the potential admission candidate can also plot his/her future career.

In the end, the Alumni Association is a wonderful way for the alumni to be touch with each other. Even without any contribution to the Institute, the multiple activities organised under the banner of the Association is great way for students to be proud of having graduated from Kashi Institute of Pharmacy.

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

# Criterion 6 - Governance, Leadership and Management

## 6.1 Institutional Vision and Leadership

**6.1.1**

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

**Response:**

The vision and Mission statements of the institute are mentioned below:

**Vision**

**Vision Statement:**

"Empowering Future Pharmacists for Excellence and Innovation in Healthcare"
Kashi Institute of Pharmacy aims to foster a culture of innovation among its students and faculty, encouraging them to explore new ideas, technologies, and practices that contribute to the advancement of pharmacy and healthcare as a whole.

**Mission**

**Mission Statement:**

"Enriching Education, Advancing Healthcare: Our mission at Kashi Institute of Pharmacy is to provide a transformative learning experience that prepares aspiring pharmacists to excel in a dynamic healthcare landscape. Through rigorous academic programs, innovative research, and community engagement, we are committed to fostering compassionate, skilled, and ethical pharmacy professionals who positively impact patient well-being and contribute to the evolution of healthcare practices."

**1) Enriching Education:** Kashi Institute of Pharmacy is dedicated to offering an education that goes beyond traditional learning, focusing on holistic development and providing students with the tools they need to succeed in their careers.

**2) Advancing Healthcare:** The Kashi IP's mission highlights the commitment towards improvement and progress of healthcare through the education and training of future pharmacists.

**3) Innovative Research:** Kashi IP's dedication indicates its aspiration to be at the forefront of pharmacy-related research & advancements, expansion of knowledge and innovation within the field.

**4) Community Engagement:** The mission underscores the importance of connecting with and serving the community, emphasizing the role of pharmacists as healthcare providers who directly impact patient well-being.

The mission underscores the vital significance of fostering connections within the community and serving its needs, placing a distinct emphasis on the pivotal role of pharmacists as healthcare providers directly influencing patient well-being.

Adhering to the regulations of Dr. A.P.J. Abdul Kalam Technical University, Lucknow, the institutional Board of Governance diligently evaluates the institute's strategic development plan. This process involves multiple meetings to collect feedback, engaging with various stakeholders. The Board reviews these inputs to ensure ongoing refinement.

Various bodies have been established to facilitate the seamless functioning of the institute, including the BOG, IQAC, BOS, ICC, and other Committees.

KashiIP actively works towards implementing the NEP 2020 in alignment with the guidelines of AKTU and the institute's articulated Vision and Mission. To uphold academic excellence, Kashi IP has embraced outcome-based education, aligning with the University OBE framework, with clearly defined Pos, PSOs, and COs.

The institute's decentralized governance system is evident at every level, empowering the BOG to grant autonomy to the Director and HOD in formulating policies related to the institution. This freedom allows for the implementation of effective mechanisms and policies, ensuring the smooth functioning of the institute.

With short-term goals centered on modernizing classrooms and laboratories, enhancing the teaching-learning process, conserving natural resources, and developing sustainable energy sources, the institute is committed to fostering a green and clean environment.

In its aspiration to become a Center of Excellence and elevate quality standards, the institute envisions a significant increase in industry-institute interactions, the establishment of an incubation center, and the pursuit of autonomous status in the future.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.2 Strategy Development and Deployment

**6.2.1**

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

**Response:**

"Kashi Institute of Pharmacy (Kashi IP), Varanasi, proudly stands as one of the leading Pharmacy institutions in Eastern Uttar Pradesh, a testament to its excellence. Established in 2009 under the aegis of the Jain Education Society, Kashi IP holds approvals from PCI and is affiliated with AKTU and BTE, Lucknow, Uttar Pradesh.

The Institutional framework at Kashi IP is well-structured, reflective of its commitment to effective and efficient functioning. This can be observed through various facets of its governance, administrative setup, and adherence to established protocols, including appointment and service rules, as well as the meticulous deployment of the institutional Strategic, Perspective, and Development Plans. The key components of this setup are:

1. **Governing Council:** The institute's policies, regulations, and strategic decisions find their origin within the governing council. This esteemed body is responsible for shaping the academic landscape, allocating financial resources, and endorsing departmental plans geared towards the Institution's future advancement.

2. **Director:** The director assumes a pivotal role, providing guidance, facilitating implementation, and overseeing all academic activities to ensure alignment with the institution's objectives and established standards.

3. **IQAC (Internal Quality Assurance Cell):** This diligent cell is tasked with crafting and enforcing quality benchmarks across all academic and administrative endeavors undertaken by the institution. It plays a crucial role in cultivating a conducive learning environment that supports high-quality education, while also promoting faculty readiness for participatory teaching and learning.

4. **HOD (Head of Department):** Collaborating closely with faculty members, the HOD ensures the seamless execution of academic and administrative duties within the department throughout the semester. Additionally, they oversee departmental events, including cultural activities, and maintain regular contact with students to address any concerns or issues.

5. **T&P Officer:** The dynamic placement officer and their team not only facilitate student training and placements but also conduct programs focused on personality development, communication enhancement, and career guidance.

6. **Finance Committee:** This vital committee offers recommendations regarding the institution's budgetary allocations for various needs, encompassing areas such as infrastructure development, book acquisitions, consumables, and other expenses. It is instrumental in crafting and endorsing budget estimates for departmental procurements.

7. **Planning Committee:** Progress and its consistent monitoring hinge heavily upon the Planning Committee. This visionary group is tasked with formulating substantial plans, such as the introduction of new UG/PG programs or requests for additional admissions within existing programs.

In addition to these core components, Kashi IP adheres diligently to meticulous:

**Appointment Rules:** These rules are designed to elevate the quality of instruction and foster the professional development of both students and the institution by ensuring the recruitment of the most qualified and competent staff, encompassing teaching and office roles.

**Service Rules**: A well-defined code of conduct is in place to ensure the efficient discharge of academic and administrative duties, promoting a culture of excellence and professionalism.

Kashi Institute of Pharmacy, through its robust institutional bodies and adherence to sound policies, maintains a commendable standard of efficiency and effectiveness, serving as a beacon of educational excellence in the region."

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

**6.2.2**

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

| File Description | Document |
|---|---|
| Screen shots of user interfaces of each module reflecting the name of the HEI | [View Document](#) |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | [View Document](#) |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | [View Document](#) |
| Provide Links for any other relevant document to support the claim (if any) | [View Document](#) |

## 6.3 Faculty Empowerment Strategies

**6.3.1**

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

**Response:**

Only when the entire faculty and staff are extremely driven are results achievable. As a result, the Institute has maintained the following welfare policies for faculty and staff:

**FOR TEACHING STAFF:**

- The institution offers the pay scale as per AICTE to our teaching staffs.
- For the benefit of all teaching personnel, a Special accident Group Insurance facility has provided.

The institute abides by the following clear leave policies:

Casual leave-12

Sick leave- 06

Short Leave-12

Summer Leave-05

Winter leave-05

- ATM facility is provided on campus.
- Faculty members are provided with Individual cabins and Computer systems.
- Transportation is provided to all Faculties at a minimal cost, with monthly payment.
- Special 2-hour leave facility in a month is also granted to all Faculties.
- All the teaching staff is encouraged to do research by offering increment slinked to research published.
- Regular and free health checkup facility is given to each teaching staff.
- Special room is reserved in the Canteen for Faculty.
- Special increments and awards are given for Faculty who do exceptional work along with teaching.
- The Institute has a facility for voicing opinions/grievance redressal process.
- There are multiple Faculty Development programs held in the Institute.
- The Institute encourages faculty members enrollment on different online portals of certifications like e-courses, etc. for the all-round development of Faculty.
- The Institute provides duty leave for presenting papers at conferences, symposiums, and workshops.
- The Institute also encourages our faculty to participate in various extra-curricular activities organised at various interstate levels.
- The Institute has both online as well as offline library facilities for our teaching staff.
- Hostel facility for teachers is given on a monthly payment basis.
- The Institute provides workplace parking facility.
- Free Wi-Fi facility.
- Automation of attendance using biometric system and leave on ERP.
- Women's Welfare Cell is established for upliftment of women.

**WELFARE MEASURES FOR NON-TEACHING STAFF:**

- ATM facilities at Institute campus.
- Service and leave rules are transparent such as:

Casual leave-12

Sick leave- 06

Short Leave-12

Summer Leave-05

Winter leave-05

- EPF Scheme is provided to all staff of the institute who qualifies for PF.
- ESIC Scheme is provided to all staff of the institute who qualifies for ESI.
- Regular and free health checkup facility is given to each non-teaching staff.
- Specific Uniforms are provided to the respective staff of each category.

- Transportation facility is given at a minimal cost.
- Specific Medi-claim policies are also provided to the non-teaching staff.
- A social get-together function every quarter is organized to let them know they are an important part of the Institute.
- Regular Training and Development programs are organized by our HR Department to enhance the skills.
- A well-defined increment structure is followed for annual increments.
- Automation of attendance and leave using a biometric system.

To summarise, the Institution works hard to keep its faculty and staff happy and healthy

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

### 6.3.2

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

**Response:** 13.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 9 | 9 | 0 | 0 | 0 |

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

**6.3.3**

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

**Response:** 37.45

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 18 | 32 | 10 | 19 | 9 |

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

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

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

## 6.4 Financial Management and Resource Mobilization

**6.4.1**

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

**Response:**

Kashi Institute of Pharmacy (Kashi IP), Varanasi, operates as a self-financing institution, relying primarily on contributions from its members within the society. Spearheading the institution's financial management is Shri Vipul Jain, Secretary of the Jain Education Society, equipped with a B. Tech degree from IIT Delhi and an MBA in Finance from the United States. His expertise lies in resource mobilization and the judicious utilization of funds.

In 2009, the Jain Education Society initiated the establishment of Kashi IP, Varanasi, with funding sourced from friends and relatives of its members. As the institution commenced operations, additional financial support for its growth was secured through the Bank of Baroda in Kanpur.

Over the next four years, the society received four rounds of loan funding from the Bank of Baroda, each with its own repayment schedule. Despite the challenges, the society prides itself on the timely payment of interest and the early repayment of all debts. By 2018, the society had successfully cleared all institutional debt.

Presently, long-term loans are extended by members of society's friends and relatives. Despite cash flow problems related to making timely bank loan repayments, astute fundraising efforts have shielded the institution from working capital or liquidity concerns.

At present, the primary revenue stream for the Institute is derived from student fees. Additional sources of income include revenue from hostel fees, transportation fees, online exam charges, grants from AICTE and government bodies, PMKVY financing, bank interest, consulting fees, and other miscellaneous

revenue streams. These funds are utilized efficiently through the prompt repayment of loans, thereby reducing interest costs, and by maintaining high-interest savings accounts with Yes Bank and IDFC Bank to accrue interest.

The annual expense budget is an integral part of the fund utilization monitoring system, rigorously monitored to ensure adherence and prevent overspending. Expenditures are approved strictly within designated budgetary limits, and any deviations are promptly identified and addressed. This budgetary exercise ensures that the college has recently remained profitable. All capital expenditures are also done under a strict budgetary regime, with prior approval for any capital expense being the mandate.

Thanks to the meticulous management practices, the need for an internal audit is obviated, as spending remains within approved budgets, and budgetary limits are not exceeded.

In compliance with legal requirements, all charitable organizations are mandated to conduct an annual audit. In this regard, Mr. Vinod Jindal and Associates are entrusted with the task. Operating under the exemption from income taxes as per Sections 12A and 10(23)C, the Jain Education Society is subject to rigorous scrutiny by statutory auditors, who conduct thorough audits of all revenue and expenditures, with meticulous review of supporting documentation. The Institute consistently receives unqualified Income Tax Assessment orders, affirming its adherence to financial regulations.

Remarkably, the Institute bears no debts from financial institutions and is well on course to becoming entirely debt-free by 2029, a testament to its vigilant and prudent financial management.

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 6.5 Internal Quality Assurance System

**6.5.1**

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

**Response:**

Internal Quality Assurance Cell (IQAC) has played a pivotal role in institutionalizing quality assurance strategies and processes, significantly contributing to the enhancement of various facets of the institution. Under the able leadership of Professor (Dr.) Ashutosh Mishra, who serves as the institution's Director, and the dedicated coordination of the IQAC Coordinator, this body comprises a diverse team of members, including faculty, management, administration, students, alumni, employers, industrialists, and stakeholders from the local community. Their collective efforts have resulted in the establishment of

exceptional academic and administrative policies within the institution.

To ensure the maintenance of these high standards, IQAC conducts comprehensive audits of various departments twice per semester. These audits encompass the scrutiny of lab records, course files, attendance logs, mentoring documentation, and other academic and stock registry data. Furthermore, IQAC undertakes administrative audits evaluating infrastructure and facilities within departments, including laboratories, classrooms, restroom facilities, and water resources.

The primary objectives of IQAC include monitoring the teaching-learning process and enhancing the overall academic and administrative performance of the institution. Faculty members engage in rigorous planning of lesson plans specific to their disciplines before the commencement of each semester.

A significant initiative by IQAC in 2021 was the designation of a select number of faculty members as research faculty. This move aimed to diversify research groups and ensure active student participation in research activities. These research professors now play a pivotal role in consulting, project sponsorship, research paper authorship for SCI journals, and overall oversight of the college's Quality Assurance and Quality Enhancement endeavors.

IQAC's contributions over the past five years have led to the institutionalization of two noteworthy practices:

1. Standard Operating Procedures for Administrative Processes: IQAC has meticulously established Standard Operating Procedures (SOPs) for critical administrative processes at Kashi IP, Varanasi. These SOPs have been instrumental in achieving uniformity, efficiency, and high-quality output in performance. Parameters such as actions, activity steps, decision points, functions, inputs/outputs, participants, process measurements, and timeframes are systematically outlined in these SOPs. They serve as a valuable resource for mapping and enhancing key administrative and operational processes, thereby fostering awareness among stakeholders.

2. Departmental Vision, Mission, and Action Plan: IQAC has documented and recorded the Vision, Mission, and Action Plans of various departments within Kashi IP, Varanasi. This ensures that the overall institutional strategy aligns with department-specific plans of action. The university's overarching vision and mission serve as the foundational pillars upon which each department's vision, mission, and objectives are built. This approach facilitates the identification of development opportunities, relevant research areas, and expertise requirements specific to each department, fostering a cohesive and purpose-driven environment.

IQAC, under the leadership of Professor (Dr.) Ashutosh Mishra, continues to be a driving force in advancing the institution's commitment to quality assurance, reflective of the institution's unwavering pursuit of excellence.

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

**6.5.2**

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

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

**Response:** C. Any 2 of the above

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

# Criterion 7 - Institutional Values and Best Practices

## 7.1 Institutional Values and Social Responsibilities

**7.1.1**

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

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

**Response:**

"Kashi Institute of Pharmacy (Kashi IP) in Varanasi is deeply committed to fostering gender equity and ensuring that men and women, as well as girls and boys, have equal access to opportunities and support. Over the past five years, the institution has implemented a comprehensive array of measures and initiatives aimed at promoting gender sensitization and equity.

Recognizing that gender inequality often stems from a patriarchal culture, Kashi IP has taken a proactive stance by organizing various activities that engage both genders on a unified platform. These activities include seminars, debates, and group discussions, all designed to raise awareness about gender-related issues. The institution places a strong emphasis on regular initiatives to foster gender equality and consciousness among its students.

One notable initiative is the Gender Sensitization Program, which seeks to influence individuals' perceptions, practices, and attitudes regarding gender. The program delves into topics such as interpersonal relationships between men and women, gender-based discrimination, sexual harassment, and avenues for seeking justice. Women's empowerment is a prominent concern in contemporary society, and Kashi IP is actively addressing it.

In accordance with the regulations and guidelines of statutory authorities like the Pharmacy Council of India (PCI), the Ministry of Human Resource Development (MHRD), AKTU, BTE and others, the institution has established several committees comprising senior female faculty and staff members. These committees include the Women Welfare Cell and the Internal Complaint Committee (ICC).

**The specific objectives of these committees are as follows:**

1. Advancing gender equity and ensuring the safety and security of female students and Institute faculty/staff.

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2. Promptly addressing claims of gender discrimination filed by female students and faculty members, providing appropriate guidance and counseling to affected individuals.

3. Female faculty members from these committees regularly counsel female students, while departmental academic members and the Women's Cell conduct educational sessions on gender, women's rights, and women's empowerment.

Moreover, Kashi IP has collaborated with local law enforcement agencies to organize awareness programs on women's empowerment, gender sensitivity, cybercrime prevention, and self-defense, all held on the college premises.

The Institution has implemented a "No Discrimination Policy" to ensure that all students have equal opportunities in classrooms, laboratories, project assignments, and various departmental forums. The commitment to gender equity extends to staff members as well.

Kashi IP's mission is not only to provide a secure environment for its students but also to impart gender-aware and empowering education. The Women-Welfare Group plays a pivotal role in promoting gender consciousness on campus. Additionally, the Internal Complaint Committee (ICC) is a statutory body tasked with receiving and investigating harassment complaints and initiating official processes to address them. Kashi Institute of Pharmacy is fortunate that, due to the above initiatives, girl students and female faculty have rarely raised any issue regarding sexual discrimination. Both the ICC and the Women-Welfare Group have organized numerous sexual harassment awareness orientation programs and seminars for the benefit of all students, faculty, and staff."

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

**7.1.2**

**The Institution has facilities and initiatives for**

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

**5. Disabled-friendly, barrier free environment**

**Response:** B. 3 of the above

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

## 7.1.3

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

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

**Response:** A. All of the above

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

## 7.1.4

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

**Response:**

"The Kashi Institute of Pharmacy (Kashi IP) in Varanasi is renowned not only for its academic excellence but also for its unwavering commitment to fostering an inclusive environment that promotes tolerance, harmony, and sensitivity towards cultural, regional, linguistic, communal, and socioeconomic diversity. We take pride in and celebrate our rich tapestry of diversity, which includes students, faculty, and staff from various regions across India.

At Kashi IP, we embrace and honor the diversity of our community. We cherish each other's cultural backgrounds, traditions, and perspectives. It is not uncommon to find our students, faculty, and staff coming together to celebrate festivals from different regions, sharing traditional cuisines, and exchanging warm wishes on religious and social occasions. This spirit of camaraderie and mutual respect is at the heart of our inclusive environment.

Our institution pays homage to our cultural heritage by commemorating traditional festivals and the birth anniversaries of eminent figures like Prof. M.L Schroff, the Father of Pharmacy, with great cultural fervor. We organize cultural programs, lectures, and talk sessions that reflect our commitment to preserving and promoting our cultural heritage.

Furthermore, Kashi IP places a strong emphasis on holistic well-being by conducting monthly Yoga Camps and Workshops for all students, faculty, and staff. We believe in the profound connection between mental and physical health, and enthusiastically celebrate National Yoga Day.

We are mindful of regional interests, and we schedule holidays and vacations to coincide with regional festivities whenever possible. This thoughtful approach ensures that our students from different regions can also celebrate their special occasions while at Kashi IP.

Addressing linguistic disparities, English is the common professional language used during working hours. However, we are committed to ensuring that no one, be it a teacher, faculty member, or student, feels disadvantaged due to a language barrier.

Socioeconomic diversity is another aspect that cannot be ignored. Our community is composed of individuals from various socioeconomic backgrounds, but these differences dissolve when we unite under the banner of Kashi IP. Our shared goals and aspirations bring us together, emphasizing our common humanity.

Kashi IP recognizes its constitutional duties and obligations, and on Constitution Day, we renew our commitment to the Constitution by collectively reciting the Preamble. This serves as a reminder of our responsibilities as citizens of India.

In line with community service ideals, Kashi IP frequently organizes Swachh Bharat and Swasth Bharat Abhiyans, embodying the spirit of UNNAT BHARAT ABHIYAN.

Being a Pharmacy College, we commemorate 'PHARMACIST' Day with discussions, initiatives, and models focused on sustainable development and eco-friendly economic growth models.

On World Environment Day, we contribute to environmental conservation by planting trees on campus, ensuring that our surroundings remain green and sustainable.

In summary, the Kashi Institute of Pharmacy has made concerted efforts over the years to create an inclusive environment that respects and celebrates diversity in all its forms. Our commitment to tolerance, harmony, and constitutional values is reflected in our everyday actions and initiatives, ensuring that Kashi IP remains a welcoming and inclusive institution for all."

| File Description | Document |
|---|---|
| Upload Additional information | [View Document](#) |
| Provide Link for Additional information | [View Document](#) |

## 7.2 Best Practices

**7.2.1**

**Describe two best practices successfully implemented by the Institution as per NAAC format**

**provided in the Manual**

**Response:**

**1. Title of the Practice 1: "Green Environment and Solar Energy"**

**2. Objectives of the Practice:**

**To protect the greenery, conserve ecological systems, and various resources within the campus:**

"Maintaining the natural environment within the campus to safeguard the ecological balance and resources"

**To promote Environmental issues:**

"Raising awareness and encouraging active engagement with environmental issues"

**To plant rare/medicinal plants:**

"Contributing to biodiversity and sustainability by cultivating rare and medicinal plants"

**Energy optimization:**

"Implementing energy-efficient measures to optimize energy consumption and reduce the institution's carbon footprint"

**Waste management and recycling systems:**

"Setting up waste management and recycling systems for efficient waste disposal and resource recovery"

**To maintain a balance between the concrete and open green areas:**

"Ensuring harmony between built infrastructure and open green spaces, enhancing the campus's aesthetic and ecological appeal"

**To have landscaping and beautiful flower plants to enhance the beauty of the campus:**

"Enhancing the campus's visual appeal through landscaping and the cultivation of ornamental plants"

**3. The Context:**

A clean and green environment is fundamental to human health and productivity. Our college campus boasts a significant Green Campus section. The campus has 200 KW solar panels that reduce the dependency on conventional energy.

**4. The Practice:**

To realize our goals of environmental awareness and sustainability, the following initiatives are being

undertaken on campus:

**Green Campus Campaign:**

Regular garden maintenance ensures a vibrant, oxygen-rich environment.

**Plastic-Free Campus:**

Plastic use is strictly prohibited on the college campus, with awareness programs highlighting the non-biodegradable nature of plastic.

**Waste Management:**

Dustbins are strategically placed throughout the campus to maintain cleanliness. Given the absence of municipal waste collection services, the institution incurs costs for non-biodegradable waste removal.

**Solar Energy:**

The installation of 200 KW solar panels serves as a renewable energy source, reducing the burden on conventional electricity and generating power even during college closures.

**Water Usage:**

The campus sources water from tubewells, utilizing it judiciously to meet needs. Rainwater harvesting has been in place for a decade, replenishing the water table.

**Green Audit and Energy Audit:**

Periodic green and energy audits reaffirm the institution's commitment to sustainability.

**5. Evidence of Success:**

- The Green Campus enhances the environment and augments the campus's aesthetics.
- Solar panels contribute to green power generation, reducing reliance on conventional electricity and supporting the state's energy needs.
- Ongoing green and energy audits validate the institution's efforts.
- Every member of the college community actively participates in energy conservation, contributing to a culture of responsibility and sustainability.

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

**Seasonal Greenery Maintenance:** Maintaining greenery becomes challenging due to the changing seasons and student use, requiring continuous attention and care.

**Solar Panel Management:** Services and maintenance of solar panels is tough due to location.

**Medicinal Plant:** Nurturing medicinal plants requires meticulous care, and despite best efforts, some plants may not survive.

**Volunteer Engagement:** Sustaining volunteer motivation and wholehearted involvement can be a challenging task.

**Quality Control:** Ensuring high standards of workmanship is vital for the longevity of assets.

1. **Title of the Practice 2:- "Mentoring System for Students"**

2. **Objectives of the Practice:**

The Objective plays a very important role in setting the vision of a particular task

- To improve the performance of students.
- Reduce the stress of the students through personal counselling.
- Sharing of suggestions, opinions, and problems related to academics.
- Career Enhancement.

3. **The Context:**

New students undergo various types of problems of stress. The stress may include –

**Personal stress**- Most students come from both weak academic backgrounds and poor families. Though they are happy to come to a reputed college, they are always worried about their inability to conform to social parameters.

**Academic stress-** There is a gap between the educational knowledge needed for studies and their preparation from school. Thus the inability to get good marks increases academic stress.

**Physical stress-** Again with the advent of social media and movies, each person compares their physical body with those on social media/movies, and feels insecure.

**Mental stress-**Students from educationally weak backgrounds feel inadequate and hesitate to embrace new ideas. Their hesitations in the class make them unable to perform. The only solution is to interact with students by introducing and implementing a mentoring system.

4. **The Practice:**

- Each Faculty is assigned 15-20 students for the complete duration of their year of study. They act as the mentor for these students.
- The role of the faculty as a mentor is to start by generating trust with the student.
- Mentorship program always tries to help the academically weak mentee achieve his/her goal, and career path by providing guidance, support, motivation, and emotional support.
- The mentors keep in touch with mentees parents and discuss the above-mentioned topics.
- Any raised problems by the mentee related to faculty, students, syllabus completion, any sort of work, or departmental problem is discussed with the respected mentors and Mentors speak with the desired faculty or staff to sort out the problem and report to the HOD.

5. **Evidence of Success**.

- Better exam scores, higher performance, improved attendance, fewer dropouts, increased involvement in extracurricular activities, improved student behavior management, and strengthened relationships of respect between mentors and mentees are all indications that the practice is working.

**6.   Problems Encountered and Resources Required.**

- Need of Committed Staff to do this work.
- Some faculty do not show the required output.
- Some students despite all motivation still show poor attendance.
- When parents also do not try to understand the problems that their wards are going through.
- Some mentees were not willing to accept the desired mentor assigned to them and they took some time to open up with them.
- Hard to get the work done by the mentees.
- Time available is a major Constraint. With the course load, delayed University timetable, and multiple festivals.

To overcome these obstacles, dedicated staff members are needed, along with solutions for absenteeism, mentor-mentee compatibility, student motivation, and time management optimization for successful mentoring.

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

## 7.3 Institutional Distinctiveness

**7.3.1**

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

**Response:**

Kashi Institute of Pharmacy (Kashi IP), Varanasi is established in the year 2009 and it is approved by Pharmacy Council of India (PCI), New Delhi and affiliated to Dr. A.P.J Abdul Kalam Technical University & Board of technical Education (BTE), Lucknow, U.P. with the vision of creating a world class Institution in the old and holy city of Varanasi. It was started at a time when there were no private pharmacy colleges in the city-though it boasted of great Institutions such as BHU and Kashi Vidyapeeth. The absence of renowned private Pharmacy colleges was a deficiency that Kashi Institute of Pharmacy wanted to remove with a vengeance – it wanted to create an Institution which would compare in it's infrastructure to some of the best Institutions in the country, and thus be able to attract and retain the best faculty, give some of the best placement, and graduate some of the best students in India.

Kashi IP, Varanasi, began by constructing air-conditioned classrooms. The notion that world-class infrastructure must begin with a cool atmosphere in the classroom has been followed from its start, and given the summer heat, air conditioning was a necessary.

Because computers are the backbone of a tech-enabled economy, the institution focused on having an adequate quantity of computers. We can certainly declare that the PC to student ratio in UP is among the highest in the state. All computer laboratories are air conditioned/cooled, equipped with multimedia projectors, Wi-Fi, and LAN connectivity. Each lab has its own dedicated server that holds all of the devoted software and is linked to the internet. The college has two internet leased lines and has Wi-Fi equipped several of its buildings. The goal is to have wifi in every building so that students may sit and be online from any building on campus.

It has also built two state-of-the-art lecture halls with over 250 seats each, replete with air conditioning, theatre-style seating, a mobile writing table, a projector, mike, podium, speakers, and surrounds sound. These are used for a variety of purposes, including seminars, presentations, and training, placement, and graduation ceremonies.

The training cell on one floor of the Administrative building and the placement cell on another both of which have group discussion rooms, mock interview rooms, interview rooms and training modules, enable students to perform better in their placement process. The college features a Board room that is only utilised for crucial meetings. It contains a guest house with 5 well-furnished rooms and a communal kitchen.

The boys and girls hostels have been created for community living to provide students with a home away from home. The double-bedded rooms at the ladies' hostel have shared toilets between two rooms, so four girls in two rooms are entirely self-sufficient. There are rooms with shared toilets, connected toilets for double seater and single seater rooms, and rooms with shared toilets for single seater rooms. The common area contains exciting game amenities as well as a communal TV.

There includes a separate canteen for students and workers, as well as a connected lawn. The cafeteria is an open space where students may rest, socialise, and eat.

Above the cafeteria is a communal mess that is only used by hostellers and occasionally for visiting students' food requirements. The mess is managed by a mess contractor who ensures that the children are fed nutritious prepared cuisine that is very close to home cooked meals.

The institution includes a multifunctional auditorium that seats approximately 1000 students. It has built an elevated stage with separate green rooms for boys and girls, which is frequently utilised for cultural events at the institution. This also serves as an examination hall, a collection place, and a location for indoor activities such as badminton and table tennis. It contains a balcony with seats for 300 students, allowing them to get a good view of the proceedings.

Kashi IP has a thriving sports team that can participate well in team competitions because to the college's dedicated sports pitch. The sporting Committee oversees all sporting activities at the institution, and Kashi IP students have won several gold medals in various competitions.

Aside from the foregoing, the institution is delighted to have a temple on its grounds. Exam stress is frequently a source of various difficulties in students, and meditation and prayer can help mitigate its

consequences. The temple holds numerous Hindu Gods and demonstrates how we can coexist with people of diverse ideas and faiths. Students and faculty/staff alike find calm at the temple.

The institution has its own specialised bus fleet of 12 buses that transport students from the neighbouring regions. Each bus follows an own route.

The college has three DG sets, 320 KVA, 125 KVA, and 63 KVA, for power backup. To encourage energy saving via the use of renewable energy, the college has erected solar generating panels with a capacity of 200 KVA on the rooftop. The institution has developed a rain collection facility to improve water regeneration. All of the buildings on campus are accessible to those with disabilities, with lifts or ramps in each.

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

# 5. CONCLUSION

## Additional Information :

- The Kashi Institute of Pharmacy is actively involved in the social upliftment of adjoining society through different awareness programs and the distribution of clothes, health, and hygiene products to needy persons.
- The Kashi Institute of Pharmacy has organized some national, seminars, and workshops in association with and active participation of industries, academic and research institutions.
- The Kashi Institute of Pharmacy has taken regular initiatives to develop various value-added programs to create better understanding and professional attitudes among students.
- The Kashi Institute of Pharmacy has tried to set up its incubation centre for students and faculties.

## Concluding Remarks :

The Jain Education Society manages the Kashi Institute of Pharmacy, which is affiliated with Dr. APJ Abdul Kalam University, Lucknow. The college has adopted decentralized governance and management, with participatory leadership. Through a number of provisions, all stakeholders participate in the decision-making process.

The governing board has the power to make budgetary decisions, assess costs, and give the college social input. Short- and long-term reforms in academics, research and development, finance, management, and governance are reviewed and discussed by the governing body. The primary body in charge of establishing and upholding the standards for instruction, research, and assessment is the Academic Council. The examination cell handles issues of evaluation and examination. The Finance Committee is responsible for organizing, directing, and monitoring the financial aspects of all purchases. In the fields of academics, administration, finance and accounting, student admission, and examination, the college has adopted e-governance. A decentralization policy has been systematically designed and put into effect by the college for all administrative and academic operations. This makes it easier to carry out academic activities on schedule and ensures that the academic calendar is implemented correctly.

The college conducts audits in the areas of academics and administration, technology, and safety, and occasionally inspections and inventory checks. It also conducts external audits as needed. Regular internal and external audits maintain strict financial discipline.

Leading and supporting quality initiatives in academics, research, extension operations, and industry-academia relationships have been major focuses of the IQAC. Teachers are encouraged to stay updated with the latest developments in their fields. Many professional development/administrative training programs have been organized for teaching and non-teaching staff.

# 6.ANNEXURE

## 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification |
|---|---|
| 1.4.1 | *Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*<br><br>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website<br>Answer After DVV Verification: C. Feedback collected and analysed<br>Remark : DVV has made the selected C.. Feedback collected and analysed acording to the document . |
| 3.1.1 | *Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)*<br><br>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)**<br>Answer before DVV Verification: |
| 3.4.3 | *Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.*<br><br>3.4.3.1. **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**<br>Answer before DVV Verification: |

For 3.1.1 — Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the change input for according to the document.

For 3.4.3 — Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---|---|---|---|---|
| 30 | 16 | 0 | 0 | 1 |

Answer After DVV Verification :

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

| | |
|---|---|
| | Remark : DVV has made the changes according to the data template document . |
| 3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.*<br><br>Answer before DVV Verification :<br>Answer After DVV Verification :8<br>Remark : DVV has made the changes input according to the data template document |
| 5.1.4 | *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*<br><br>1. **Implementation of guidelines of statutory/regulatory bodies**<br>2. **Organisation wide awareness and undertakings on policies with zero tolerance**<br>3. **Mechanisms for submission of online/offline students' grievances**<br>4. **Timely redressal of the grievances through appropriate committees**<br><br>Answer before DVV Verification : A. All of the above<br>Answer After DVV Verification: B. 3 of the above<br>Remark : DVV has selected the B. 3 of the above according to the document . |
| 5.3.1 | **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**<br><br>5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years*<br><br>Answer before DVV Verification:<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>4</td><td>2</td><td>2</td><td>7</td><td>5</td></tr></table><br>Answer After DVV Verification :<br><table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>2</td><td>2</td><td>1</td><td>2</td><td>2</td></tr></table><br>Remark : DVV has made the changes according to the document . |
| 6.3.2 | **Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**<br><br>6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during** |

**the last five years**

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 20 | 9 | 0 | 0 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 9 | 9 | 0 | 0 | 0 |

Remark : DVV has made the changes according to the data template document .

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 32 | 10 | 19 | 9 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 32 | 10 | 19 | 9 |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made the changes according to the document .

| 6.5.2 | **Quality assurance initiatives of the institution include:** |

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**

| | |
|---|---|
| | 2. **Academic and Administrative Audit (AAA) and follow-up action taken** <br> 3. **Collaborative quality initiatives with other institution(s)** <br> 4. **Participation in NIRF and other recognized rankings** <br> 5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.** <br><br> Answer before DVV Verification : A. Any 4 or more of the above <br> Answer After DVV Verification: C. Any 2 of the above <br> Remark : DVV has made the changes according to the document . |
| 7.1.2 | **The Institution has facilities and initiatives for** <br><br> 1. **Alternate sources of energy and energy conservation measures** <br> 2. **Management of the various types of degradable and nondegradable waste** <br> 3. **Water conservation** <br> 4. **Green campus initiatives** <br> 5. **Disabled-friendly, barrier free environment** <br><br> Answer before DVV Verification : A. 4 or All of the above <br> Answer After DVV Verification: B. 3 of the above <br> Remark : DVV has made the changes accordin to the document . |

## 2.Extended Profile Deviations

| **Extended Profile Deviations** |
|---|
| No Deviations |