



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PUNE DISTRICT EDUCATION ASSOCIATION'S SETH GOVIND RAGHUNATH SABLE COLLEGE OF PHARMACY

**PUNE DISTRICT EDUCATION ASSOCIATIONS SETH GOVIND RAGHUNATH
SABLE COLLEGE OF PHARMACY, SASWAD**

412301

www.pdeasgrsbpharm.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Pune District Education Association (PDEA), the parent society of the institution, presently lead by Hon. Shri Ajit Pawar, President of PDEA and Deputy Chief Minister, Govt. of Maharashtra, was established on 7th September 1941. Great social reformer, Late Shri Baburaoji Gholap, was the founder member of PDEA. The motto of the PDEA “*Bahujan Hitaya Bahujan Sukhaya*”, meaning welfare of everyone and solace for all was fulfilled under his able leadership by opening of large number of primary schools in a short period of time. These schools were started all over Pune district of Maharashtra in areas with no existing schools within the reach. Presently, PDEA runs 53 high schools, 23 Vocational schools, 28 Junior, 8 Senior multi-faculty and 12 Professional colleges of different branches like Pharmacy, Ayurveda, Management, Engineering, Polytechnic, Education and Law. PDEA was awarded “*Rajyagourav Puraskar*” in the year 2000 by Govt. of Maharashtra for commendable work in the field of education and social service.

Seth Govind Raghunath Sable College of Pharmacy (SGRS) was established in the year 1993, when there were only three pharmacy colleges under University of Pune (presently, Savitribai Phule Pune University) and none in the rural areas of Pune District. The institute has since progressed well and now runs B.Pharm. (1993) and M.Pharm. courses (Pharmaceutical Chemistry-2004, Pharmaceutics-2007 and Pharmacology-2007) and is also an approved research centre of Savitribai Phule Pune University (SPPU) for Ph.D. (2008) in Pharmaceutical Sciences, under the faculty of Science and Technology.

The institute is affiliated to SPPU and fulfills all the conditions of the apex bodies i.e. AICTE (All India Council for Technical Education) and PCI (Pharmacy Council of India). The institute also enjoys the 2(f) and 12(B) recognition of the UGC (University Grants Commission). The institute provides 20 well equipped laboratories for regular practical work and research. The sophisticated instruments of the central instrumentation facility are used by research scholars, PG students and also by UG students for special experiments. The institute provides ICT facility having 76 computers with dedicated lease line 40mbps (BSNL) and Gazon internet (30mbps) facility. The computer centre provides the students an access to internet.

Vision

Contributing significantly towards academics and research in the field of Pharmaceutical Sciences by providing state-of-the-art infrastructure and facilities.

Mission

Empowering students through quality education and inculcation of human values to become responsible pharmacists and excellent human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The institute has a built up area of 6837 sq. m.
- The building is well ventilated and well illuminated.
- The institute has well qualified and experienced faculty.
- The laboratories are spacious, and have adequate apparatus and required machines and equipments. Central instrumentation facility of the institute has modern and sophisticated equipments.
- The institute has an animal house facility approved by CPCSEA.
- The institute has well equipped and upgraded Industrial Pharmacy laboratory (Pilot plant).
- The institute has well developed medicinal garden with more than 80 plants of medicinal values.
- The institute has well stocked library with e-library facility.
- Abundant ICT resources are available in the institute for teaching learning process.
- The institute has strong academic credentials.
- The institute is an approved research centre of Savitribai Phule Pune University, Pune
- The institute is recognized under the section 2(f) & 12(B) of UGC.
- The institute has collaboration with Grinson Phytoherb, India Ltd, Crystal Biological Solutions, Handewadi, Ajay Biotech, Khalad, PDEA's College of Ayurveda and Research Center, Pune, Saving Lives-Rotary Club of Birmingham, UK

Institutional Weakness

Need based planning and development of research facility is required.

More collaboration with institutions/industries of repute is needed.

Institutional Opportunity

- A number of small and medium sized pharma companies are situated in Jejuri, a town situated near Saswad. The institute may get some collaborative/ consultation projects from these industries.
- The central instrumentation facility may be more extensively used for revenue generation.
- Institute can contribute to continuing education of the practicing pharmacists by providing training facilities.
- The institute have sound animal house facility and offering collaborative projects thereby generating revenue.

Institutional Challenge

There has been a large increase in the number of pharmacy colleges in Pune city itself under SPPU in the recent years. Thus the merit of the students joining the B.Pharm. and M.Pharm. courses of the institute may decline and hamper the placements.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute has contributed to the curriculum development by the Savitribai Phule Pune University, the affiliating University, by providing inputs based on the feedback analysis from various sources and assessing local, national and global needs. Some of the senior teachers are members of Boards of studies and Boards of Examiners of the SPP University and other universities and autonomous institutes. Thrust on development of knowledge and skills are provided through various programmes in the institute in addition to value based education. The institute has range of course options catering to diverse learners in terms of core options and elective options at UG and PG levels. Based on the societal demands, the institute has introduced post graduate courses in Pharmaceutics, Pharmaceutical Chemistry & Pharmacology. Short term certificate courses are also introduced in Pharmacovigilance and Biostatistics. Thus, the academic flexibility is ensured for those seeking admissions in the institute. Credit System is introduced for the students while multi – disciplinary approach is being followed in higher semester classes. Semester system is followed as per the scheme of the SPP University & PCI. Several compulsory interdisciplinary subjects are introduced on topics like Environmental Science, etc. ICT is integrated in the curriculum by introducing compulsory subject like Computer Fundamentals for all UG courses. Soft skill courses are introduced for UG courses as compulsory subjects. Curriculum Orientation programmes are conducted to discuss the syllabus, revising the content of the syllabus and question paper pattern for the benefit of teachers of affiliated colleges. Question bank has been prepared by most of the departments useful for examination purposes. Conventional chalk – duster method coupled with ICT teaching pedagogy is followed in the institute. Assignments, student seminars, field visits, industry visits, invited lectures from industry are organized for student – centered learning methods. Several co – curricular activities and commemorative day celebrations like International Women's Day, AIDS Day, etc. are being conducted in the institute to enrich students with wide variety of co – curricular developments. Gender sensitization, environmental issues, moral and ethical values, better career options, community orientation programmes are regularly conducted.

Teaching-learning and Evaluation

The institute follows the curriculum defined by SPPU, Pune. According to university guidelines, academic, cocurricular and extracurricular activities are planned in advance and effectively displayed, before commencement of each academic year. The IQAC ensures the strict implementation of the Academic Calendar by monitoring activities. The institute identifies slow learners and advanced learners based on their academic performance, student-teacher interaction and efforts are made to address their needs.

Teaching learning process at the institute is practiced and continually updated with the objective of outcome based learning. Student centric methods by adopting various learning strategies like ICT-enabled teaching, interactive learning, collaborative learning, learning beyond syllabus, problem-based learning and self-directed learning for enhancing learning experiences have been followed to ensure the holistic development of students and facilitate lifelong learning and knowledge management.

The institute utilizes a feedback mechanism of different stakeholders to fulfill the requirement of students. The faculty of the institute is well qualified, experienced and always accessible. The institute also motivates faculty for attending various training programme, workshops, refresher, seminars and orientation programmes, FDP to facilitate their professional growth. The laboratories are well equipped with modern and sophisticated instruments. The ICT facilities are made available to staff and students to enhance the efficiency of teaching. The faculty members are encouraged to pursue doctoral studies. The facilities required to conduct research are provided. The teaching learning process is focused on quality and ICT enabled teaching. The teaching learning

process is modified and improved on the basis of real time feedback of the students. The semester theory and practical examinations are conducted as per the guidelines set by the affiliating university. For smooth conduct of examinations the institute has Examination Committee.

The institute has well-defined Programme Educational Objectives (PEOs), Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) for each program. The institute follows the principle of outcome based education Policy in which the methodology for attainment calculation is devised. The co-curricular, extra-curricular activities are designed in tune with Learning Outcomes. The teaching learning outcome of the program is indicated through performance of the students in university exams and improved placements.

Research, Innovations and Extension

The institute has functional Research Advisory Committee (RAC). The institute encourages undergraduate students to participate in research thereby inculcating research culture in institute. The institute has well equipped central instrumentation facility with sophisticated instruments such as HPLC, HPTLC, GC, FTIR, UV spectrophotometer. Most of the staff has been recognized as postgraduate guides, and two amongst them have been approved as PhD guides.

The teachers have received funds under various heads like Minor Research Scheme, Research Promotion Scheme and MODROB, worth Rs 36 lakhs from Savitribai Phule Pune University and AICTE in the last 5 years. To understand the needs of the industry, few PG students are deputed to carry out research projects at pharmaceutical companies.

The institute has established IIC (Institute Innovation Council) to boost and incubate ideas amongst the students by conducting Entrepreneurship awareness camp which is funded by DST-NIMAT, New Delhi. The workshops and seminars are held regularly to provide further exposure to the research and innovation-friendly atmosphere. The institute organizes seminar and workshops on intellectual property and emerging technologies & skills necessary to incubate ideas of students. The Research Advisory Committee (RAC) strives to channelize the research work and promote students for various competitions.

Code of ethics in research is available to the students in research laboratories. The RAC screen all thesis and publications for plagiarism as per latest reform. The institute acknowledges faculty achievements through appreciation letters. More than 20 students are perusing their PhD under various departments. The faculty authored more than 200 research papers and 10 books, which itself indicate the research environment in the institute. Extension and outreach activities like blood donation camps, disease awareness rally, health check up camps, donations to orphanages as well as social activities and tree plantation are carried out through National service scheme (NSS) unit. The institute has signed MoUs for mutual benefit with various organizations, thereby strengthening its institute-industry interaction.

Infrastructure and Learning Resources

The Institute has adequate infrastructure and physical facilities and as per norms of apex bodies AICTE and PCI for the programs being offered. The institute has enough number of equipments, apparatus, books, teaching-aids, furniture and fixtures, ICT facilities and other consumables for facilitating teaching learning process. Further, infrastructural enhancements are also done through various financial resources in the form of grants by SPPU and AICTE etc. and also adequate budgetary allocations are made for creation of additional

infrastructure and facilities each year. The institute has well ventilated classrooms with adequate seating capacity. The institute has well equipped UG and PG laboratories. Central instrumentation lab has sophisticated instruments like HPLC, HPTLC, IR, UV, GC etc. The institute has industrial pharmacy lab (Pilot plant) facility, consisting of stability chamber, tablet compression machine, semisolid and liquid section, etc., animal house approved by CPCSEA, Medicinal plants garden, Museum, Seminar hall, Examination Control Rooms and Training & Placement Cell and other adequate facilities. Broadband internet, intranet (LAN), intercom, CCTV along with uninterrupted electricity and water supply are available in the institute. The institute has spacious library with separate reading room. The library is a rich source of learning material viz. books, journals, e-journals, theses reports, bulletins, magazines etc. Reprographic facility is provided to the students. The institute has separate computer laboratory and e-library with adequate desktops connected through LAN for internet usage. The institute provides indoor and outdoor sports facilities to students. The institute has well maintained playground with the area of 4 acre for outdoor events like volley ball, badminton, throw ball, football etc. To maintain and improve the health of students and faculty, the college has provided additional space for gymnasium. The institute has open space auditorium with seating capacity of 250 students for conducting various co-curricular activities. The institute has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. The upkeep of infrastructure is met through the budgetary provisions in each academic year.

Student Support and Progression

Students are the primary stakeholders of the institute and hence, the institute has been evolving measures like student empowerment, inclusive practices and skill development, which are student supportive and student centric. The practice of social inclusion, financial incentives and welfare measures has been internalized in the institutional processes. The prospectus containing different student scholarship and student services is given to all those who aspire to join the college. The student support services are displayed on the institutional website and updated regularly. Several co – curricular, extra – curricular and sports activities are being conducted to facilitate overall development of the students and to emerge as a socially responsible individual. The students have been provided with guidance for competitive exams like GPAT, GATE, MPSC, UPSC by arranging expert lectures from various fields. Most of the students are getting benefited of this and have cleared national level competitive examinations to progress for higher education and some are trained for employment. About 35% of outgoing students are offered campus recruitments through Training and Placemnt Cell. Remaining students progress to higher education. The institute has initiated Institution Innovation Council (IIC) under MoE's initiatives for foastering ideas and innovations amongst the students for boosting the start up culture. The educational profile of students has been maintained and published in placement brochure Horizon every year. Several students have excelled in sports and cultural events with active participation in various competitions. The institute ensures the prompt application schedule and payment of SC/ST/OBC scholarship provided by the State Government and the Government of India. The alumni of the institute have been actively involved in various events either as resource persons or as facilitators for extra-curricular activities.

Governance, Leadership and Management

The institute's academic and administrative functioning is governed by Governing body (GB) and College Development Committee and is run effectively under the leadership of Hon. Ajit Pawar, Deputy Chief Minister, Maharashtra, and President, Pune District Education Association, Pune. The institute has well defined vision, mission and quality policies.

The vision, mission, and goals of the institute are achieved by practicing decentralization, and participative management. The healthy and vibrant environment, and a well qualified and experienced staff contribute to the development of organisational motives. Academic and administrative planning, and also the gradual implementation of e-governance at all levels, represents the institution's efforts in reaching its goal.

The institute abide by the guidelines of apex bodies like AICTE, PCI for its governance. The institute follows all the rules and guidelines of affiliating university for recruitment of staff.

Teaching and non teaching staff members attend national and international conferences, seminars and workshops and are trained to enhance their professional competencies through various staff development, orientation and skill up gradation programmes. Staff welfare schemes are available. Performance assessments and feedback mechanisms are essential instruments for measuring employee performance and providing insight into improvement plans to be implemented. The annual budget has been properly allocated and utilized. Internal and external audits are done on a regular basis to ensure that finances are used as intended in the budgets. The institute has constituted Internal Quality Assurance Cell (IQAC). IQAC is instrumental in setting up quality parameters and processing quality sustenance necessary for the development of the institute. The management, in collaboration with IQAC, strives for continuous development and welcomes other bodies such as NBA and NAAC to assess the quality standards.

Institutional Values and Best Practices

The Mentor-Mentee system has made a qualitative difference in the academic performance and instilled self-confidence among the students. Each faculty member monitors the academic progress of a group of students and guides them to shape their professional career besides dealing with personal issues. Problem based learning and journal club activity is implemented by the institute as the best practices. The institute has concern for environmental conservation and sustenance. Steps are taken to save energy through use of LED bulbs and CFL. Solar Panels were installed as a source of renewable energy. Efforts were made for tree plantation, practicing use of one-side blank pages for printing, and plastic free campus. Most of the bio-degradable waste is recycled in 'Vermi-composting Unit'. The institute committed towards environmental conservations and have established systems for solid, liquid, plastic, biological and e-waste management. The institute has created rainwater harvesting system. The institute has green campus, pedestrian friendly roads and being centrally located, and promotes to use public transport facilities and bicycles. Instead of Bouquets, saplings are given as a token of appreciation to all invited guest during various events. A Grievance Redressal Cell works as per Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 to solve grievances which are addressed based on the authenticity. Emphasis has been laid on entrepreneurship development by establishing an entrepreneurship Development Cell. The spirit of national integrity is instilled by organizing national festivals, celebration of culture and heritage, socially relevant events and birthdays of illustrious Indians.

The institute promotes human values and motivates the students towards ethical practices by celebrating birth anniversaries of national leaders, national days to nurture students with nationalism, moral values, human rights and ethical behavior. Encouraging social responsibility by making participation in NCC/ NSS/ mandatory for undergraduate students like AIDS awareness programmes, blood donation camps, various health camps and socially relevant activities have been undertaken.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PUNE DISTRICT EDUCATION ASSOCIATION'S SETH GOVIND RAGHUNATH SABLE COLLEGE OF PHARMACY
Address	Pune District Education Associations Seth Govind Raghunath Sable College of Pharmacy, Saswad
City	Saswad
State	Maharashtra
Pin	412301
Website	www.pdeasgrsbpharm.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rajashree Sunil Chavan	02115-222212	9822258474	02115-222212	sgrs_contact@yahoo.co.in
IQAC / CIQA coordinator	Jayashree R. Jagtap	02115-222618	7218923478	02115-222213	jayarjagtap@rediffmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	01-06-1993
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	16-03-2012	View Document
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	25-06-2021	12	Approved
PCI	View Document	10-04-2020	48	Approved

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	Pune District Education Associations Seth Govind Raghunath Sable College of Pharmacy, Saswad	Rural	2	6837

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	HSC MHTCET	English	60	60
PG	MPharm, Pharmaceuticals	24	B. PHARM. GPAT	English	10	10
PG	MPharm, Pharmaceutical Chemistry	24	B. PHAR. GPAT	English	6	1
PG	MPharm, Pharmacology	24	B. PHARM. GPAT	English	6	6

Position Details of Faculty & Staff in the College

**Self Study Report of PUNE DISTRICT EDUCATION ASSOCIATION'S SETH GOVIND RAGHUNATH SABLE
COLLEGE OF PHARMACY**

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	1				2				14			
Recruited	0	0	0	0	0	2	0	2	6	8	0	14
Yet to Recruit	1				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				14
Recruited	9	5	0	14
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				11
Recruited	11	0	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	2	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	5	2	0	7

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	6	0	7

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	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	141	0	0	0	141
	Female	139	0	0	0	139
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	20	0	0	0	20
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	3	2	1
	Female	2	1	0	1
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	0	0	1	2
	Others	0	0	0	0
OBC	Male	3	12	8	2
	Female	9	9	9	6
	Others	0	0	0	0
General	Male	28	15	14	15
	Female	16	19	25	30
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		60	60	60	57

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
112	119	125	116	105
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	4	4	4

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
319	279	279	293	274
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	54	55	54	55

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	79	81	66
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	18	17	18	16
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	18	18	17
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 8

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
5.62	6.06	8.74	2.15	54.91

4.3

Number of Computers

Response: 76

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

Curriculum Planning: The institute constitutes various committees like CDC (College Development Committee), IQAC, academic monitoring committee, college examination committee, library committee, cultural committee, research advisory committee, training and placement cell, IIC (Innovation and incubation cell), entrepreneurship development cell, students council, scholarship committee, students development cell(SDC), NSS committee, grievance redressal committee, anti-ragging committee, purchase committee etc.at the beginging of academic year. Principal instructs all Head of Departments to discuss with the department staff about the distribution of workload for teaching courses/subjects considering the expertise of staff. After workload distribution academic calendar of the institute is prepared in accordance with academic calendar of Savitribai Phule Pune University, which includes schedules for examination (Internal assessment, Sessional and End semester), co-curricular and extracurricular activities etc. The academic time-table is prepared according to the teaching workload distribution. It is prominently displayed on the notice board in the premises and also uploaded on institute website. According to the subject allotment, individual teaching staff prepares course file which includes teaching plan, teaching material, University question papers, question bank, Multiple Choice Questions (MCQs) etc.

Curriculum Delivery: Different academic delivery modes like traditional form (that includes lectures, tutorials, laboratory, etc.), ICT enabled teaching (power point presentations, seminars, webinars, use of software programs etc.), Blended learning that includes lecture with online videos, team based learning that includes PBL, model making and chart preparations etc. are used. The student centric methods such as experiential learning, participative learning, learning through group projects, discussion during practical hour, problem based learning, learning through case studies etc. are adopted for curriculum delivery. The academic monitoring committee co-ordinate and monitor the curriculum delivery. Periodical reviews are taken by Principal for effectiveness of curriculum delivery and corrective measures, if any.

Evaluation: The In-semester assessment which includes assignment, open book test, seminar etc. and sessional examinations are conducted as per the academic calendar. The evaluation of the same is performed by the subject teachers. After assessment of all examinations, individual subject teacher obtains useful feedback on what, how much, and how well their students are learning. Faculty then uses this information to refocus their teaching to help students make their learning more efficient and more effective. Student's feedback about teaching staff, and curriculum feedback by different stakeholder's viz. students, teachers, employers and alumni is conducted semester wise. The analysis of the feedback is conducted and accordingly the preventive and corrective measures are taken for improvement. Accordingly the curriculum planning and delivery is designed which includes conduction of subject related value added courses, industrial visits, field visits for the enrichment of students knowledge.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The institute is affiliated to Savitribai Phule Pune University, Pune. The university declares the Academic Calendar in the beginning of every academic year which is strictly followed by the institute. However, the institute prepares its own academic calendar parallel to that of university.

The institute academic calendar for UG and PG includes following components:

- Commencement of teaching
- Dates of Internal assessments
- Dates of Sessional exams
- Dates for practical exams
- Semester break
- Dates of Industrial visits
- Dates for extra-curricular activities,
- NSS residential camp and regular activities
- Annual Sport
- Cultural activities and annual day
- Value added programs
- Industrial visit etc.

The students are apprised of academic calendar in the beginning of the academic session itself. The academic calendar is incorporated in the institute information brochure for all stakeholders. It is also uploaded on institutional website and displayed prominently on notice boards and at strategic locations. The institute strives to adhere with prepared academic calendar. However as per the unforeseen circumstances, minor changes can be incorporated with prior permission of head of the institute.

The institute adheres to the schedule of Continuous Internal Evaluation (CIE) mentioned in the academic calendar. The CIE comprises of continuous assessments (open book test, assignments, seminars etc), sessional examinations (theory and practicals), journal club activity, pre-dissertation presentations, presentation on research envisaged. The students are informed about the planned schedule of CIE through academic calendar.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

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

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 0

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 00

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 3

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
03	00	00	00	00

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 3.13

1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	00	00	00	00

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

1.3 Curriculum Enrichment

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

Response:

The institute has been working for the development of the students. The various programmes are arranged related to Gender Equality, Sustainability, Human Values and Ethics. The institute teachers engage the students in various activities through Expert lectures & N.S.S. programmes. The environmental issues are dealt in detail in the classroom through a regular subject entitled 'Environmental Science'. The said subjects include the chapters such as, Scope & Nature of Environment Science, Natural Resources, Eco-System, Bio-Diversity, Pollution, Social Issues & Population. Environmental Awareness is a compulsory subject for F.Y.B.Pharm students. The results of the students are not declared unless students clear this subject at F.Y. level. The current issue of environment awareness has been thoroughly addressed by the institute. The students must understand the human values and follow professional ethics in their relevant field. Various lectures are organized on Human Values, especially on Gender Equality, Women Empowerment and Skill Development for the students of the institute. A special seven days residential camp is conducted by the N.S.S unit for their students to familiarize with the prevailing problems of rural India. The students are also engaged in value added programmes to make them aware of responsibilities and the professional ethics. Antiragging committee ensures smooth and healthy environment among students thereby avoiding major issues of Ragging and complaints from students about their harassments. Thus the institute has the functional committees to look after the issues relevant to Gender Equality, Environment and such related social issues. The study tour, industrial visits, industrial training and field visits make students aware about the various areas. They learn practical aspects from their study tours, industrial visits, industrial training and field visits. The students prepare a separate project report on 'Industrial Training' as a part of their study. Accordingly the students are made aware of the contemporary issues. The institute works with the objective of generating social awareness among the students.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 24

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
24	27	28	30	29

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 94.36

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

Response: 301

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1.Feedback collected, analysed and action taken and feedback available on website

2. Feedback collected, analysed and action has been taken
3. Feedback collected and analysed
4. Feedback collected
5. Feedback not collected

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 98.14

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
159	143	84	72	72

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
142	142	82	82	82

File Description

Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 76.56

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
43	50	46	33	37

File Description

Document

Average percentage of seats filled against seats reserved

[View Document](#)

Any additional information

[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

The institute assesses the learning levels of the students in two ways viz entrance test score (MHT-CET) and internal and continuous assessment. The students enrolled in the programme are identified as slow and advanced learners based on above said criteria. This helps to identify the slow learners and to design tutorial sessions to bridge the gap between the slow learners and the advanced learners. The tutors of the respective classes of UG and PG extend valid support in classifying the students with reports based on observation and class tests.

The institute organizes Induction programmes for freshers both at the institute level and at the department level. The facilities in the institute and the scope of the subjects being learnt are introduced in these sessions. Apart from this, sessions are also included to inculcate positive attitude and competitive spirit. This process helps as a base for monitoring the future progress of the students.

Strategies adopted for slow learners

- Remedial Classes are conducted with an aim to improve the academic performance of the slow learners. This practice helps the struggling learners to improve subject knowledge and helps them catch up into their peers.
- Pair Study System is also encouraged with the help of the advanced learners.
- Academic and personal counseling are given to the slow learners by the teacher, mentor and the counseling cell.
- Bilingual explanation and discussions are imparted to the slow learners after the class hours for better understanding.
- Provision of simple and standard lecture notes/course materials.

Strategies for the advanced learners

- Professional development sessions– Skill Development Programme like Communicative English, Aptitude and mock placement sessions are conducted.
- Guest lectures on competitive examinations are arranged for advanced learners.
- Students are encouraged to participate and present papers in various Seminars/ Conferences/ Workshops/ Inter-Collegiate competitions organized by other colleges.
- Students representing the institute in various inter-collegiate meets are provided with the benefit of retest.
- Participation by the students in the intra-collegiate competitions such as debate, group discussion, science exhibition, etc are also encouraged.
- The students who secured rank in university examination are motivated by their felicitation in annual social gathering. Special prizes like best researcher award, topper award etc. are also offered as an encouragement to the students.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 19.94

File Description	Document
Any additional information	View Document

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

Response:

Teaching learning process at the institute is practiced and continually updated with the objective of outcome based learning. Student centric methods for enhancing learning experiences have been well adopted to ensure the holistic development of students and facilitate lifelong learning and knowledge management.

Experiential Learning:

- Individualized hands on training and experimentation are practiced in our all laboratories except few group experiments.
- Students are guided through the task and challenges with testing activities by faculty.
- The students learning process in the laboratories is monitored on daily basis.
- The experimental work of the students is documented in their journal and evaluated by the faculty on regular basis.
- During laboratory hours, the students are monitored by the faculty for the technical skill learning.
- Mandatory for M. Pharm. students to undertake the research project for completion of the program. The institute allocates project guide to each student. Students, with the consent of the guide, selects the topic of their project which is mainly laboratory oriented. The students further plan, execute and submit their findings in the form of project report within the stipulated period of time. The M. Pharm. students are evaluated for their research work by the University appointed examiner.
- One month industrial training as a part of curriculum.
- Other modes of implementation through NSS activities , Healthcare awareness activities (Pharmacist day/Aids day/NPW etc.), Health check-up camps etc.

Participative Learning:

Participatory learning activities adopted by the institution are as follows:

- Use of modern educational tools like PPT incorporating animations, videos etc.
- Use of atomic models and CADD (Computer Aided Drug Design) software to clarify the basics.
- Unit processes, functioning of machines etc. are explained with help of films and hands on demonstration in the Industrial Pharmacy.
- Post graduate as well as undergraduate students are encouraged to handle sophisticated instruments like UV, HPLC, GC, IR & DSC.
- Group discussions, quizzes are held during regular classes.
- All faculty conduct interactive sessions by asking questions in class, taking feedback at the end of lectures and during the practicals.
- Periodical exposure of the students to seminars, workshops, guest lectures and conferences.
- Presentations by the students on various topics.
- Personality Development sessions under training and placement activity.
- Use of ICT, e-learning by students.
- Field visits to blood banks and pharmaceutical industries.
- Students are engaged in preparation of molecular models, charts and display.
- Encouraging students to participate in various cultural and curricular inter collegiate events.

Problem Solving Methodologies:

- Problem solving abilities in students are addressed through laboratory experiments and asking applied level questions.
- Laboratory experiments like identification of organic compounds, preparation and characterization of organic compounds, determination of chemical kinetics, stability testing of Pharmaceutical dosage forms, etc.
- Assignments on various subject topics like study of Patch clamp & ELISA, Stem cell research reaction, mechanism involved in synthesis of drugs, interpretation of IR/NMR/Mass Spectra etc.
- Research Projects for PG students.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The faculty members use ICT-enabled tools in the teaching learning process. Computers with internet connection provided to all the faculty members for access to e-content. The faculty members use LCD projectors in the class room for teaching with power point presentations. The teachers make use of videos, animations etc. for better understanding of the content. Internet connection provided in the classroom is used by the faculty members to show the online video content with regard to the subject content. The molecular docking software is used by the faculty members to teach drug-receptor interaction and steps

involved in drug design and discovery. The faculty members from Pharmaceutical chemistry department use Chem Draw Ultra software to teach students on how to draw chemical structures and calculations of molecular properties molecular weight, density, molecular refractivity etc. The simulation software is used by the faculty members in pharmacology laboratory as an alternative to animal experiments to demonstrate the effect of drugs on various models. The faculty members and students use Quality by Design (QbD) Software while doing research projects in formulation development/analytical method development using QbD approach. The faculty shares pre-recorded expert lectures available online with the students for providing in-depth insights on the subject. The faculty members also attend live webinars on ICT tools like MOOCs on pedagogy, LMS etc. to update themselves with the latest developments in the technology for effective teaching-learning process. The subject related content i.e., notes/power point presentations/question bank/important weblinks etc. are uploaded on the MOODLE and google classroom giving 24 X 7 accesses to the students.

Central Instrumentation room is having different sophisticated instruments with different software such as HPLC, FTIR, U.V. spectrophotometer used by faculty, UG and PG students.

The library has sufficient number of e-books, e-journals and CD material that help the students in the interactive learning process. Demonstration of animal experiments using CDs and open education resources (charts, models and devices) are provided to boost the experiential and participative learning capabilities of learners. For effective implementation of student centric methods and participative learning, the faculty members are continuously encouraged to organize and participate in various FDPs/seminars/conferences/workshops to get acquainted with the latest knowledge of the subjects and to improve the participative learning ability of students.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 26.58

2.3.3.1 Number of mentors

Response: 12

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 96.54

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 24.64

2.4.2.1 Number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	03	06	06

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 8.52

2.4.3.1 Total experience of full-time teachers

Response: 136.3

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Continuous Internal Evaluation (CIE) carries 25% of total weightage, whereas 75% allotted for Semester End Examinations. CIE is further divided in to four tools of assessment conducted in each semester.

A. Sessional examination

B. Any two of the following tools: Assignments, Open book test, Class test, Midterm test, Term paper, Seminar presentation, Short Quizzes.

C. Attendance

D. Student Teacher Interaction

Robust and transparent continuous internal assessment is important. Following are its salient features.

1. Every year, Induction programme is conducted in the institute wherein the Evaluation and assessment system is explained by Examination coordinator.

2. The tentative dates of internal evaluation are displayed on website, notice board as well as provided to students at the beginning of the year as a part of Academic calendar.

3. Continuous evaluation is required to assess quality of teaching learning process. This process helps to understand progress of student and also enables a measure that needs to be taken by teacher as well as student to improve performance. Syllabus is equally spread over each component of Continuous Internal Assessment. Continuous assessment develops teaching learning culture. Students needs to work continuously which ensures continuous learning. Teachers also get opportunity to analyze student periodically and make necessary changes in teaching methodologies.

4. For Continuous Evaluation, a variety of assessment tools are adopted. These tools are written test,

sessional paper, seminar presentation, assignments or an open book test. These tools enhance understanding of the subject. These tools capture comprehension, application, analysis, interpretation and problem solving abilities. The question papers are set in such a manner as to ensure that they cover the entire syllabus of the concerned course.

5. On completion of evaluation, the course teacher of each subject distributes the answer sheets to the students for their understanding. Students are given the chance to clarify with the teacher, if they have any doubt regarding the mark allotment. Apart from this, they also understand the drawbacks in their learning and get a chance to improve their performance in end semester examination.

The entire process makes our examination system robust and transparent.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

The students file grievances to Exam Department and it is monitored and analyzed by exam department in an efficient and timely manner. For internal evaluation, the Principal is the final decision making authority to settle the grievances of internal evaluation. In case of grievances of evaluation of University examination, the aggrieved is directed to make proper representation to University authority through the Principal.

Institute level: Internal assessment is a completely transparent process. The procedure adopted is as per the norms of University. After assessment of answer books, these are shown to students by subject teachers and students sign on answer sheet. Further, subject teachers prepare the final mark sheets and display it on student notice board. Subsequently, these mark sheets are submitted to Examination Dept. after completion of all internal assessment within a given period of time, average sign by students is done under the observation of class teacher and if they have any doubt regarding internal marks then it is resolved.

University level: At university level, student's grievances are resolved effectively. The students can demand for the photocopies of the answer books of any subject. University provides photocopies to such applicant students within prescribed time limit. On analyzing the photocopies and taking opinion of their subject teachers, if the students feel that after re-evaluation their marks could increase, the students are free to apply for re-evaluation in theory subjects. The students can apply to the Director, Board of Evaluation & Examination, SPPU, Pune on payment of prescribed fee. On receipt of such applications, University gets the answer books re-evaluated by competent subject teachers. However, if there is no improvement in marks in the re-evaluation process, earlier allotted marks are retained and informed to the institute in a time bound manner.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Program Outcomes (PO) for the programs at our institute is structured as follows:

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

Program Specific Outcome (PSO)

Program specific outcome is framed by the institute to attain the attributes of **POs**.

It is as follows:

B.Pharm.

1. To pursue excellence in pharmaceutical education.
2. To contribute significantly towards quality research in the field of pharmacy.
3. To make pharmaceutical education more relevant with contemporary needs in order to keep pace with the knowledge and information explosion.
4. To enhance students employability skills.
5. To develop a professionally competent, ethically sound and skilled pharmacist.

M. Pharm.

1. Apply skills to do specialized research in the core and applied areas of pharmaceutical sciences.
2. Interpret data of pharmaceutical research in drug discovery as per the needs of pharmaceutical industries.
- 3 Develop an ability to visualize and work on multidisciplinary tasks in the areas of pharmaceuticals and its allied field.

4 Analyze, criticize, organize, improvise and manage documents, data and information related to pharmaceutical drug development process.

5 To create a talent pool by involving students in research projects and to make students undertake research projects under faculty guidance for publication and to foster ambitious desire among students to undertake higher studies and career growth.

The course outcomes (CO) are prepared by individual faculty member by taking into consideration the course content each course (each subject).

The CO statements are drafted in order to accomplish the Program Outcomes (PO) and Program Specific Outcomes (PSO) prepared for B. Pharmacy program and M. Pharmacy program.

Communication of CO, PO and PSOs

1. The COs prepared by faculty are reviewed, modified (if) and finalized by HOD.
2. The Course outcomes for the specific course are communicated and explained by faculty to students when the respective course is started.
3. It is also uploaded on College website (www.pdeasgrsbpharm.edu.in) for flexible access to the students.

POs are displayed on the website.

The PSOs defined by the institute for B. Pharm. and M. Pharm. program are also contextually explained to students by faculty.

PSOs are also displayed in central area and on website.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Upload any additional information	View Document
Past link for Additional information	View Document

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

Response:

I. Course Outcome Attainment Process

The course outcomes are prepared by individual faculty member comprising syllabus from theory and practical for each course (each subject). The CO statements are drafted in order to attain the objective of

Program Outcome and Program Specific Outcome prepared by the institute for the UG and PG program in pharmacy.

Attainment of Course Outcomes

The data is collected from internal examinations (theory, practical, seminars, assignments and presentations) and university examinations (theory and practical) results.

Internal Assessment (40%)- Internal assessment includes sessional and continuous assessment.

Sessional: Sessional is conducted once in a semester. This assessment tool is used for attainment of course outcomes and program outcomes using a descriptive exam.

Continuous Assessment: Assignments and open book tests are conducted based on syllabus.

End semester examination (60%): End semester examination is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

After defining COs and tools for assessment, the target of Attainment level is set for each individual course.

II. Program Outcome Attainment Process

Program Outcome attainment levels for all POs are set first and then attainment levels are calculated by direct assessment based on the students performance in internal and end semester examinations.

After defining course outcome, CO to PO mapping is completed which is followed by setting of weightage for the same.

III. Program Specific Outcome Attainment Process

Program specific outcomes are designed for UG and PG programs and its attainment level is calculated from results of respective courses.

After defining program specific outcomes the target for attainment levels are set and are further mapped with COs

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 97.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	79	81	66

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

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	84	84	67

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.94

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 24.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	16.66	00	00	7.6

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document
Any additional information	View Document

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 12.5

3.1.2.1 Number of teachers recognized as research guides

Response: 02

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 15

3.1.3.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	00	00	02

3.1.3.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
04	04	04	04	04

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

The institute has established Institution's Innovation Council (IIC) as per the guidelines of 'MoE's Innovation Cell (MIC)' in the year 2019. The initiative was to create a vibrant local innovation ecosystem, start-up supporting mechanism, establish function ecosystem for scouting ideas and pre-incubation of ideas and to develop better cognitive ability for technology students. IIC is actively involved in organizing and conducting seminars, workshops, field trips, project exhibitions, entrepreneurship bootcamps, Idea competitions etc. for its students and faculties.

Major focus of IIC

- To create a vibrant local innovation ecosystem.
- Start-up supporting Mechanism in HEIs.
- Prepare institute for Atal Ranking of Institutions on Innovation Achievements Framework.
- Establish Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas.
- Develop better Cognitive Ability for Technology Students.

Functions of IICs

- To conduct various innovation and entrepreneurship-related activities prescribed by Central MIC in time bound fashion.
- Identify and reward innovations and share success stories.
- Organize periodic workshops/ seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators.
- Network with peers and national entrepreneurship development organizations.
- Create an Institution's Innovation portal to highlight innovative projects carried out by institution's faculty and students.
- Organize Hackathons, idea competition, mini-challenges etc. with the involvement of industries.

IIC also formed the committee to implement and monitor the National Innovation and Startup Policy (NISP) and a resolution was passed on 28th Aug. 2020.

The Institution's Innovation council of MHRD's Innovation Cell organised a series of training programs exclusively for IIC members. During the current academic year, Mr. Ganesh Nigade, has completed this training session and designated as "IIC - Innovation Ambassador". He is trained to play a role of mentor or guide for young minds in their pursuit of innovation and entrepreneurship.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	02	02	03	03

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.67

3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 16

3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 6

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 3.29

3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
24	12	12	03	05

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

3.3.3 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: 0.47

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	02	02	00	04

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

The institute has started a National Service Scheme (NSS) unit in collaboration with SPPU, Pune which has the motto of "Not Me But You". In this scheme students have to work for betterment of the society also it aims to develop selfless attitude in the student.

NSS unit has helped students to develop a sense of social and civic responsibility. The students acquire leadership skill, communication skill, and managerial skill and develop the overall personality. The NSS Unit has conducted various activities like winter special camp, Ganeshutsav, work in Ddnyaneshwarmaharaj Dindi as volunteer, street plays, preparation of Rakhi for Indian Soldiers, Tree Plantation and teaching basic subjects to school children, waste collection campaign. The institute also conducts blood donation camp, health check up camp, public awareness programmes with the help of NSS Unit as a social responsibility. Under 'Swachh Bharat Abhiyan, students initiate drives to create awareness about overflowing garbage bins, cleanliness of roads by distributing placards. Swachh Bharat programs are organized in the campus and neighborhood community to make the students and the community aware on sanitation.

Every year the institute celebrates National Pharmacy Week and World Pharmacist Day in association with The Indian Pharmaceutical Association, Pune Branch and various pharmacy colleges of pune districts. This help to develop professional responsibility in students. They also participate in various National Pharmacy Week activities and competitions such as patient counselling, drawing, interview, Whatsapp best quote, Essay, Aptitude test, Elocution, Group discussion, Pharma detailing, Ad mad organized by The Indian Pharmaceutical Association, Pune Branch and various pharmacy college of Pune districts. Every year the institute organizes community awareness rally on World Pharmacist day i.e. 25th September. On World Pharmacist Day, the final year students take Pharmacist oath to live upto the professional duties, resposibilites and ethics as the pharmacists. The institute felicitates the registered pharmacists in Saswad as the token of appreciation. The institute started counselling centre 'Hello Pharmacist' for online counselling of people about diseases like COVID-19, dengue, chikungunya. The institute has organized Workshop for Registered Pharmacists in order to update them with current knowledge and developments in the field of

Pharmacy.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 5

3.4.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 52

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

2020-21	2019-20	2018-19	2017-18	2016-17
07	10	14	12	9

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 48.9

3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
86	205	92	163	152

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 17

3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	05	02	04

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document
Any additional information	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 10

3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
03	06	01	00	00

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

All the departments of the institute have adequate infrastructural facilities. The institute has equipments, apparatus, books, teaching- aids, furniture and fixtures, ICT facilities and other consumables. Further, infrastructural enhancements are also done through various financial resources in the form of grants by SPPU and AICTE etc.

The details of the available infrastructural resources are as follows:

- 1. Classrooms:** The institute has well ventilated classrooms with adequate seating capacity. Black boards are available in all the classrooms. All the classrooms are well equipped with ICT facilities viz LCD, Wi-Fi/LAN.
- 2. Laboratories:** There are spacious and well equipped UG and PG laboratories in the institute. The institute has research laboratories in the departments of Pharmaceutics, Pharmaceutical Chemistry and Pharmacology. Central instrumentation facility has sophisticated instruments like HPLC, FTIR, HPTLC, UV, GC etc. The institute has industrial pharmacy lab (Pilot plant) facility housing stability chamber, tablet compression machine, semisolid and liquid section, etc.
- 3. Animal House:** The institute has CPCSEA approved animal house facility to carry out pharmacological and inter-disciplinary research work. It houses experimental animals such as rats, mice, rabbits etc
- 4. Computer Lab:** The institute has 76 computers out of which 20 computers are available in computer lab all of which are provided with Internet facilities with 40mbps speed.
- 5. Language lab:** The institute has a language lab with 8 computers along with audio video facilities and microphones. Biyani technologies language lab software is used for learning language.
- 6. Library-** The institute has spacious library with separate reading room with the capacity of around 100. The library is a rich source of learning materials viz. books, journals, thesis reports, bulletins, magazines etc. The e-resources are made available to the students in the form of CDs, e- journals via DELNET subscription. Reprographic facility is provided to the students.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Cultural and sports activities are important in overall development of students. Besides providing basic facilities, institute encourages the students to actively participate in various sports activities and competitions. The institute also offers flexibility in academic schedules to the students representing the institute at various events at intercollegiate level.

The followings facilities are available for the students:

Facility for Cultural activity: Institute has Seminar Hall as well as open space auditorium for organizing cultural events. Students are promoted to participate in various cultural activities like Fresher's Welcome function, Annual Social Gathering, Farewell function etc. Seminar hall has the seating capacity of 150 students. Open space auditorium is available in campus with 200-250 seating capacity which is used to conduct cultural as well as co-curricular activities. In institutional annual social gathering, many competitions like solo dance, group dance, singing, fashion show, drama, cocktail etc are organized. Apart from these, other competitions like mehendi, rangoli, drawing, nail art, photography, essay, elocution etc are organized.

Facility for Sport and Outdoor Games: The institute provides indoor and outdoor sports facilities to students. Students actively participate in intercollegiate and interclass competitions. Every year, the institute organizes sports meet for the students. The institute has well maintained playground with the area of 4 acre for outdoor events like volley ball, badminton, throw ball, football, kho-kho, kabaddi and cricket, tug of war and athletics.

Facility for Indoor games: The institute has provided the facilities for indoor games like Table Tennis, Chess, Carom etc.

Gymnasium Facility: To maintain and improve the health of students and faculty, the college has provided additional space for gymnasium. Spacious, ventilated and well equipped gymnasium is made available with the instruments like four station gym, treadmill, exercise bikes, bench press with dumbbells etc. Gym facility is made available to the students and faculty before and after college hours.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 75

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 6

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 165.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
6.23	9.15	3.46	11.23	2.19

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The institute has well established library with 423 sq. m. area which includes sections like circulation area, stacking area, reading room and e-library. There is rich collection of reference, rare and text books with CDs, magazines and periodicals, newspapers, national & international journals and e-journals, which are accessed by students and faculty. The library is partially automated using software “ERP” (version techd-v 2018.8.11). The library has computerized issue and return system of books. All the data of books is available in the computer

Sr. no	Details	Response
01	Name ILMS software	ERP
02	Nature of automation	Partially
03	Version	techd-v 2018.8.11
04	Year of automation	2014-15 ETH 2019-20 ERP

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

Response: D. Any 1 of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 0.83

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.32944	0.92801	0.58479	0.74021	1.57982

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document
Any additional information	View Document

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

Response: 16.42

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 55

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

There are total 76 computers (as per the ratio prescribed by AICTE i.e., 1:8 for UG and 1:6 for PG) with LAN facility and internet connectivity. The institute has computer and language laboratory. Network security is ensured through Firewall and Quick Heal Total Security Pro antivirus subscription. The faculty members, non-teaching staff and students are provided with login id and password for use of various software like ERP, DELNET etc using internet facility to ensure browsing of appropriate content. Antivirus is installed in all the computers to prevent, detect and remove malware. The digital library is equipped with computers connected to internet for use of e-journals subscribed by institute, access to e-library subscriptions like Shodhsindhu (Inflibnet N-list), National Digital Library and e-content resources like SWAYAM, NPTEL etc. The class rooms and seminar halls are having the facility of LAN and Wi-Fi for use of ICT enabled teaching. The institute has well equipped classrooms for the conduct of video conferencing and guest lectures for students and staff using subscribed online platforms like zoom app, google meet etc. Each faculty members are provided with computers connected to internet for updating

their knowledge and skills. Central instrumentation laboratory is equipped with computers connected to sophisticated instruments such as HPLC, HPTLC, UV, FTIR etc. with internet facility for regularly updating of software. The Information Technology department is responsible for the network administration of institute computer systems. The institute always strives for better IT infrastructure and associated facilities such as internet facility, printers, scanner, reprographic machines, and required software. IT facility is updated regularly. The lease line plan (speed 40mbps) for internet connectivity in the institute is backed up by another network connection(30mbps speed) of Gazon and also by modem (Jio).

One full time technician is appointed by the institute for maintenance of day to day IT facilities of the institute. The institute website www.pdeasgrsbpharm.edu.in is managed by central office and regular updates about the various activities carried out by the institute are uploaded on it which serves as an informative center for the stakeholders.

Details of IT facility upgradation are as follows:

Sr No	IT facility	Nature of updation	Date of updation
1	Antivirus Quick Heal	Antivirus updates	Daily
2	Licensed software Microsoft and windows	Windows updates	Every year
3	Tally ERP 9	Software updates	As and when required
4	LCD projector	Installation	At the time of installation
5	Hardwares and CPUs	Installation updates	As and when required

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 4.2

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: B. 30 MBPS – 50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 69.17

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)

2020-21	2019-20	2018-19	2017-18	2016-17
5.6	4.5	4.5	2.3	7.4

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

Classrooms: Total 7 spacious well-ventilated classrooms and tutorial rooms with natural light, provide a conducive environment for learning. The Teaching-Learning pedagogy used in the classrooms is IT enabled and all classrooms are equipped with a standard array of presentation equipment that provides our faculty with the best multimedia tools for their instructional needs. The lecture halls and tutorial rooms can accommodate upto 75 and 30 students respectively.

Laboratory: The institute has 18 spacious, well-equipped laboratories. Models, specimen, displays, charts, etc. help students to verify theories and relate to fundamental principles and concepts. Laboratory provides students with opportunities to design investigations, engage in scientific reasoning, manipulate equipment, record data, analyze results, and discuss their findings.

Central Instrumentation: The central instrumentation is equipped with sophisticated instruments like HPLC, HPTLC, GC and UV-Visible spectrophotometer. The department also has a computational facility (V Life-MDS 4.6 software) for designing drug molecules. All students use all equipments for academic and research purpose.

Industrial lab: Industrial pharmacy lab includes various machineries used for formulation, evaluation and development of the Pharmaceutical products. The industrial Pharmacy lab is equipped with sophisticated instruments like tablet compression machine, spray dryer, disintegration and dissolution apparatus etc.

Library: A library is a part and parcel of every educational institution. The knowledge contained in the prescribed courses has to be complemented and supplemented by studying books and journals provided by a library. The library has sufficient titles, national and international journals, covering the various disciplines of Pharmacy and life sciences to keep the students and teachers abreast of the ongoing research findings in the different fields of knowledge. The institute provides a book bank scheme, online e-journals and e book from various branches of Pharmacy and Life Science through DELNET subscription to students. The surfing and downloading is made available to the faculty and registered students. A reading room with capacity of 70 is available for the students and staff from 8.30 am to 5.30 pm.

Computers Lab: The institute has air-conditioned Computer Lab with 20 computers 01 printer with high-speed broadband connectivity. Each department of the institute has a facility of computer and printer with high speed broadband connectivity. Total 52 computers and 18 printers are available in the institute. This facility helps our research students to undertake literature surveys for their dissertations work.

Counselling Centre

The institute has a dedicated Counselling Centre to provide personal and group counselling to students. The centre supports students to deal with their academic, social, emotional and behavioural concerns related to adolescence and peer group dynamics.

Animal House:

A separate CPCSEA approved spacious animal house is another asset wherein breeding and housing of experimental animals as per standard guidelines of CPCSEA is conducted. This facility is available in the institute for to meet the growing demand for high quality laboratory animals in emergent field of Experimental Pharmacology.

Sports Facilities

The institute provides indoor and outdoor games facilities to the students. Students actively participate in various competitions. The indoor games facilities like chess, carom, TT, badminton and spacious playground for outdoor games like cricket, volleyball, khokho, throwball and tug-of-war are made available for the students. Various sports equipments like TT sets, chess kits, carom kits, volleyball with net, cricket sets are available.

Gymnasium:

To maintain and improve the health of students and faculty, the institute has provided additional space for gymnasium with all essential instruments. The students utilize all available instruments to maintain their

physical health.

Sick Room

The institute has guidance of qualified and experienced doctor. The sick room is equipped to provide first aid, stretcher and respond to medical emergencies.

Medicinal garden

The institute has a well-maintained medicinal plant garden. It has hundreds of different varieties of medicinal plants tagged with their biological nomenclature. The medicinal plants utilized for the purpose of study of Pharmacognosy.

Parking:

The institute provides on the premises ample parking for two wheelers and four wheelers vehicles for students and the staff.

Seminar Hall

The seminar hall is equipped with LCD projector and with all necessary furniture. The seminar hall is used for organizing various activities such as guest lectures, debates, quizzes, recitations, workshop, meetings and orientation programmes, etc. The institute has all required safety measures, including CCTV surveillance, first aid kit, and fire extinguishers facility.

Maintenance:

Dead stocks of the institute include computers, printers, science equipments, sport equipments, UPS, capital assets, etc. The maintenance of ICT based equipments is done. The software (ETH) and college website is upgraded regularly. Annual Maintenance have been made to check, inspect and resolve the issues related to fire fighting system, water coolers, aqua guards water purifiers, air conditioners, lifts, housekeeping, pest control, cleaning and mopping, security, internet and computers, computers and printers, photocopiers, major sophisticated equipments, animal house, medicinal garden etc. All the Fire extinguishers are refilled annually for fire safety. The institute has appointed a full time Electrician to look after the Electrical maintenance. A plumber and carpenter is hired to sort out/ to do any repair work related to carpentry and plumbing problems of the institute in particular and in the campus in general on daily basis.

The maintenance committee comprising of store keeper and HODs is constituted and periodic meetings are conducted to discuss issues related to maintenance work. Instructions to Students (Dos and Don'ts), provision of Breakage free Signage, Rules and Regulations, CCTV, Fire extinguisher, fire insurance of the institute and Sell out the scrap campus are monitored by the committee. It also takes care of Cleanliness and Beautification.

Office superintendent supervises overall building facilities and maintenance. He/She supervises all physical infrastructure including classrooms, laboratories, computer lab, medicinal garden, animal house, parking, counseling center, seminar hall, housekeeping and cleaning of overhead water tanks, water supply and power supply. He/She co-ordinates with general maintenance in charge of our college who is in

continuous touch with in charge of store, Laboratory in charge, in charge of infrastructure and learning resources committee, library In-charge and laboratory In-charges for the maintenance of infrastructure. The building floors are cleaned twice a day every day.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 69.81

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
229	145	162	244	230

File Description

Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 10.63

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
33	35	35	37	14

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 23.05

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

2020-21	2019-20	2018-19	2017-18	2016-17
90	58	65	67	55

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 19.89

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	16	19	18	16

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 120

5.2.2.1 Number of outgoing student progression to higher education during last five years

Response: 102

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 39.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	19	03	02	03

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
22	20	20	21	18

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 5

5.3.1.1 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) year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	3	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

The institution creates a platform for the involvement of the students in various academic, administrative and other activities. This empowers students to gain qualities of Leadership, Governance and Professional Skills.

Class Representative: The students elect their leader in every class section of the department.

Student Council: Students of each class are the members of this chapter. Under this, academic, cultural and sport activities like symposiums, workshops/seminars, paper presentation competitions, quiz, project Competitions, inter/intra college competitions are conducted and students are instructed/motivated to participate for the same.

Student Development Cell: SDC promotes and co-ordinates the different students' activities for better corporate life. SDC tries to nurture students' mental, physical, cultural growth with various activities to improve their overall personality development and to make them civilized Indian citizens to compete in the globalized world.

National Service Scheme: It aims to inculcate the values of social service in the personality of the students. It organizes various programs like awareness rally, camps and competitions every year.

Grivence Redressal Cell: It primarily covers the receipt and processing of complaints from students and other stakeholders of the institution, a wider definition includes actions taken on any issue raised by them to avail services more effectively.

Training and Placement Cell: It is to guide students to choose right career and to give knowledge, skill, and aptitude and meet the manpower requirements of the Industry.

Sports Committee: The Sports Committee is to promote every individuals health, physical well-being as well as the acquisition of physical skills among the students. The committee aspires to inculcate qualities such as sportsmanship, team spirit and bonding.

Cultural Committee: The Cultural Committee shall be responsible for all intra and inter collegiate cultural events in the College. To plan and schedule cultural events for the academic year.

Ladies Hostel Committee: Hostel committee is responsible for framing of overall management of the hostel, and its functions includes overall management of the hostel, including framing rules for the hostels, hostel mess, recreational facilities and security personal.

Industry- Institution interaction Cell: It organizes programs regularly to enhance the professional skills of the students, under this cell college organize various guest lectures, seminar and workshops for industrial skill development of students.

College Development Committee: The committee has a student's representative on board. The committee looks after all the administrative and academic affairs of the institute by takin reviews and having discussions on the issues with the aim of overall development of the institute.

Internal Quality Assurance Cell: The cell also has the representation of students in it being one of the important stake holders of the institute. The cell evolves and monitors the mechanism and procedures for ensuring quality initiatives, maintenace and sustainence in teaching learning, administration etc

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 11.8

5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	11	12	5

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	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:

Though our Alumni Association is not registered, it contributes significantly through various means during the last five years:

1. Our alumni are proactive in providing guidance for GPAT, GATE and civil services examinations for the current students.
2. Our alumni being important stakeholders give their valuable feedbacks on curriculum, activities conducted in the institute, etc and suggest improvements for overall development of the students.
3. Our alumni deliver invited talks, guest lectures and seminars.
4. They also provide counseling to students for employment and help in the placement of the students.
5. Alumni are active members of important committees like College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) thereby contributing in the development of the institute.
6. Our alumni actively help in organization and management of extensive outreach activities of the institute.
7. Most of our distinguished alumni are serving the pharmacy field through industries; academic organizations etc in India as well as abroad, thus serve as role models for the present students.
8. Alumni help in organizing Alumni Reunion events.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

This institute has been incepted in 1993 under the aegis of the society 'Pune District Education Association, Pune' which was established in 1941 with the motto 'Bahujan Hitaya, Bahujan Sukhaya' meaning welfare and happiness of the masses. The organization is committed to fulfill the educational needs of students from rural areas. The mission of the parent society is to uplift the downtrodden and underprivileged through education.

The institute was established in the year 1993 with vision and mission as described below.

Vision: Contributing significantly towards academics and research in the field of Pharmaceutical Sciences by providing state-of-the-art infrastructure and facilities.

Mission: Empowering students through quality education and inculcation of human values to become responsible pharmacists and excellent human beings.

In context with administration and academics, the institute's governance is completely decentralized, effective, well organized and coordinated. The management's dedication, leadership role, and engagement in fulfilling the institute's vision and project goals has been a foundation for the institute's progress in achieving a balance between vision and mission.

To be consistent with the institute's Vision, Mission and Quality Policy, institute prepares five years Perspective Development Plan. These plans are discussed, reviewed with faculty members and approved in Governing Body/College Development Committee (CDC) meetings. The perspective plan of the institute is prepared after the first cycle of NAAC. The institute has constituted various committees for execution of this plan efficiently. The committee member includes Head of the institute, respective coordinators, head of the departments, and all stakeholders and the inputs given by them are taken into consideration positively towards development of institute.

The outcome of all activities is discussed and reviewed by the respective committees at the end of academic year. The review process helps in periodic renewal of strategies, modification of objectives and upgrade quality standards.

The ambience of quality teaching-learning and research is created by providing the excellent infrastructure which is updated regularly. The appropriate facilities for provided to students and staff to help them render best outputs in terms of academics. The students are trained to be skilled professionals of the future by conducting professional activities for the students on regular basis. Apart from this, the students are inculcated with human and ethical values by organizing guest lectures as well as following good practices in the academics, evaluation and administration.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

In a view to motivate the faculty, the institute has transparent system in conduction of various activities and involves the faculty in planning and decision making by delegation of responsibilities. The institute practices participative management by active involvement of stakeholders like teaching, non-teaching staff, students, parents, industry, alumni and employers at strategic planning and operational level. Institute assigns responsibilities under various portfolios according to curricular, co-curricular and extra-curricular activities to individual teaching and nonteaching staff for effective working culture and operational functions. Institute believes in participative management and ensures involvement of all teaching and nonteaching staff in daily functioning of the institute. The Institute promotes a culture of participative management at different levels by encouraging faculty interaction with outside the world by shouldering various responsibilities at regulatory bodies, administrative and editorial boards etc. Faculties are also given the responsibilities of various administrative, academic and extra and co-curricular activities committees including CDC, Governing Body and thus promote participation in the management of institutional activities. Need based inclusion of all faculties is done in activities such as social gathering, magazine, NSS, alumni meet, exam department, etc. Various seminars and conferences are organized by institute and delegation ensures decision making, planning and execution of activities.

The faculties are motivated to upgrade and update the academic knowledge, particularly by providing them opportunities to participate in academic programs. The Heads of the Departments and senior faculties are given free hand to develop the teaching learning and evaluation methodology and implement the same.

Stake holder	Name of committee
Teaching staff	• Governing Body, • College Development Committee • Institutional Animal Ethical Committee (IAEC) • IQAC • Anti-Ragging Committee • Student Council • Antidiscrimination Committee • Gender Sensitization Committee • Grievance Redressal Committee Academics Committee (UG &PG) • Library Committee • Examination Committee

	• Cultural Committee • Research Advisory Committee • Industrial Training & Placement Cell	
Nonteaching staff	• College Development Committee • IQAC • Anti-Ragging committee • Grievance Committee • Antidiscrimination Committee	
Student	• Student Council • Grievance Redressal Committee • Anti-Ragging Committee • College development Committee • IQAC • TPC	
Parents	• Anti-Ragging Committee	
File Description	Document	
Upload any additional information	View Document	
Paste link for additional information	View Document	

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Perspective/Strategic plan and Deployment documents are available in the institute. The development plan is designed to comply with Vision and Mission of the institute. The institute prepares a Five Year Perspective Development Plan. The last perspective plan was prepared for the period 2015-20. Institute is presently in second cycle of its perspective development plan for academic year 2020-21.

1.Perspective Plan 2015-2020

Teaching and Learning:

Objective: To provide a high quality education & lifelong learning

Action Plan: 1. Identify and develop new teaching learning pedagogy.

2. Strengthen library & learning resources

Research and development:

Objective: To augment research facilities and promote R&D & consultancy services.

Action Plan:

1. Encourage the faculty to carry out research in their thrust areas to keep them abreast of the latest and also to give the latest knowledge to the students.

2. Apply for funding to the funding agencies.

3. Add the infrastructural facilities as per the need of research

4. Update the computer and internet facilities from time to time.

5. Provide research hiring services

6. Motivate faculty & PG students for attending various training programmes, seminars, workshops, refresher and orientation programmes to facilitate their professional growth.

Community engagement / outreach activities:

Objective: To promote public health in the Saswad region with NSS unit.

Action Plan: 1. Promote the concept of rationale use of medicine

2. Conduct health awareness campaigns every year.

3. Counsel mostly illiterate folk regarding importance of hygiene and health through street plays, distribution of pamphlets during rally etc which helps in alleviating spread of diseases.

4. Assist health care professional in the quality use of medicines

Human resource planning and development:

Objective: To recruit faculty as per norms and procedures laid down by affiliating university i.e. SPPU, AICTE and PCI guidelines.

Action Plan: 1. Encourage the faculty for upgradation of qualification, and undertake research activities to become eligible for upper post.

2. Conduct the faculty recruitment process every year.

Industry Institute interaction:

Objective: To strengthen Industry driven and Institute oriented cooperation.

Action Plan:

1. Organize lectures of eminent resource persons from industries for updating the students and faculty with current knowledge in the field.
2. Organize Industrial tours every year for the students to provide them the practical insight into the subject.
3. Conduct industrial training for undergraduate students & project training for PG students

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

The organizational structure of the institute is depicted in the organogram. The institute is functioning as per hierarchy described in organogram for smooth conduct of academic and administrative work.

Policy:

The Heads of Departments, concerned staff, Vice- Principal and Principal are involved in decision making as per the given organizational chart. The effectiveness of this decision making process is reflected through smooth functioning of administrative and academic activities of the institute. For all academic purposes, the Principal of the institute has delegated the heads of departments to carry out the activities independently. The HODs in consultation with their departmental colleagues prepare the academic calendar, the time table, examination schedule, seminars, projects, research proposals, departmental budget, schedule of maintenance of equipments. For all these activities, the academic departments are given functional autonomy. The Principal and Vice Principal of the institute ensure that the performance of the departments are as per the plans given by the HODs and thereby make the HODs accountable for their departmental responsibilities.

The institute has constituted IQAC which is responsible for ensuring quality of the institute. The Quality policy is designed by IQAC under the chairmanship of the Principal. It is designed taking into consideration the mission and vision of the institute and three aspects viz quality initiative, quality sustenance and quality enhancement

Administrative setup:

The administrative staff is involved in the various committees such as NSS, examination, cultural, organization of seminar/ workshop etc. They are invited for timely meetings and are assigned relevant responsibilities. In addition, for specific administrative and accounts review meeting of the administrative staff are held on a periodic basis.

The institute conducts regular meetings of its various Authorities and Statutory bodies. Every year minimum two meetings of College Development Committee and Governing Body are held in the institution. The issues related to accounts, admission, scholarship, faculty, purchases, website, results of the students, library etc are discussed in the meeting.

Appointment:

The institute has adopted the following strategy to recruit and retain the faculty and other staff who have the desired qualification, knowledge, competence and skill.

Service rules and procedures:

The institute's functioning is as per the provisions of the Maharashtra Public Universities Act, 2016 and statutes & ordinances made there under with respect to recruitment of faculty, service rules including leaves and grievance redressal. The pay scales, increments, promotional policies, reservation policy and career advancement scheme are implemented as per present rules of the State Govt.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

Since inception, the institute takes effective welfare measures for teaching & non teaching staff. These are enlisted below.

- 1.Group Gratuity Scheme of LIC of India to all teaching & nonteaching staff.
- 2.Provident Fund Scheme of Employees Provident Fund Organisation to all eligible staff.
- 3.Free Medical emergency transportation for students & staff
- 4.Medical leave/Causal leaves / earned leaves/ study leaves/ Compensatory off to all eligible staff.
- 5.Maternity leave of 90 days with full pay to eligible female employees.
- 6.Revision of pay, pay band and AGP as per provision of 6th pay commission, recommendation & Government resolutions/University statutes.
- 7.In medical emergency parent society offers Sevak Kalyan Nidhi.
- 8.Loan from PDEA's Sevak Sahakari Patsanstha.
- 9.Financial support for attending FDPs, Seminars, Workshops, Conferences, Training & orientation programs

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 32.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	10	11	02

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 1.6

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
01	02	01	02	02

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	View Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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

Response: 7.78

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	00	01	00

File Description	Document
Upload any additional information	View Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The Institute has a transparent performance appraisal system for teaching and non teaching staff to motivate the faculty and staff and also to ensure that they give the best results. The system for performance appraisal ensures both accountability and continuous improvement in the abilities of staff and performance of staff. The objective of performance appraisal is to create awareness among the teachers regarding professional values based on knowledge, practices and relationship with stakeholders. The mechanism of performance appraisal for teachers comprises of the self-appraisal forms to be filled in at the end of every academic year. The duly filled in performance appraisal forms are forwarded to the HODs for their remarks. Finally, the HODs submit these forms to Principal for the final remarks. On the basis of these remarks confidential report of each staff is forwarded to the management. Teachers are expected to highlight their achievements in academics, curricular, co-curricular activities and extra-curricular activities. In addition workshop, seminars and conferences attended and participated, Faculty Development Programs attended, the technical session chaired, invitation as resource person also gain importance and give importance to the performance and abilities of the teachers. The information gathered and collected from students feedback on the evaluation of the teachers is collected by the academic in-charge. Then HODs analyse the feedback and forward the same to the Principal. The Principal communicates the feedback to the teachers accordingly.

The academic performance indicators include comprehensive information about

For teaching staff

- Teaching-learning information which includes theory and practical taken, examination duties performed student's feedback etc.
- Co-curricular and extracurricular and professional development activities.

- Research Publications and academic contributions
- Research projects carried out.
- Official conduct
- Achievements

For non teaching staff appraisal parameters include

- Punctuality
- Hardwork and promptness
- Sincerity in following instructions
- Integrity and character
- Any complaints from staff and students

General performance assessment and informal appraisals by the Principal, Vice-Principal and HODs is done on a regular basis by observation and communication.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

Institute conducts internal and external financial audits on regular basis. Pune District Education Association appoints internal and statutory auditors for undertaking regular internal and external audits of the accounts.

Internal audit is carried out quarterly. During the audit, the accounts related to income and expenses are scrutinized. On scrutiny, the draft audit report prepared by the internal auditor is then discussed with the Principal and is rectified based on her inputs. The audit objections are settled with documented corrective measures and compliance reports are sent to the PDEA. The reports are then placed in College Development Committee meetings and discussed.

External Audit The external audits are conducted by the statutory auditors annually .The statement of accounts viz, Receipts and Expenditure Statements are finalized in month of May along with balance sheet. Since inception of the institute, all internal and external audits (statutory audits) have been carried out on time and Audited Statements of Accounts along with Balance Sheets are available with the institute. The last external audit carried out is for the financial year 2020-21.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The institute has taken necessary steps for resource mobilization. The major heads of funds mobilization includes:

- Tuition fees,
- Research grants,
- Consultancy, and
- Grants to conduct developmental activities.

Utilization:-

Conversely, the institute is having a proficient and effective mechanism for utilization of available financial resources. The tentative budget of the institute for each financial year is finalized. Consequently, Principal forwards the same to management for approval. According to the requirement given in budget, purchase requirement of equipments, chemicals, glassware or other major items is prepared and requisition is submitted to store which is headed by the Principal. The quotations submitted by suppliers are evaluated, comparative statement is prepared, suppliers are called for personal discussion and after comparing all aspects from various suppliers, orders are placed. The institute also receives financial assistance and support as funding through the AICTE, UGC and SPPU for development of infrastructure, library up

gradation, purchase of equipments, research and development and academic activities and funds granted are utilized as per their guidelines. The utilized grants are audited regularly as per the Government rules by competent and registered C.A.s (Chartered Accountants). The institute has appointed different faculty as in-charge to utilize the funds allocated in different heads such as (Earn and Learn Scheme, Minor research project, Seminars) providing financial support and release of fund for scholarship disbursement to students who needs financial assistance. Management and institute encourage and motivate the faculties to apply for research grant to various funding agencies. The members of faculty are promoted to take-up consultancy services from various industries and organizations. This helps to train the research scholars, effective teaching and good research publications. Audited statement and utilization statement are submitted to the concerned agency after the completion of the event. Every financial transaction is recorded. All procedures and dealings are computerized.

File Description	Document
Upload any additional information	View Document
Paste 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

Response:

OBJECTIVES OF IQAC: To ensure that the institution fulfills its mission of:

Empowering students through quality education and inculcation of human values to become responsible pharmacists and excellent human beings

IQAC STRATEGIES:

IQAC evolves and monitors mechanisms and procedures for ensuring:

- Timely, efficient and progressive performance of academic, administrative and financial tasks.
- Optimization and integration of modern methods of teaching and learning.
- The credibility of evaluation procedures.
- The adequacy, maintenance and proper allocation of support structure and services.
- Research sharing and networking with other reputed institutes and industries.

IQAC FUNCTIONS:

- Development and application of quality benchmarks or parameters in various activities of the college.
- Dissemination of information on quality aspects.
- Organization of workshops, seminars etc.

- Recording and monitoring quality measures of the college.
- Periodical conduct of Academic and administrative Audit.
- Preparation of the Annual Quality Assurance Report (AQAR) and such other reports as may be required from time to time.

IQAC has contributed significantly for institutionalizing the quality assurance strategies and processes in the institute. The following two best practices are institutionalized by IQAC:

Best Practice-1: Entrepreneurship Awareness Program: The institute conducts Entrepreneurship awareness programs every year in a view to create budding entrepreneurs in the field of pharmacy who would generate more employment and wealth. The objectives of this program is to

- a) provide details about entrepreneurship
- b) develop the business skills among the students
- c) develop their entrepreneurial skills and motivate them to plan for a Start-up
- d) provide a platform for students to interact with successful entrepreneurs and industry experts.

In order to fulfill the objectives the institute has adopted different approaches viz. i) Promote faculty to attend the refresher courses on Entrepreneurship development. ii) Conduct of workshops and seminars on business opportunities wherein experts from industries are invited as guest speakers. ii) Sharing of experience with the students. iii) Setting up an incubation centre. The activity helps young entrepreneurs to cultivate unique skills and think outside the box. Moreover, it builds up confidence, creates opportunity, ensures social justice and stimulates the economy.

Best practice-2: Disaster Management: Disaster education aims to provide knowledge among individual viz. students and staff to take actions to reduce their vulnerability to disasters. Disaster management aims to avoid or reduce the potential losses from natural or man-made hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery. In a view to create awareness among the staff and students about various natural & domestic disasters and enable them to be prepared to meet such situations when a need arises, the institute organizes various seminars and workshops on disaster management under the activity. Moreover the institute is also working in collaboration with Savings Life Club of international disaster medicine cell and Arogyamitra Foundation (NGO) for training the faculty and students for preparing them to face the health disasters. The activity will help students and staffs tackle the crisis with their knowledge, confidence and survival skills in lesser time and help build a better, stronger and resilient nation.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC has been established in the institute as per the norms since 2014. Since then its focus on improvement of quality is being achieved by various methods. The institute reviews its teaching learning process, structures and methodologies of operations and learning outcomes at periodic intervals through IQAC and records the incremental improvement in various activities.

Two institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC are:

1. Academic review:

2. All the departments in the institute abide by the institutional norms (initiated by the IQAC) such as:

1. Timely preparation of the academic calendar of the institute by the academic monitoring committee in consultation with the all committee members.
2. Timely distribution of workload faculty wise for forthcoming semester
3. Timely distribution of responsibilities (job roles) among faculty.
4. Timely submission of committee constitution details by respective faculty
5. Timely distribution of academic time-table among faculty
6. Timely submission of teaching plan and course completion according to it.
7. Use of ICT during course delivery wherever applicable
8. Execution and moderation of internal assessment(s)
9. Assessment of learning-outcome by identifying slow and advanced learners etc.

For the smooth conduct of all activities, minimum three meetings of academics are conducted in a semester.

First-at the beginning of the semester,

Second- after internal examination and before end semester examination and

Third, at the end of the semester.

In these meetings, Principal, all the committee members, HoDs of the departments, and all faculty participate and discuss about academic and other activities. Also, the details of syllabus completion and performance of students in the internal examination is discussed in the meeting. All above detailed institutional parameters have been influential in strengthening and streamlining the entire process of teaching-learning. The teaching learning process is focused on quality teaching and ICT enabled teaching. For effective teaching and learning the institute has Academic Monitoring Committee. The teaching

learning process is modified and improved on the basis of real time feedback of the students.

1. Learning outcome reviews:

The learning outcomes are in tune with vision and mission of the institute. In the era of globalization the importance of outcome based education system is highlighted. In this context IQAC has taken initiative to implement outcome based system in the institute.

Learning outcome is reviewed based on the students' performance in internal and end semester examination and their responses in the classes, performance in the competitions and employers feedback. Based on all these revisions, smart teaching (ICT enabled), on line class access, personal assistance, academic counselling and special trainings like remedial classes etc are given to students in order to improve learning outcomes. Programme outcomes and Programme specific outcomes are designed for all the programs. Course Outcomes are prepared for each course by faculty members along with the teaching methodology used. This motivated teachers to implement innovative teaching methodologies such as peer learning, group learning, constructivism etc. for better learning ambience in the institute. Academic and extracurricular activities are designed in tune with then learning outcomes. The internal exams, assignments, tutorials, practical, project assessment is aligned with the learning outcomes stated by the institute. The attainment calculation methodology is developed. The institute has developed the outcome attainment policy and implemented certain activities to fill the gap if any.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Institution shows gender sensitivity in providing facilities such as:

- 1.Safety and Security
- 2.Counselling
- 3.Common Room

1.Safety and Security:

The institute strongly encourages gender equality and is constantly working towards providing a conducive environment for efficient and effective communications between students. Men and women need to be sensitized towards gender issues. The students and faculty of the institute are constantly informed about the Sexual Harassment of Women at Workplace Act, 2013 and the constitution of Internal Complaints Committee which works towards providing protection against sexual harassment of women in the institute. Vishakha Guidelines against Sexual Harassment at Workplace are discussed in the meeting and the complaints of sexual harassment are resolved in the meeting of Internal Complaints Committee. In order to address such issues the institute organizes various programs such as Karate training for self defense, personality development programmes for students. Gender sensitization program and celebration on International women's day.

The institute assigns great importance to the safety of students and staff. As a safe campus is an essential prerequisite to effective learning, campus security arrangements ensure that all the adequate precautions are taken:

- 24 hours well-trained security guards are deployed at key locations.
- All visitors are carefully screened and permitted to enter the campus only after strict entry procedure.
- Identity cards are mandated for everyone on campus.
- 16 High end CCTV cameras are installed at prominent locations.
- First Aid boxes are made available at various locations.
- Suggestion boxes are also placed and grievances, if any, are addressed.

Further, the institute also ensures social security through Anti-Ragging Committee, Grievance Redressal Committee and Internal Complaints Committee.. The institute ensures that there are absolutely no instances of ragging, or sexual harassment on the campus. The outcome of all these measures and efforts is that students and staff (especially women) feel safe and secure on the campus.

2. Counselling: The counselling for students is a specialized service of guidance provided through a

mentor-mentee association and professional counselor who is available on campus whenever necessary. Awareness sessions are conducted by the counsellor regularly on diverse topics such as gender sensitization, handling result pressure, positive living, coping with various challenges etc.

3. Common Room: When students enjoy break between lectures, they find relaxation and recreation in the Common Room. The institute provides separate Common Rooms for girls and boys students. The institute also has a sick room with the facility to take rest during an medical emergency. There are separate washrooms for women and men.

All the students are given equal opportunities for participation in curricular, co-curricular and extra-curricular activities.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document

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

- 1.Solar energy
- 2.Biogas plant
- 3.Wheeling to the Grid
- 4.Sensor-based energy conservation
- 5.Use of LED bulbs/ power efficient equipment

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Our institute is committed to “zero waste” and reducing the environmental impact of its activities through its philosophy of “reduce-reuse-recycle”. A prudent budgeting approach is adopted in what we purchase as a first step towards reducing waste. Over the years, the institute recycling scheme has included office stationery, electronics, laboratory material and furniture.

- **Solid waste:** The entire plantation of on the campus is organically nurtured from the Solid waste management produced from the bio waste from the campus. The institute is produced at the campus from the bio waste matter of the institute, as organic nutrients for the plantations with the firm endeavour of promoting recycling of waste and dissemination of the practice of organic farming. The eco-friendly waste management system involves a magnetic flux created with controlled oxygen presence which ensures the complete combustion of waste decomposing municipal solid waste material.
- **Liquid waste:** The institute adheres to a strict protocol of liquid waste disposal in its laboratories. Any glassware used in the laboratory is rinsed with minimum water and placed in the liquid waste container. The organic waste yield of the institute is limited till date and therefore treated with cow dung for decomposition due to the action of micro-organisms.
- **E-waste:** The institute has optimized its inventory of all computers through reassembling, modification and up gradation by the PDEA’s own team of IT Administrator, faculty members and students of Computer Science Engineering and Information Technology. This has been a critical endeavour towards E-waste management ensuring that no discarded computers or printers are lying idle in the office premises. Flip flops, memory chips, motherboard, compact discs, cartridges etc generated by electronic equipments such as Computers, Printers, Fax and Photocopy machines are recycled properly. Instead of buying a new machine buyback option is taken for technology up gradation. The e-waste generated from hardware which cannot be reused or recycled is being collected by our parent organization PDEA.
- **Waste recycling system:** The waste water from the RO plant is discharged back in back into the environment which is effectively utilized to water the lawns sapling and trees into college by drip irrigation.
- **Biomedical waste management :**
- The process of autoclaving involves steam sterilization. Instead of incineration, which can be expensive, autoclaving simply introduces very hot steam for a determined amount of time. At the end of the process, microorganisms have been completely destroyed. This process is particularly effective because it costs much less than other methods, and doesn’t present any personal health risks. While some biomedical waste isn’t able to be disposed of via autoclaving.

Hazardous Chemical Waste Disposal:

Chemical waste containers are provided to laboratories. Liquid Waste Containers are available in 5L and 10L sizes. Always allow at least 10% free space for solvent expansion. The contaminated chemicals are collected in chemical waste containers and are disposed of in the chemical waste safety tank. The institute has separate provision for chemical waste safety tank.

File Description	Document
Any other relevant information	View Document
Link for Geotagged photographs of the facilities	View Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: C. 2 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

NSS Unit has been started in the institute in collaboration with SPPU, Pune. Institute takes efforts to provide an inclusive environment i.e. tolerance and harmony towards cultural, regional through various NSS activities. Every year NSS unit organizes two types of activities

- 1.Regular activities:** It includes celebration of Independence day, Republic day, Ganesh festival, tree plantation on the occasion of birthday celebration of our president, blood donation camp etc. Different community oriented programmes for awareness of various diseases such as dengue, swine flu, AIDS, chicken gunya, etc are conducted. In addition to this, the institute organizes programmes for understanding effects of self Medication as well as importance of health and hygiene for the benefit of society. Saswad is a place of historical importance with a Purandar fort, rich source of biodiversity nearby and ancient temples. Institute takes initiative to maintain the divinity through cleanliness drive and tree plantation periodically. Sant Dnyaneshwar Maharaj Procession passes through Saswad town with two days halt. Lakhs of Warkaris (devotees) are the participants of this procession. Out of social obligation and responsibility institute gets involved in the procession by distribution of free medicines and informative pamphlets, counselling warkaris on health and wellness. The students participate voluntarily in cleanliness activity “ Swacha Wari Sundar Wari”. The institute premises are made available for the stay of Maheshwari Dindi of approx 500 warkari.
- 2.Special Camp Activities:** The institute organizes special camp every year at different villages like Pandeshwar, Khalad, Waghapur, Supe, and Veer. In this camp, gram swachhata, health check up, building of bandhara (low built dam), counselling of village citizens, family survey in relation to income and health etc activities are conducted. In every camp, the institute arranges lecture series on different aspects related to social, economical and health issues like Save girl child, Water conservation, Responsibilities of Youth towards nation, Women empowerment, Inspirational speech etc. The students also perform cultural events and street play to address the villagers on various social issues like addiction, dowry, alcoholism, domestic violence etc.

File Description	Document
Link for any other relevant information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

Code of conduct is informed to all stakeholders of institute such as students, Staff, Principal and visitors from time to time. Pharmacist's code of conduct is displayed on institute museum. The institute takes initiative to inspire students to become responsible citizen in every aspect through every activity. The institute conducts and celebrates the sanvidhan din, republic day, independence day, workers day, Voters awareness program, Swachh Bharat Abhiyan, Environmental awareness, flood relief fund collection, conducted workshop for disaster management. Through NSS the institute also contributes in village cleaning program. The institute restricted entry for automobile for students to motivate them for pollution free environment. The institute also decided to make plastic free surroundings for which it displayed notices for staff and students in the campus. Discipline committee of the institute plays active role to make students responsible citizen at many levels. It restricts mobile phones in campus. Without identity card none of the student can make entry in the institute campus. The committee monitors overall behavior of students in campus and give instructions to observe discipline. Thus, committee looks after to maintain the decorum of the institute. Every year the institute creates awareness among students about responsibilities of citizen through such programs. The institute conducts Voters awareness program to understand the voting process of our democratic country. Institute takes oath from students and staff such as voting rights to strengthen democracy, save water etc to inculcate rights, duties of responsible citizen in the students. At the same time in under graduate curriculum, students learn Environmental Science subject in their First Year B.Pharm. realising the importance of environmental protection and sustenance.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document
Link for any other relevant information	View Document

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

1. The Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

Students being the part of the society and tomorrow's nation's builders, ethics should be inculcated among the students through educational framework. It is an integral part of learning and building a strong cultural belief in a student. The institute is committed to promote ethics and values amongst students and faculty. The institute justifies important aspects of ethics and values by celebrating national and international commemorative days, events and festivals in campus. The institute makes keen efforts in celebrating the national and international days, events and festivals throughout the year.

The institute organizes National Festivals and Birth and Death Anniversaries of great Indian Personalities with enthusiasm. Through the programs held on these days, the values and contribution of the great Indians personalities are instilled in the minds of students. Staff and students become aware of the importance of national integrity and their role.

The institute celebrates the following days:

1. International Yoga day (21st June)
2. Independence day (15th August)
3. Teacher's Day (Dr.Sarvpalli RadhaKrishnan Birth Anniversary-5 th September)
4. NSS Day (24th September)
5. Mahatma Gandhi Birth Anniversary (2nd October)
6. Constitution Day (26th November)
7. Death Anniversary of Mahatma Jyotirao Phule (28th November)
8. Death Anniversary of Dr.B.R. Ambedkar (6th December)
9. Birth Anniversary of Savitribai Phule (3rd January)
10. Birth Anniversary of Rajmata Jijabai Bhosale (12th January)
11. Republic Day (26th January)

12. Birth Anniversary of Chatrapati Shivaji Maharaj (19th February)
13. International Women's Day (8th March)
14. Birth Anniversary of Yashwantrao Chavan (12th March)
15. Birth Anniversary of Mahatma Jyotiba Phule (11th April)
16. Birth Anniversary of Dr.B.R. Ambedkar (14th April)
17. Maharashtra Din (1st May)

File Description	Document
Link for any other relevant information	View Document
Link for Annual report of the celebrations and commemorative events for the last five years	View Document
Link for Geotagged photographs of some of the events	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:

(A) Journal Club Activity

1. Title of the Practice

Journal Club Activity

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

Journal clubs are a well-recognized quality improvement strategy used by health practitioners to critique and keep up-to-date with relevant health literature. The Journal Club of Department has been formed to keep pace with the knowledge explosion taking in the field of Pharmaceutical Sciences. The club intends to discuss actively the literature pertaining to latest findings in the areas of Pharmacy. The main objective of this activity to enhance knowledge along with improvement in critical literature appraisal skills and to generate ideas for future research.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

A successful journal club is said to be long existing and high attending program. It is effective in most of the time with a single leadership (program director), mandatory attendant (administrative incentives) and motivation (interesting and healthy environment). It can be made fruitful if it is question or problem driven; appraisal focused and seeks to generate a written record.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

1. Faculty Members of the department meet to choose the facilitator for the next three months and to decide about the paper to be discussed in the next meeting.
2. Fifteen days are given to the members to read the paper and get prepared for the discussion.
3. The assigned paper is thoroughly discussed (about 30-40 min.).
4. Paper for the next meeting is decided by the members

Criteria for selection of an article:

1. The article should be relevant to the goals of the journal club
2. It should be of a suitable length.
3. The material should stimulate discussion.

Role of the participants:

1. To attend and participate actively.
2. Critique the article/paper frankly
3. Evaluate the activity.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

Journal club is a group of college teachers who meet regularly to critically appraise published research papers.

1. Acquisition of critical appraisal skills.
2. Promotion of critical thinking.
3. Improvement of reading habits.
4. Improvement of group participation and presentation and communication skills.

5. Strengthening of collegial relationships.
6. Development of research, writing, and publishing skills.

The practice of journal club is adjusted and formatted according to the set goal of the organizing authority and the learning objectives of the participants. Depending on the adult learning principle there is scope for innovation. Evaluation of the program and its individual segments has provided information for further improvement.

6. Problems Encountered and Resources Required

Identify the problems encountered and resources required to implement the practice (in about 150 words).

Journal clubs have got its limitations and are not equally successful because of failure to maintain interest and continuity. Common causes are lack of time, lack of or ill-defined goals and objectives. Identified that lack of training on the process and orientation are other problems. Time pressure may lead to short cut. Sending articles before the club may have negative impact and results a waste of time and paper. In case of evidence based journal club the selected paper may not be the most suitable for the topic under question.

To overcome these problems one person having experience in the process has the responsibility for basic and refresher training on information technology, literature search and the basics of research methodology. A successful journal club is said to be long existing and high attending program. It is effective in most of the time with a single leadership, mandatory attendant and motivation. It is made fruitful if it is question or problem driven and seeks to generate a written record. Focusing on the current problem, bringing triggering question, a sense of humor and provision of good food, clear distribution of role and good signposting of time, place and topic is encouraging and motivating the participants to attend regularly. Use of structured format for review and critique on the literature saves the time and improves understanding of the process among the learners. Having a core group for regular attendance is essential to maintain continuity. One person who has interest in medical education is responsible and a trainee or junior faculty is the leader supported by the senior faculties. If the task is of recent interest and can match with the personal goal of the participants then they are motivated to attend the club and think on the topic. Flexibility of the organizer and participants' innovative ideas make it more attractive. Convenient time and place with administrative and financial support lead the club to success. It is not too frequent or irregular, regular and monthly meeting is well accepted and easier to follow by most of the participants.

(B) Problem Based Learning

1. Title of the Practice

Problem Based Learning (PBL)

2. Objectives of the Practice

What are the objectives / intended outcomes of this “best practice” and what are the underlying principles or concepts of this practice (in about 100 words)?

The objectives of this practice are to develop i) cognitive (Knowledge), ii) affective (attitude) and iii) psychomotor skills of the students through the process of acquiring new knowledge based on recognition of a need to learn. It's a technology platform to enhance the teaching & learning process for students.

3. The Context

What were the contextual features or challenging issues that needed to be addressed in designing and implementing this practice (in about 150 words)?

PBL is an instructional method that instigates students to "learn to learn," working cooperatively in groups to seek solutions to real world problems. Learning is initiated by a posed problem i. e. a 'Trigger' that the learner wants to solve. The most critical part of this method is to develop problems (triggers) that i) draw on students' previous learning and experience ii) integrate content objectives with problem-solving skills iii) require a cooperative, multi-staged method to solve and iv) necessitate that students do some independent research to gather all information relevant to the problem. The problem based learning approach i) has greater relevance to the needs of industry, ii) encourages self-directed life-long learning of the student and iii) promotes the ability of the student to retain and apply the knowledge.

In PBL, as knowledge is acquired in the context of a specific problem it is likely to be better focused and retained. PBL needs to be designed in such a way that it will enhance the understanding of the students through practical learning and exhort them for self and better learning.

4. The Practice

Describe the practice and its uniqueness in the context of India higher education. What were the constraints / limitations, if any, faced (in about 400 words)?

The institution has designated a faculty as a PBL co-ordinator who ensures smooth and effective conduct of the activity. The schedule for conducting PBL for all the classes is prepared in advance and circulated. The students are divided in groups randomly, each group consisting of 6- 8 students. Depending on the number of groups of students in a class, the faculty members are designated as facilitators for a specific problem. The 'Trigger' is prepared by the subject teacher on a topic relevant to the course/ subject curriculum, along with the facilitators' notes and submitted to PBL coordinator. Facilitator's notes comprises of the learning objectives and a list of reference books. During PBL session the trigger is conveyed to each group by the respective facilitator. A leader (who co-ordinates the whole process of solving the problem), a reader (who reads out the compilations on behalf of the team members) and a scribe (who writes the notes, questions, discussions and solutions on behalf of group) are selected amongst each group. The students are directed to list out the learning objectives to be achieved as a team which is then conveyed to the facilitator by them. Learning objectives should be clear, specific and of appropriate scope to be addressed in the time available between sessions (1-7 days). The facilitators play an important role in identifying the correct objectives. The group leader assigns tasks to group members. In the follow-up session, students report on their self-directed study and share their knowledge in the form of solution to the problem. All students are expected to contribute and their unique perspectives are incorporated into the process of problem solving which helps in their knowledge building. The exchange and debate of ideas promotes the consolidation and elaboration of new knowledge and understanding. The scribe prepares a write up on behalf of the team and the reader presents it before the facilitator. Facilitator invigilates this entire process and evaluates each student on the basis of his/her participation.

The uniqueness of this process is development of soft skills among the students such as communication skill, event management, leadership qualities, team management etc. It also enhances the logical thinking approach of the students. These qualities enhance the employability of the students.

The main constraint is the availability of sufficient number of the reference books in the library at a time. Facilitator cannot witness the process in between the first session of understanding the trigger and writing the learning objectives and the follow up tutorial.

5. Evidence of Success

Provide evidence of success such as performance against targets and benchmarks, review results. What do these results indicate? Describe in about 200 words.

PBL is a paradigm shift from focus on teaching to focus on learning. The benefits of PBL are that it prepares the students to apply their knowledge and skill to real-world situations/ problems enabling the students to develop communication, reasoning and critical thinking skills. The performance of the students in terms of logical thinking, reasoning, effective communication has been improved tremendously. The results of review of effectiveness of PBL are mentioned as below:

1. Students have developed interest in the process of self learning.
2. Increased student –faculty interaction is observed.
3. Increased use of computers and library resources by the students.
4. Students continually explore their knowledge, identify both their personal learning needs and strategies required to address them. This process helps to develop skills for life-long learning.
5. Students are developing team spirit.

6. Problems Encountered and Resources Required

Identify the problems encountered and resources required to implement the practice (in about 150 words).

The practice of PBL has definitely enhanced the analytical and communication skills of the students. However, while implementing the practice; the institution encountered certain problems which are as below:

1. Balancing course curricula and co-curricular activities requires effective time management.
2. Large numbers of reference books are required at a time.
3. A large (around 7-8) number of teachers need to be available at a time to act as facilitators.

In spite of these problems, the practice of PBL is conducted efficiently. The problems are overcome by carefully planning the activity and continuous follow-up of the bustle in which the finance is involved.

The resources required are-

1. Willing and enthusiastic students and faculty
2. Updated Library facilities
3. Internet facilities

NAAC

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

The institute is aimed at unremittingly succeeding brilliance in research and development activities. This is accomplished by expansion the infrastructure as well as designing and executing advanced research works.

The institute has well equipped pilot plant with high end instruments, central instrument room for analytical works, computer assisted drug design software, animal house etc. The up gradation of the infrastructure is done through self-finance and assistances received from government agencies like All India Council for Technical Education, Savitribai Phule Pune University, etc. Research grant from these supports counts more than Crore rupees. The institute has central and departmental library facilities. The institute has subscribed many E-mandated by AICTE. The institute has institutional library membership at agencies like Inflibenet and DELNET to access the research literature.

Post-graduation research and development activities are carried out through three streams: Pharmaceutics, Pharmaceutical Chemistry and Pharmacology. The institute is an approved research Centre for PhD. Institute has approved PhD and PG guides. The institute has Research Advisory Committee which discusses, evaluates and promote research projects and recommend updating of infrastructure and support facilities. The institute boosts research activities for undergraduate students through in house research projects. Students select their research area and guide as per choice. The institute also extends infrastructure and facilities for outside research students. Testing activities like DSC, IR, analytical method development, animal studies are routinely carried out. A well-defined protocol for in-house and outside students' research projects stimulates and screens the activities. The institute organizes "Science Exhibition" a competition of novel research projects at PDEA level as well as "Avishkar" a poster presentation competition to embolden research activities among students. Brilliance in research activities has resulted in triumphs like patent applications, awards in inter college competitions and research paper publication. Our undergraduate students actively participate in various competitions organized by IPA.

Research performance have been documented by publications in various reputed national and international journals with high impact factors in last five years, poster presentations at national and international conferences, patents by students and staff and books authored by staff etc.

The institute have outstanding track record for placement for both UG and PG students. Many students are working in well-known companies like TCS, Cognigent, Synapse, Covance, Shalina, Akruti, Aquafine, Episource, 3 Gen, Fresenius Kabi, ACG and Sanofi Pharma etc.

The institute is devoted for achieving excellence in research and development and inculcates the spirit in

students to meet upcoming challenges in healthcare and furtherance of human being.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

NAAC

5. CONCLUSION

Additional Information :

- The institute is established in **1993** and has received permanent affiliation of Savitribai Phule Pune University for B. Pharm in 2003.
- The institute is recognized under **2 (f) and 12 (B)** by UGC Act since 2012.
- The institute is **accredited by NAAC with B** grade during cycle-1
- The institute has ICT enabled Classrooms facility for teaching-learning with 40 Mbps internet facility.
- The institute has bagged first/second/third prizes for annual college magazine Pill's & Thrills by SPPU.
- The institute has received **Best College Award** from Savitribai Phule Pune University in the year 2016, for academic excellence and overall performance of institute from rural area.
- The institute has Central Instrumentation Facility housing sophisticated instruments like HPTLC, HPLC, FTIR, UV spectrophotometer, GC and Industrial Pharmacy comprising machines like fluidized bed dryer, compression machine, liquid filling machine, dissolution apparatus etc
- The institute has so far received various grants worth Rs. 1.35 Cr approx. by BCUD, AICTE, UGC for construction , research, organization of seminar, upgradation of laboratory(MODROB) etc
- The institute has installed 10 kW On-Grid connected **Solar Photovoltaic Power Generation Plant**.
- The institute has an active support system for the students in form of Anti-Ragging Committee, Students' Council, Students Counseling Cell, Training and Placement Cell (TPC) and Ladies Grievance Redressal Cell
- The institute conducts **Earn And Learn Schemes** for meritorious and needy students through board of student's development of SPPU.
- The institute has established **Institution Innovation cell** to systematically foster the culture of innovation and start-up ecosystem in education institutions.
- The institute has well developed **Language Laboratory** with Audio visual facilities.
- The institute organizes co- and extra-curricular activities like personality development sessions, guest lectures, seminars, workshops, research competitions etc for overall development of students.
- The institute conducts add-on courses on Advance diploma in Pharmacovigilance and Clinical Research in association with Elite Institute of Pharma Skill, Pune and Ingenious healthcare.
- The institution's National Service Scheme (NSS) section also contributes to the improvement of the surrounding rural regions through different activities held during yearly camps.
- The institute organizes International and National and State level conferences/webinar
- The institute organizes campus drives for placement assistance.

Concluding Remarks :

Seth Govind Raghunath Sable College of Pharmacy, Saswad was established in the year 1993, under the aegis of the Pune District Education Association, Pune, one of the renowned educational organization in Maharashtra. The parent society is awarded with the Best Educational Institute Award of Maharashtra State in 2002. The institute works with the aim of providing professional and quality education to the rural students.

The institute currently offers Diploma, UG, PG and Ph. D. programmes under Savitribai Phule Pune University, Pune. The institute has received Best College Award from Savitribai Phule Pune University for academic excellence and overall performance of institute from rural area. For the effective conduct of educational programmes, the institute has provided adequate facilities, such as ICT enabled classrooms, laboratories,

computers, internet and a rich library. The institute has made provision of core facilities like central instrumentation, industrial laboratory (Pilot Plant) and animal house to support quality research. The well qualified and enthusiastic staff is consistent in maintaining the research culture which is reflected in terms of number of patents and publications. Constant infrastructure expansion in terms of instrument purchases and physical facilities is in line with our vision, purpose, and quality policy. Considering the social, mental and professional well being of the students, the institute is actively engaged in providing students counselling and arranging various student development activities. Gym facility ensures physical well being of the students. The institute organizes and participates in various community oriented programmes like community awareness rally as a part of NPW in association with Indian Pharmacy Association (IPA), Pune. The institute conducts large number of extension programs through NSS, Board of Student Development, and Swachh Bharat Abhiyan to make them aware of social responsibility.

The SGRS College of Pharmacy will always be committed to quality and excellence in every aspect of pharmacy education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years 1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above																				
1.3.2	Average percentage of courses that include experiential learning through project work/field work/internship during last five years 1.3.2.1. Number of courses that include experiential learning through project work/field work/internship year-wise during last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>37</td><td>41</td><td>43</td><td>48</td><td>43</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>24</td><td>27</td><td>28</td><td>30</td><td>29</td></tr></table> Remark : Observation accepted	2020-21	2019-20	2018-19	2017-18	2016-17	37	41	43	48	43	2020-21	2019-20	2018-19	2017-18	2016-17	24	27	28	30	29
2020-21	2019-20	2018-19	2017-18	2016-17																	
37	41	43	48	43																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
24	27	28	30	29																	
1.4.2	Feedback process of the Institution may be classified as follows: Options: 1. Feedback collected, analysed and action taken and feedback available on website 2. Feedback collected, analysed and action has been taken 3. Feedback collected and analysed 4. Feedback collected 5. Feedback not collected Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Observation accepted																				

2.1.2

Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	21	28	15	19

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	50	46	33	37

Remark : Observation accepted

2.4.3

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

2.4.3.1. **Total experience of full-time teachers**

Answer before DVV Verification : 138

Answer after DVV Verification: 136.3

2.6.3

Average pass percentage of Students during last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	79	80	66

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	79	81	66

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
86	82	84	83	67

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	84	84	67

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	16.66	00	00	16.005

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	16.66	00	00	7.6

3.1.2 **Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**

Answer before DVV Verification : 09

Answer after DVV Verification: 02

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	00	00	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	01	00	00	02

3.1.3.2. **Number of departments offering academic programmes**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
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3.3.2 **Number of research papers per teachers in the Journals notified on UGC website during the**

last five years

3.3.2.1. Number of research papers in the Journals notified on UGC website during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
28	12	13	03	05

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	12	12	03	05

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

3.4.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	05	05	01	03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

Remark : Observation accepted

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
08	11	18	15	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

07	10	14	12	9
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Remark : Observation accepted

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

3.4.4.1. Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
100	307	240	245	238

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
86	205	92	163	152

Remark : Observation accepted

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

3.5.1.1. Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	07	05	02	04

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	05	02	04

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9.14	14.01	6.22	19.38	5.43

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6.23	9.15	3.46	11.23	2.19

Remark : Observation accepted

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2.26	2.77	1.5	0.87	2.38

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.32944	0.92801	0.58479	0.74021	1.57982

Remark : Observation accepted

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	29	31	29	28

Answer After DVV Verification :

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2020-21	2019-20	2018-19	2017-18	2016-17
8	16	19	18	16

Remark : Observation accepted

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	5	8	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	3	0	0

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

5.3.3.1. Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
37	55	43	41	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
16	15	11	12	5

Remark : Observation accepted

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	11	10	02

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	05	10	11	02

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

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	14	01	01	00

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	00	01	00

7.1.4 **Water conservation facilities available in the Institution:**

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

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

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted

7.1.7 **The Institution has disabled-friendly, barrier free environment**

1. Built environment with ramps/lifts for easy access to classrooms.
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of

reading material, screen reading

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

Answer After DVV Verification: C. 2 of the above

Remark : Observation accepted

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	Number of courses offered by the Institution across all programs during the last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>112</td><td>119</td><td>125</td><td>116</td><td>104</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>112</td><td>119</td><td>125</td><td>116</td><td>105</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	112	119	125	116	104	2020-21	2019-20	2018-19	2017-18	2016-17	112	119	125	116	105
2020-21	2019-20	2018-19	2017-18	2016-17																	
112	119	125	116	104																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
112	119	125	116	105																	
1.2	Number of programs offered year-wise for last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5</td><td>5</td><td>4</td><td>4</td><td>4</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>5</td><td>5</td><td>4</td><td>4</td><td>4</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	5	5	4	4	4	2020-21	2019-20	2018-19	2017-18	2016-17	5	5	4	4	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	5	4	4	4																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	5	4	4	4																	
2.1	Number of students year-wise during last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>318</td><td>279</td><td>279</td><td>293</td><td>274</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>319</td><td>279</td><td>279</td><td>293</td><td>274</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	318	279	279	293	274	2020-21	2019-20	2018-19	2017-18	2016-17	319	279	279	293	274
2020-21	2019-20	2018-19	2017-18	2016-17																	
318	279	279	293	274																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
319	279	279	293	274																	
2.2	Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years Answer before DVV Verification:																				

2020-21	2019-20	2018-19	2017-18	2016-17
37	36	37	36	37

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
55	54	55	54	55

2.3 Number of outgoing / final year students year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	60	69	72	58

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
85	82	79	81	66

3.1 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	20	17	21	17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	18	17	18	16

3.2 Number of sanctioned posts year-wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	18	18	17

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	18	18	18	17

4.2 Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

45.17	79.27	69.57	68.61	56.81
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Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.62	6.06	8.74	2.15	54.91

NAAC