



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ANNASAHEB DANGE COLLEGE OF B PHARMACY,
ASHTA**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Annasaheb Dange College of B Pharmacy is one of the foremost technical Institute in Western Maharashtra, distinguished by its commitment to improve the human condition through advanced science and technology. Established in 2016 the college is approved by PCI New Delhi, AICTE New Delhi, DTE, Mumbai, Govt. of Maharashtra and affiliated to Shivaji University, Maharashtra.

ADCP's campus occupies 33 acres in the heart of the city of Ashta, Sangli, where more than 450 undergraduate and more than 125 Diploma students receive a focused, industry-based education of Pharmacy. At Annasaheb Dange College of B. Pharmacy (ADCBP), we certainly believe that we can prepare the next generation for future. So, we emphasize the 4 C's: COMPETENCE | CONFIDENCE | COMMITMENT | COMPASSION

Vision

To create competent pharmacy professionals who can efficiently contribute for the healthcare system of society and to the pharmacy profession.

Mission

1. To provide student centric active innovative learning environment, with strategically planned quality pharmacy education consistent with the policies of state and nation.
2. To nurture and inculcate the team spirit, research, innovation, creativity and entrepreneurship.
3. To strengthen Industry - Institute and Institute - Institute interaction for the overall development of students.
4. To help the students to disseminate acquired knowledge through the fullest commitment for health care services.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Student-centric active innovative learning environment:** Our institute is following practices of outcome-based education and hence committed to providing a student-centric learning environment. The quality of the education system practised in the institute is proven through consistency in academic results. We consider students as a central point of the teaching-learning system.
2. **State of art infrastructure to cater needs of professional education:** The institute has excellent infrastructure facilities which fulfil the need of all students seeking quality pharmacy education. Currently, we are providing a superior physical facility which includes classrooms, laboratories, a library, a sports facility, and a hostel facility. All classrooms are well designed with good ventilation

and situated in low noise areas so the disturbances will be less. All laboratories are well-equipped and maintained. Institute to have a state of art computer cum language laboratory which facilitates the learning experience of students.

3. **Modern analytical instruments facility:** Quality control of medicines is an essential step in the manufacturing of pharmaceuticals. ADCBP has a remarkable facility in the form of central instrumentation laboratory, which provides exposure to the students to modern analytical instruments like HPLC, FT-IR, Particle size analyser, UV-VIS spectrophotometer, etc. Additionally, this facility is useful for research projects carried out by students and faculty members

Institutional Weakness

1. **Budding institute in the field of pharmacy:** ADCBP came into existence in the year 2016, currently, only three batches passed out from the institute and the institute becomes eligible to apply for any sort of accreditation. Despite the average experience of the institute's full-time being approximately 7 years, the institute is consistently trying to improve and match the pace with other existing institutions in the field of pharmacy.
2. **Situated in a remote area away from pharmaceutical industries:** Pharmaceutical industry act as a torch-bearer for the growth of any pharmacy institute by providing industrial training, deputing their experts as resource persons, and recruiting students for the job. However, ADCBP is situated in a quite remote location and hence it becomes difficult to tie up with the pharmaceutical industries. Yet the institute is having few MOUs with the pharmaceutical industry and trying its best to keep them functional.

Institutional Opportunity

1. **Becoming a centre of excellence in the field of education to cater for the need of rural area:** The founder of this institute aims to provide education to the rural population. With this aim and vision of creating competent pharmacy professionals, ADCBP is emerging as a centre of excellence in pharmacy education. Several students from distant locations are opting for the institute and completing their pharmacy education in the same which is proof of the institute's superiority in the field of education.
2. **Growing as a hub for providing consultancy and generating revenue:** In the area of research related to pharmaceuticals, ADCBP is acting as a consultant by helping the scientific community through the means of providing expert advice and carrying out some steps of research on available sophisticated instruments. Such type of work is an additional facility provided by the institute at minimal cost considering the benefit of the scientific community as well as students of other institutes.

Institutional Challenge

1. **Sustaining in the cluster of pharmacy institutions:** In a radius of 25 km considering ADCBP at the centre, there are 8 pharmacy institutions which offer diploma, degree, and post-graduation programs. Although ADCBP is a considerable newer institute in this cluster, it has evolved as a worthy choice in the field of education. Institute is having the biggest challenge in form of fulfilling the number of students admitted to the program. However, the institute is doing excellent in this avenue.
2. **Providing quality education and superior facilities at minimal cost:** In the current situation of globalization, education is not only a means of obtaining knowledge but it must help students in their

career and professional growth. ADCBP is trying its best in providing global standard facilities and education to its students. Institute always thinks about the economy and education needs of local society which forces institute to offer quality education at a minimum fee.

- 3. Becoming the first choice of the students who wants to enrol in pharmacy education:** As a budding institute within last five years institute has ranked no.1 in Shivaji university merit scholarship. Also six students out of ten are from ADCBP in the Shivaji University, Kolhapur merit list. These all things were possible due to the quality monitoring system of institute. Students from ADCBP are reaching to the new horizons of success everyday. Hence, we consider that to become a first choice of students it is necessary to prove the consistent quality output.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of the B. Pharm has been designed by the Pharmacy Council of India, New Delhi, and catering the same curriculum to students is the task of each PCI-affiliated Institute. Delivery of the curriculum is done with great passion at ADCBP, Ashta. The structure of the internal continuous assessment and internal-external examination are followed as per the guidelines. Several reforms have been made and practised for Internal examination as well as Internal continuous assessment. Institute has an excellent practice of implementation of outcome-based education (OBE). The curriculum always has limitations; hence, to enhance the learning experience of knowledge seekers we offer some add-on programs. These add-on programs help students to build the knowledge and skill competencies which eventually enhance their employability. The curriculum is well balanced between theory and practical, additionally, students get an opportunity to do an internship at hospital or industry and, projects. Along with the curriculum delivery, the institute also tries to integrate knowledge related to professional and social issues. We, also teach our students professional ethics, human values as well as the responsibility of citizens towards the nation and environment. Since teaching-learning is a two-way process hence, the feedback from another end about the entire process becomes important. We have a classic mechanism for collecting feedback for the betterment of all stakeholders. The feedbacks received from various stakeholders related to academics, facility or curriculum are collected and analysed to make certain decisions from it. The same feedback was used to take necessary steps to improvise in particular aspects.

Teaching-learning and Evaluation

The institute is committed to a transparent admission process as per the sanctioned intake. It scrupulously follows the rules laid down by both the Central and State Governments for the admission process. Admission to students for B. Pharmacy is carried out based on their merit in the qualifying exam. The students belonging to various reservation categories are admitted through Central Allotment Process. The institute has appointed a sufficient number of full-time teachers against sanctioned posts and has an appropriate student-teacher ratio. Some of the teachers have completed their Ph.D. and many are pursuing it.

The institute has adopted Teaching- Learning process based on Outcome Based Education (OBE). The teachers follow several student-centric methods for effective content delivery. Experiential learning is offered through regular practical exposure, internships, industrial visits and projects. Students are exposed to participative learning through student-led seminars and blended learning methods. Also, teachers adopt problem-solving methodologies through open-book tests, differential assignments and practicals based on the problem.

The mechanism of internal/external assessment is transparent and robust. The institute follows the rules and regulations prescribed by Pharmacy Council of India, New Delhi and Shivaji University Kolhapur for carrying

out an internal and external assessment. The grievance redressal system is time bound and efficient. The institute has implemented some reforms to conduct an internal assessment. These include the use of action verbs as per Bloom's taxonomy to frame questions, CO mapping to question paper, evaluation of question paper by the Head of Department (HOD) and use of assessment rubrics. Programme Outcomes (POs) are disseminated at important places in the institute and on the website. All subject's Course Outcomes (COs) are stated and are mapped with Programme Outcomes (POs) and this information is displayed on the institute website in the form of COs Booklet. Attainment of POs and COs is evaluated at the end of the semester. As a result of the teaching-learning process along with OBE implementation, the students were passed with excellent grades in the university examinations. The overall passing percentage of our students is remarkable.

Research, Innovations and Extension

Annasaheb Dange College of B. Pharmacy, Ashta has received research grants from governmental agencies for research projects by faculties. Research activity allows the students and faculty to strengthen their problem-solving abilities. The institute has purchased modern instruments such as HPLC, UV-Visible spectrophotometer, dissolution test apparatus, rotary tablet compression machine, stability chamber, FTIR, and others to enhance these skills and promote research activities. In addition, faculty members have published research papers, review articles, patents, and book chapters in a variety of UGC care list/Scopus/web of science listed publications. The publication of books demonstrate academic knowledge within a specific area that is acknowledged by peers. Faculties have published books with reputed publishers like CBS publishers, career publishers, and Nirali Prakashan. For professional development, faculty members attend workshops/conferences/seminars hosted by other educational institutes and professional bodies. Our institute create awareness about social issues through organising various awareness camps in villages about AIDS, gender issues like women harassment, health issues of women etc. through NSS and provide service to society. Institute has received recognition from governmental bodies for conducting such activities. Our institute also have collaborations with other institutes and industries that cater the need of research and help in overall development of students.

Infrastructure and Learning Resources

Annasaheb Dange College of B. Pharmacy, Ashta (ADCBP) has excellent infrastructural facilities which is maintained and upgraded to meet the current need of higher education bodies such as All India Council for Technical Education (AICTE), Pharmacy Council of India (PCI) and Shivaji University, Kolhapur.

- ADCBP, Ashta is located in lush green and pollution free environment which gives a good ambience for studies. The Institute has adequate number of lecture halls and seminar hall with ICT facility, tutorial rooms, laboratories, Accounts and Administrative office Principal's office, Training and Placement (T & P) office, HOD & Faculty Cabins, Exam control room, central store room. Ramps, lift and wheel chair are provided for differently able students.
- Students are trained and promoted to use highly sophisticated instruments like HPLC, UV visible Spectrophotometer, tablet coating machine etc.
- In addition to this Institute has following common facilities: Boy's common room and Girl's common room, Medical facilities, Counseling centre, & Language Lab etc. are available.
- First Aid boxes are kept in each department. A dedicated lease line connectivity of 500 Mbps is available. Fire extinguisher is provided on each floor and at key locations.
- The library has excellent collection of books, titles, journals, databases, magazines. A book bank

facility for all the students.

- Institute subscribes National and International journals and e-journals through DELNET. For security purpose CCTV cameras are also installed.
- To take care of student's physique and to maintain healthy mind in a health body, various sports facilities are provided to the students. A well-equipped gymnasium facility is also provided for students.

Student Support and Progression

Annasaheb Dange College of B. Pharmacy, Ashta, has facilitated mechanisms like career guidance cell, placement cell, grievance redressal cell and welfare measures to support students. We started some bridge and value-added courses in relevant areas to improve student's skills and employability. The institute has a well-structured, organized guidance and counseling system in place. Eligible students are benefited through different scholarship and freeship provided by the Government. Deserving students are also benefited with financial support offered by Non-Government agencies and different student councils made at the institute level like EPSA, and SAPA. ADCBP has different cells like career guidance cell, placement cell, and entrepreneur development cell for providing exposure to the students in the field of pharmacy through guest lectures, workshops, and industrial training. It helps students to explore different opportunities like higher education, entrepreneurship, civil services, and professional jobs.

Institute encourages the students' participation in activities which facilitates the various skills, competencies and fosters holistic development through different programs conducted by the various organisations. Institute promotes the value-based education for inculcating social responsibility and good citizenry amongst the student community by arranging NSS activities.

The institute takes continuous steps for the students participation in sports and cultural activities. Their achievements in these activities serve as a major career progress along with the curriculum.

ADCBP has an active Alumni Association which contributes in the academic matters, student support as well as mobilization of resources – both financial and non-financial.

Governance, Leadership and Management

The Vision and Mission of the Institute have been mentioned at the very beginning of the Summary. Both management and leadership, not only focus on to the stated vision and mission but dynamically evolve ways and means to attain the set goals through a transparent involvement of all stakeholders.

Based on the vision and mission of the Institute, the GB has framed the quality policy driven by the needs of the industries, society and stakeholders. Deployment of the quality policy is done by providing excellent academic infrastructure, a conducive learning environment and harmonious work culture. Institute has Implemented e-governance in different areas of operation such as administration, finance and accounts, student admission and in examination

The Institute recognizes the importance of dedicated faculty for realizing its vision. Institute has a policy for the recruitment of competent faculty. Performance appraisal of faculty i.e., both for teaching and non-teaching is done annually. Teachers are provided with financial support to attend conferences/workshops. Institute also provides FDP for Teaching and non-teaching staff for their professional development.

The account section of the Institute looks after all the planning activities related to financial matters. Based on the requirement of various HODs, the accounts section prepares the budget and makes provisions for all academic and administrative activities. After approval of GB budget is allocated to respective sections/ departments. The management has internal auditors for statutory auditing and monitoring the financial transactions.

The IQAC is functional and its functions are extended to all the constituents units of the Institute in providing support on quality initiatives in a matter related to academics, research and administrations

Institutional Values and Best Practices

Our institute aims to maintain and educate people on gender equity. Various initiative taken for students and faculties on a different foot; to create awareness about gender, equal treatment, rights, benefits and opportunities. In the institute, we have constituted different academic and administrative committees which help in organising programs related to physical and social issues of students.

Our institute is dedicated for the betterment of students and society by following human values and ethics. We are sensitive enough to “what we take from Mother Nature and what we give back to nature”.

We adopted environment-friendly practices and took necessary actions such as–waste management systems, rainwater harvesting, green campus initiative and audits, etc.

We are using solar energy on the rooftop of hostel buildings and sensor-based street lamps. Plastic-free campus, no vehicle day and tree plantation help to make the campus environment, green and beautiful and the same approach is adopted in society to inculcate how the environment is protected. Institute is devoted to imparting human values and professional ethics by organising various cultural programs, educational tours, hospital visits and national service programs.

Institute has implemented a Mentor Mentee system and 5S (sort, set in order, shine, standardize, sustain) these two best practices with great effectiveness to achieve organizational goals.

In order to implement the plans and achieve goals, the institute provides the right educational environment for personal and professional growth of students. Institute provides research and industry based exposure for students to make them compatible with the need.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANNASAHEB DANGE COLLEGE OF B PHARMACY, ASHTA
Address	Near Old Air Port, A/P- Ashta, Tal - Walwa, Dist - Sangli
City	Ashta
State	Maharashtra
Pin	416301
Website	www.adcbp.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahesh Govind Saralaya	02342-241125	9265789039	02342-241107	principaladcbp@gmail.com
IQAC / CIQA coordinator	Ennus Tajuddin Tamboli	02342-241124	9654681806	02342-241107	tamboli.ennusadcbp@gmail.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

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	25-07-2022	12	Extended approval

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	Near Old Air Port, A/P-Ashta, Tal - Walwa, Dist - Sangli	Rural	33	7481

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	H.S.C. Science	English	100	100

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				6				19			
Recruited	0	0	0	0	1	2	0	3	19	0	0	19
Yet to Recruit	2				3				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				7
Recruited	7	0	0	7
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				9
Recruited	4	5	0	9
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	3	0	5
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	23	0	0	23
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	175	0	0	0	175
	Female	301	0	0	0	301
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	18	17	14	9
	Female	33	39	36	28
	Others	0	0	0	0
ST	Male	2	2	1	1
	Female	3	1	1	1
	Others	0	0	0	0
OBC	Male	26	30	27	23
	Female	55	51	41	25
	Others	0	0	0	0
General	Male	83	81	66	55
	Female	124	111	92	81
	Others	0	0	0	0
Others	Male	46	44	29	16
	Female	86	77	58	26
	Others	0	0	0	0
Total		476	453	365	265

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The core focusses of NEP 2020 in higher education are to develop the all-round capacities of the students – intellectual, aesthetic, social, physical, emotional and moral in an integrated manner. A discussion among the faculty members was initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view to offer multidisciplinary subjects institute is planning to set up short term and vocational courses, which gives an opportunity to the interested students to register and undertake courses to become a graduate with multidisciplinary skillset.</p>
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	<p>The purpose is to make the students equipped with skills, so that they don't need to rely on jobs but instead find their way of path towards self-employment. Institute is preparing itself to have multi-disciplinary subjects with well-defined programme learning strategies and outcomes along with courses and unit learning outcomes that define the specific knowledge, skills, attitudes and values that are to be acquired by the learner and would ensure that each programme achieves its goal. Institute is taking care in every step of academic activity to incorporate elements that help to accomplish the requirements of NEP 2020 on higher education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank credits are a key component of the NEP-2020 that academic institutions must implement. Integrating Higher Educational Institutions in a globalised space is critical and urgent as we move forward. Community participation and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects. Further pedagogical approach of faculties of the institution is student's centric, which are constructive, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the student's learning outcome.</p>
<p>3. Skill development:</p>	<p>The institute vision is to promote Value-Based Quality Education, hence the extension of add-on programs along with curriculum is critical for hastening skill development. Institute has organised personality development, skill development as well as lifesaving skills-based programmes with the support of highly qualified professionals / resource persons. Institute has signed MOUs with Institutes or Organizations or Industries of National and International repute for various activities dedicated to foster skill, innovation and entrepreneurship among students to cater the health care system. Mentoring students' system is one of the best practices of the institution, to enable students to explore future career after graduation, and help them to get the most during their studies.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian culture and arts is beneficial not only to the individual but also to the country. Pharmacy is a professional course, using English as a</p>

	<p>medium of communication and conducting course work is required. The institution, on the other hand, commemorates significant dates and hosts activities in regional languages to instil a sense of regional pride. Republic Day, Independence Day, are two examples of celebrations where students are addressed in their native languages to promote the national integrity. Further, Women's Day, Traditional Day, Teachers Day, Festivals are commemorated with cultural events to bring awareness of Indian National and Regional languages, as well as the culture associated with them. Institute all religious festivals and observations are given equal importance. National commemorative days, such as Constitution Day and Yoga Day, are also observed.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Institute has adopted outcome-based education in accordance with the standards of the Regulatory agencies like Pharmacy Council of India (PCI) and All India Council of Technical Education (AICTE), with clearly stated Programme Outcomes, and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned to the PO philosophy. All course syllabus has been designed as per the regulations of Regulatory bodies and by university regulatory bodies itself with due consideration to economic and social needs at large so as to apply the spirit of NEP.</p>
<p>6. Distance education/online education:</p>	<p>Online education has broken the geographical barriers creating interaction of experts and students from far off places. Keeping in view the convenience of the student, the various technological tools used by the faculties especially during the pandemic lockdown are Microsoft team , Zoom, Google, Webex app, using videos as teaching and learning aids, assignment, assessments and revision using ICT tools are some of the institutional efforts towards blended learning.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
476	453	365	265	144

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

2 Teachers

2.1

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

Response: 75

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
27	28	25	19	10

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
201.83	136.05	188.24	82.10	109.35

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum planning:

The institute is implementing syllabi of Shivaji University, Kolhapur and Pharmacy Council of India (PCI). Before the commencement of the every semester in a particular academic year, the academic coordinator instructs the head of the departments (HOD's) to prepare departmental workload as per mutual understanding, expertise, seniority level and staff interest. Department wise meetings are conducted in presence of principal and academic coordinator and subject distribution is done. Finally the academic coordinator compiles the work load finalized at departmental level and gets final approval from the Head of institute. Academic coordinator is instructed to prepare a time-table as per standard hours/week stipulated for each subject as per PCI. Individual teachers are instructed to prepare a course file which includes an individual time table, teaching plan, lesson plan, course details, teaching material, question bank etc. Every year before the commencement of academic session college constitutes various committees like internal quality assurance cell (IQAC), program committee, examination cell, library assistance cell, college development committee, training and placement cell, extracurricular/co-curricular activities, grievance, anti-ragging committees etc which help in smooth of various academic and other activities.

Academic calendar:

Academic coordinator collect the portfolio planner from respective portfolio heads for preparation of academic calendar for respective semester which mainly includes schedules for examination (Internal assessment, Sessional and End semester) & activities of other portfolios in accordance with the academic calendar of Shivaji University Kolhapur.

At the beginning of the academic session along with a time-table, the academic calendar is displayed at various strategic locations and made available to the students and the same is uploaded on the institute website. A periodic review is taken by the academic coordinator and Principal during staff meetings related to implementation and progress of all the activities mentioned in the academic calendar.

Curriculum delivery & and conduct of continuous internal Assessment:

According to the approved time-table theory and practical sessions are conducted and monitored regularly by academic coordinator and principal. The periodic academic meetings are conducted to review the status of curriculum delivery and academic activities. College has excellent practice of implementation of outcome based education (OBE) and has successfully implemented continuous mode of evaluation for a student in regular theory and practical classes. In theory class, the students are evaluated continuously for Attendance, Academic activities (e.g.assignment, open book test, group discussion, students lead seminar and quiz) and Student-Teacher interaction. In Practical classes, they are continuously evaluated for Attendance, Practical Records and Regular viva voce. The student centric methods such as active Learning, blended teaching, cooperative learning, use of instructional videos, formative assessment & discussion, participative learning, software demonstration, problem based learning, learning through case studies, etc. are adopted for curriculum delivery. The internal (Sessional) examination and end semester examinations

are conducted as per Shivaji University Kolhapur guideline. In IQAC and program committee meetings planning is done to conduct remedial sessions if any for slow learners while advanced learners are encouraged to participate in seminars and workshops for scientific presentation.

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

1.2 Academic Flexibility

1.2.1 Number of Add on /Certificate/Value added programs offered during the last five years

Response: 11

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

1.2.2 Percentage of students enrolled in Certificate/ Add-on/Value added programs as against the total number of students during the last five years

Response: 53.44

1.2.2.1 Number of students enrolled in subject related Certificate/ Add-on/Value added programs year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
309	286	202	113	0

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

1.3 Curriculum Enrichment

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

Response:

- 1. Professional Ethics:** The institute is dedicated to teaching professional ethics in addition to academics to the students. Subjects such as research methodology provide standards for the appropriate conduct of research using statistics with high ethical standards. **Pharmaceutical Jurisprudence** course includes legal aspects about prohibition of the sale of contaminated, spurious, and misbranded pharmaceuticals which instills ethical values in the manufacturing, distribution, and sale of pharmaceuticals and cosmetics. **Quality assurance** is another course that adheres to ethical standards in earning and preserving the trust of society. Moral obligations and virtues guide communication ethics with patients, health professionals, and society through **Communication skills** course which is an integral part of curriculum. Pharmaceutical product development and Pharmaceutical Regulatory Affairs deal with regulatory requirements and pharmacists' professional obligations with proper respect for society's well-being. Additional sessions such as Perspective of Quality Control and Quality Assurance in Pharma Industry, and Employability Skill Development assist students in gaining professional ethical knowledge.
- 2. Gender:** Gender equality gives equal opportunity to achieve human rights and contribute to and benefit from economic, social, and cultural growth. Institute promotes gender equality in the classroom by using gender-neutral language during teaching, interactive sessions with all students and group discussions by making groups of boys and girls. We organize various activities to promote gender equality, women's empowerment, and gender sensitization. We celebrate International Women's Day by organizing guest lectures, seminars, or workshops to create awareness about gender equity. Gender equality taught equal rights, opportunities, and responsibilities of all genders to shape their own lives and contribute to the development of society. We also encourage participation of group students for practical's, seminars, conferences, poster presentations, and research activities.
- 3. Human Values:** For effective outcome-based education, content beyond the syllabus is integrated into a curriculum that maps program outcomes like pharmacists and society and sustains human values. We are organizing various guest sessions for the students to understand their responsibilities as pharmacists towards the development of society as well as guest talks to demonstrate the significance of the pharmacy profession in the healthcare system. Subjects like Communication skills and Pharmacy Practice also taught human values. Awareness campaigns are also conducted for schoolgirls from the villages about hygiene, use of sanitary pads and health issues.
- 4. Environment and Sustainability:** Environment and Sustainability is one of the program outcomes defined by NBA. To create awareness in students about environmental sustainability, we organize various seminars and lectures on water conservation, adopting green & sustainable practices in pharmaceutical chemistry, use of polymers for renewable resources. The institution also strongly supports tree planting and the use of solar lamps as energy sources on the college campus. To save on paperwork, the institute also supports the use of online platforms for academic records. The green chemistry projects, recycling of water by using pump in condensation process, and recovery as well as reuse of organic solvents in research also help to conserve the ecosystem.

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

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

Response: 49.37

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

Response: 235

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

1.4 Feedback System

1.4.1 Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website (Yes or No)

Response: Yes

File Description	Document
Upload supporting document	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 95.6

2.1.1.1 Number of students admitted year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	89	100	89

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

2.1.2 Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)

Response: 70.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	53	51	42	46

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

2021-22	2020-21	2019-20	2018-19	2017-18
72	67	75	70	70

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

2.2 Student Teacher Ratio

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

Response: 17.63

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 using ICT tools

Response:

In conventional learning, the role of the teacher in knowledge transfer was highly notable. The teacher was the prime source of information, however, in the current era of information and technology, the knowledge resources are increasing everyday. One who is willing to learn new things has an enormous opportunity in the form of various resources to obtain knowledge. Hence, in ADCBP Ashta we stimulate the self-learning attitude of students by incorporating various student-centric methods in teaching methodologies. Student-centric methods broadly encompass methods of teaching that shift the focus of instruction from the teacher to the student, which makes the students aim to develop learner autonomy and independence. To make our students more independent and autonomous we utilize the following techniques.

Creation of learning environment:

To make students independent, it is necessary to provide them ample amount of knowledge resources, guidance, and support. Through the means of state of art digital library supported with access to over 900 journals, more than 4000 books and well-qualified staff we create an ecosystem of learning.

Experiential learning

The B. pharmacy curriculum is well balanced with theory and practical subjects which fulfils the criteria of experiential learning. While performing the practical, students apply the knowledge gained in theory which ultimately results in a better understanding of the subject. In addition to curriculum practices, we do arrange industrial visits, hospital visits etc which help students to experience the actual application of knowledge and practices. Whenever it is necessary then teachers use various tools like video lecturing for

creating an experiential learning environment in the classroom itself.

Participative learning

At our institute we follow several methods of participative learning, both teacher and students play an equal role in participative learning. Active learning session is the concept that we have designed and implemented for the betterment of students. In this, we give certain topics to address by the students and the teacher helps them in the preparation and delivery of the content to other students. Every student gets an equal opportunity in the execution of this activity. This knowledge-sharing process includes the use of ICT tools as well, which enhances the learning attitude, communication, teamwork, and leadership skill of the students. Additionally, the teacher also follows a blended teaching approach for participative learning.

Problem-Solving Methodologies

In the current curriculum delivery of practical content, teachers use to demonstrate the experiments and teach the handling of equipment. Problems based on the application of knowledge gained in such teachings and demonstrations are assigned to the students. Students hunt for the best possible ways to solve problems. Along with the practical tasks, some case study-based problems are also assigned to the students which eventually stimulates their thought process and enhances their ability of apply of knowledge in problem solving.

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

2.4 Teacher Profile and Quality

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

Response: 96.46

2.4.1.1 Number of Sanctioned posts / required positions for teaching staff/ full time teachers year wise during the last five years:

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	19	10

File Description	Document
Upload supporting document	View Document

2.4.2 Percentage of full time teachers with NET/SET/SLET/ 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: 18.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	4	4	4	2

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

2.5 Evaluation Process and Reforms

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

Response:

The internal/external assessment is essential for B. Pharmacy students to check and improve their academic progress.

Internal assessment structure

The internal assessment is comprised of continuous mode and sessional examinations for each theory and practical course. Continuous mode assessment is conducted by the subject teacher through attendance, student teacher interactions and academic activities like assignments, open book tests and active learning session (student seminar). The frequency of sessional exams is two per semester per course for theory and practical separately.

External assessment (End semester University exam) structure

End semester examinations for each theory and practical course are conducted by Shivaji University, Kolhapur.

Transparency in internal/external assessment

For each academic year, an academic calendar is prepared which contains the tentative dates of internal assessment examination. It is communicated to teachers and students at the start of semester. Every academic year, during the orientation programme for newly admitted students, the Head of the examination

explain the internal/external assessment mechanism to the students and parents. The timetable and assessment guidelines like marking scheme, question paper pattern etc are always informed in advance to all faculty members and students. The subject teachers convey the syllabus for internal assessment examination to the students in advance.

Grievances in internal/external assessment

Subject teachers always show the evaluated answersheets to the students after each internal exam within stipulated time period and discuss about allotment of marks and model answer. If students have any grievance, the subject teacher immediately resolves it and takes student's signature on assessed Answersheet. At the end of the semester, the internal assessment marks of the students are calculated by the faculty and verified with the students by taking their signature before final submission to University. The students who are failed in end semester exam and require improvement in sessional marks or who missed the internal exams due to participation in co/extra-curricular activities or serious medical reasons are allowed to appear for re-sessional exam with prior permission.

In case of university examination (External) related grievances, the students can demand for the photocopies of the answer books of any subject through online portal of Shivaji University. Students get photocopies within prescribed time, take opinion of their subject teachers and if required can apply for reevaluation to the Director, Board of Evaluation & Examination, Shivaji University, Kolhapur on payment of prescribed fee. University gets the answer books reevaluated by competent subject experts. The change/No change in marks are informed to the institute and student within time limit.

Reforms in internal assessment

In line with Outcome Based Education (OBE) practices, the question papers of internal exams are mapped with Course Outcomes (COs). The framing of questions is based on the Bloom's taxonomy. The question paper is evaluated and approved by Head of the Department (HOD). The exam department accepts the question paper after making necessary changes by subject teacher along with model answer. The continuous mode of assessment includes reforms like formative assessment followed by differential assignments, Active learning Session (ALS) and well designed rubrics.

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

2.6 Student Performance and Learning Outcomes

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

Response:

Our academy follows the outcome-based education (OBE) practice. In relation to bachelor of pharmacy program institute tracks a total of eleven program outcomes (POs) which are suggested by the national board of accreditation. Institute utilises various means of communication for circulation of POs among stakeholders. The POs are disseminated by through display in classrooms, laboratories, library, corridor, computer centre, common rooms and almost every possible place where student gathers on the premises. POs are printed in laboratory journals, attendance sheets, and are displayed on the institute's website, so everyone will get aware of the qualities that a pharmacy graduate must have at the time of completion of the program. The course outcomes (COs) are designed by the course coordinator, for each course taught in program. Cos defined well in advance by considering the syllabus, expected skills, knowledge and cognitive levels (based on Bloom's taxonomy).

Evaluation of COs attainment:

After defining COs course coordinator disseminate these expected outcomes among students. Every course coordinator discusses COs with students during the initial introduction to the subject. Further course coordinator designs the assessment in relation to COs. The internal examination question paper is linked with COs and examination is conducted twice in a semester. Marks scored by the students during such examination as well as other internal continuous assessments are recorded in MS Excel software for further evaluation of CO attainment levels. For evaluation of COs attainment 25% weightage is given for Internal Assessment and 75% weightage is given for University Assessment. This is in accordance with the weightage given in the University curriculum. This attainment of COs is used in further determination of POs attainment.

Evaluation of POs attainment:

For the evaluation of the attainment of program outcome levels, several tools are utilized. As per institution policy for the overall attainment level of PO, 75% weightage is given to direct assessment tools (as per described earlier) and 25% weightage to indirect assessment tools.

Indirect attainment is calculated based on several surveys and feedback. At the time of completion of the B. pharmacy program students are requested to respond to a program exit survey. The external examiner who conducts or monitors theory, practical and oral exams are requested to express their views about the pupil's performance during examinations. Similarly, the expert who has interacted with students on various topics is requested to give feedback on students' knowledge, skill and attitude. Once after completion of a minimum of three months of recruitment of graduates, the immediate supervisor/superior/manager is requested to provide feedback based on the student's performance and abilities. These all surveys and feedback keeping are considered for Indirect attainment of POs.

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

2.6.2 Pass percentage of Students during last five years

Response: 93.86**2.6.2.1 Number of final year students who passed the university examination year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
98	107	55	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	107	55	0	0

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

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.79

File Description	Document
Upload database of all students on roll	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 44.68

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)

2021-22	2020-21	2019-20	2018-19	2017-18
0	1.78	42.9	0	0

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

3.2 Innovation Ecosystem

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

Response:

The pharmaceutical industry is mainly dependent on innovation. Innovations are to be not only important but also part of day-to-day life because it involves new thinking and new ideas in human minds. The colleges are main sources for innovative thinking minds and it is important to nurture society as well for the development of life.

Innovation ideally provides the environment to build new ideas. At Annasaheb Dange College of B.Pharmacy Ashta, we try to promote creative thinking amongst the students through the

- **IPR and Innovation Cell**
- **Research & Development Cell**
- **Co-curricular Activities Cell**

At Annasaheb Dange College of B. Pharmacy Ashta, we try to pick up the new skills of students through the development of skill sets needed for becoming successful Entrepreneurs for industry start-ups. The Training and Placement cell organizes regular training sessions on personality development, and

communication skills to make the students understand how to present and express themselves. The experts from the industry are invited to learn new technical knowledge and updated things in the industry. Efforts are undertaken to make them aware of the importance of Intellectual Property Rights (IPR) through lectures from experts. One of our students Mr Vedant Bhor Final Year B Pharm academic year 2021-22 has filed and published a patent for their innovative ideas (Method development and validation for estimation of carmustine in bulk and formulation).

Two staff members such as Dr R.S. Jagtap and Ms S.R. Jagtap published their patents in the Patent Office of India. The intellectual property is generated through research work; we have a system of self-sponsored in-house research for undergraduate students, in the last 03 years, 255 students have participated in 200 projects. We also promote the research environment through the 'Research Development Cell' (R&D Cell) of our college which consists of the Principal and senior members from each discipline of pharmaceutical sciences.

R&D Cell monitors and motivates students to participate in various research competitions such as Debate competitions, Model-making competitions, Quiz competitions, and Oral and poster presentation competitions. Our two students placed first and third rank respectively in district level Avishkar (Innovation) convention in the academic year 2021-22 due to the efforts taken by the Co-curricular activities cell in national Pharmacy week.

Two students were selected for the state-level Avishkar (Innovation) convention 2022-23. Institute has provided all the necessary facility which could be useful for establishing any incubation centre. Various sophisticated instruments such as Particle size and zeta potential analyser, FT-IR spectroscopy, High-performance Liquid chromatography, and UV Spectrophotometer were purchased and installed in the central instrument room. Guest lectures related to entrepreneurship and start-ups establishment are regularly arranged at the Institute to promote the innovation skill of students. IPR and Innovation cell works in harmony with R and D Cell for student support.

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

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	1	8	3	3

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

3.3 Research Publications and Awards

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

Response: 0.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	07	04	0	0

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

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

Response: 0.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	2	1

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

Annasaheb Dange College of B. Pharmacy, Ashta comprises one Social & Extension Activity Cell & National Service Scheme unit (NSS) approved and affiliated with Shivaji University, Kolhapur. The overall objective of our units is to understand and identify the local community needs and work to dole out and resolve the same to uplift the community. It is a student-centered program in which NSS volunteers serve in close collaboration with various Government bodies and non-government organizations to lift the deprived local community.

Motto:

The main national motto of the National Service Scheme is “NOT ME, BUT YOU” Community needs National Service Scheme, under the Ministry of Youth Affairs & Sports Govt. of India, popularly known as NSS was launched in Gandhiji's Birth Centenary Year 1969, in 37 Universities involving 40,000 students with a primary focus on the development of personality of students through community service. Now it is present in every academic institute in India and serves its purpose through students. In our institute, the NSS programs/projects are implemented by the NSS volunteers in the community in close collaboration with the community, with vast scope for the student's interaction with the people.

1. Regular activities of Social & Extension Activity Cell & NSS-ADCBP

A. Orientation of students & NSS Volunteers: To get the students & NSS volunteers acquainted with the basics of programs, our organizers conduct self-realization programs to inculcate democratic living and selfless service among the students.

B. Campus work: Initially NSS volunteers are allowed to involve in the projects undertaken for the benefit of the institution and the students concerned. Such projects cover the development of health care, tree plantation on the premises, awareness programs on smoking cessation, AIDS, blood donation camps, health exhibitions, vaccination drive, TB Day, Malaria Day, Cancer Day, Dengue Day, National youth day, Women's day, Hb & Blood test and Mega Medical camp inside the campus. The NSS volunteers may work on campus projects for not exceeding 30 hours in a year.

C. Free Health check-up campaigns for blood sugar, cholesterol level, calcium level & blood pressure were organized occasionally through this unit as a part of community service at Annasaheb Dange College of B Pharmacy, Ashta with the collaboration of Annasaheb Dange Ayurved Mahavidyalay, Ashta, Grampanchayat Mirajwadi, Grampanchayat Hubalwadi, Grampanchayat Shirgaon & Primary Health Care Centre, Ashta

2. Special programs through NSS-ADCBP

The overall objective of this scheme is Education and Service to the community and by the community. It's a type of Program where we cater to the need of the community periodically and as and when required

also. Our NSS units adopt the nearby village and continuously visit the rural areas for a week and try to develop a Technocratic Environment and help the underprivileged people to develop themselves. It helps the students to communicate with the local society and understand their lifestyle needs, thereby making them work out the problems of the rural community.

Rural Projects

The rural projects generally include Eradication of Illiteracy, Agricultural Operations, Health camp, Eye check-up camp, Dental Health checkup-camp, Nutrition, Hygiene, Sanitation Care, Family Life Education, Satisfying Basic Rural Life Style Needs, Campaign Against Social Evils, Plastic Free Zone, Literacy & Protection of Crop, Conservation of Energy, Medical Camps, Maintenance of Village Street and Drainage, Alcohol and Tobacco Awareness Program, etc.

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

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

Response:

Annasaheb Dange College of B Pharmacy, Ashta is established to impart quality education to the students belonging to the rural community. One of its aims is to create awareness in society to adopt innovations for the improvement of health, and lifestyle in an eco-friendly manner to fulfil its societal commitments.

To fulfil its vision and mission, the institute is very insightful about the impact of various extension activities on its students, and employees, as well as on the regional community and the environment. The institution gives great importance to honouring its social commitments and takes efforts for the betterment of the community and also strongly believes in the sustainable growth of society. Because of its social accountability, the institute through its National Service Scheme (NSS) unit has made enormous efforts to sensitize its faculty and students about their social responsibilities through their participation in several directly or indirectly associated with burning social issues.

Institute conducted various social activities for sensitizing and motivating the students about social issues and their holistic development. The institute organizes ample activities like Blood Donation Camps, Tree Plantation, Azadi Ka Amrit Mahotsav, Swachha Bharat Abhiyan, and Awareness Programme on Cancer, Hepatitis, Anemia, Dengue, Chikungunya, AIDS, Tuberculosis, *etc.* To inculcate patriotism and belongingness to the nation in the students, all national festivals are regularly organized. Medical health check-ups are also organized by the institute for the benefit of the rural community. This leads to the development of social responsibility and concern toward healthcare and community services. The institute ensures the student's involvement in various social movements/activities.

The institute has a team of three faculty members as NSS coordinators, who critically monitor the

involvement of every student of the institute in different social activities, moreover also track the achievement of students. Institute has an active student council which motivates student involvement in various activities, and social and cultural events held at the institute. The institute works to strengthen the deprived sections of society through various extension activities.

File Description	Document
Upload Additional information	View Document

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

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	11	14	10

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

3.5 Collaboration

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

Response: 15

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 Availability of adequate infrastructure and physical facilities viz., classrooms, laboratories, ICT facilities, cultural activities, gymnasium, yoga centre etc. in the institution

Response:

The College provides a state of the art infrastructure that gives the students excellent learning opportunity as it is critically related to the vision of our college and hence the facilities provided are beyond the requirements of AICTE in order to implement the plans and achieve desired goals. The college campus contains a playground, sports complex, hostel, and mess that are all well-equipped. On the campus, the institute includes services like a Xerox, a stationary and health store, and an ATM.

Classrooms: The institute provides six classrooms equipped with LCD projectors, Wi-Fi, and LAN facilities, and above all, ADCBP teachers make the classroom experience highly educational. The institute has three tutorial rooms. The designs and concepts of the rooms have ensured natural soundproofing and clear visibility for all. A notice board is displayed in every classroom, which keeps students informed about their daily schedule and time-to-time communication from their class teacher and college authorities.

Laboratories: The College has adequate laboratories to perform practicals of various courses. All laboratories are equipped with a preparation room and chemical storage area.

Instrumentation Room: An analytical instrumentation facility has been created with the objective of supporting research. Many sophisticated instruments like Fourier transform infrared spectrophotometer; high-performance liquid chromatography (HPLC), UV-visible spectrophotometer, etc. are available.

Machine Room: The college has a central instrumentation facility to support our institute policy of making competent pharmacy professionals. This facility includes a compression machine, tablet press, auto coater, friabilator, hardness tester, etc.

Computer Laboratory: A computer laboratory is available for the students, which have adequate computers, internet connectivity, and a projector to support practical sessions. In addition, the college provides access to software packages such as Ex-Pharm, which is used for pharmacology practical, and Biyani Technologies' English Language Laboratory Software, which is used for communication skills, etc.

Cultural Activities: Besides academic pursuit, we encourage students to develop an all-round personality. The student members of Gymkhana are engaged in the planning and execution of various cultural activities under the direction of the faculty in charge.

Sports Facilities: The institute encourages the students to inculcate health awareness in them and provides facilities for indoor games. The institute has playgrounds for cricket, Badminton, Kabaddi and Volleyball. Besides a ground for athletics events a is also available.

Gymnasium: The institute features a well-equipped gym with equipment like a tread mill, an elliptical trainer, leg extensions, weights, etc. The students, or gymkhana members, are active there.

Yoga Centre: To encourage students to practise meditation and yoga our institution celebrates International Yoga Day each year. Executives often organise and carry out "Yogasana" and "Stress management" programmes.

Auditorium: The institute has an auditorium that is spacious, well ventilated, and well furnished, with a 500 seating capacity. It provides ample opportunities for staff and students to conduct various events like Teachers Day, Pharmacist Day, the annual gathering, as well as various intra-college competitions (debate, quiz, poster presentation, model presentation competition, etc.).

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

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

Response: 56.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
69.79	107.43	99.21	50.66	81.32

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS), subscription to e-resources, amount spent on purchase of books, journals and per day usage of library

Response:

Library as a learning Resource

The library is the resource hub for knowledge and has a vast collection of books, journals, magazines, and periodicals. The library has facilities such as In-House software which is used by students & faculty for the search of books by title/ author name etc. Separate reading room is available for undergraduates and

teachers. A separate e-library is also available with facilities such as subscriptions for e-journals, and e-books. The learning process is supported by a rich and voluminous library with an all-time internet facility for students and staff. Our library is supported by more than 6829 textbooks, reference books, national-08/international journals 02, magazine 03, periodicals, and other readable articles online through the internet.

The library is also supported with library software to guide students for easy issues and return of the books. It is constructed with the help of much expertise and immense hard work just for the improvement of students with recent knowledge. Library has a seating capacity of more than 50 students at a time. 12 computer terminals with the latest software and free internet facility are available for student use. Internet facility with free downloading is provided to the students. More than 388 online journals and other E-resources are available from the NDL Digital library for the students through library subscription and national and international printed journals are made available for the students free of cost for their literature survey.

Library is spread over 556 sq. m. the area has a separate issue return section, a reading section, a reference section, and an e-book section. The library has a free access system for the students where they can choose the book that is required by them for the issue. Every student can issue a maximum of 2 books whereas final year students can issue 6 books to facilitate their GPAT preparation. Library also promotes the donation of the old used books by the faculty, students, and alumni for more enrichment of the library and also develops the attitude of giving among the staff and the students.

The library is installed with Integrated Library Management System for the smooth working of the library that includes accessioning, issue return, data generation, and stock verification.

ADCBP has spent over 26 lakh rupees on purchasing of books & journals in library. Additionally, footfall analysis in libraries can be quite beneficial because it clarifies readers' behavior. Therefore, by using a simple but effective technique of footfall, you can determine whether readers are anticipating long opening hours, a new collection of books, or additional free services.

By making reading more engaging for readers, libraries can attract more people to come the location to do their reading. By calculating footfall of library in year 2021-2022 is around 17%.

Following are the details of the software

Nature of automation	Partially automated
Year of commencement	2016

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

4.3 IT Infrastructure

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

Response:

- The institution assures its students and instructors to have access to latest version of computers and software to meet the growing demand for technically skilled professionals in the modern competitive world.
- Our institution regularly maintains its Wi-Fi (500 mbps) and IT infrastructure, and we have all the tools required to support teaching-learning activities for both teachers and students.
- Computer labs with sufficient desktops to easily access and utilize by students. The student computer ratio is 1:09.
- Four classrooms are outfitted with plug-and-play LCD projectors and Wi-Fi to ensure efficient instruction, information sharing, and knowledge absorption.
- There are nine printers (five scanners), one photocopier, five LCDs, four of which are in classrooms, and one of which is in a boardroom.
- The institute has a 500 Mbps (leased line) free Wi-Fi facility for staff and students to access more study-related information.
- Dell Sonic Wall network security for Windows and Endpoint Security antivirus to combat malware/virus issues.
- All PCs have Quick Heal Endpoint Security installed. Once every three years, the anti-virus software is updated.
- Printers and scanners are connected to the computers in the college in strategic point to facilitate faculty and students.
- Campus is under; surveillance cameras have been deployed for safety and security.
- There are 10 network video recorder cameras, 7 digital video recorder cameras, and 9 closed circuit television cameras (CCTV) spread across the campus and classrooms (NVR).
- To help students improve their communication abilities, the language lab has 20 systems equipped with licenced Biyani technology. It is also supplemented with software and digitised audio-video resources.
- The college's website, whatsapp groups, YouTube channel, and newsletter keep current and former students as well as alumni up to date on all of its activities.
- Every three months, a backup is made for each system, and windows and Antivirus software are regularly updated. The IT consultant also keeps an eye on connections to the LAN and network.
- The College has one server with a high configuration that enables quick data transmission to the numerous PCs.
- A 10/100mpbs LAN and a Wi-Fi system with a 1000 user capacity support all the computers.
- Windows 8.1 is the operating system for the desktop computers.
- The college frequently updates its office automation software, such as Open Office, MS Office, and Antivirus.
- The College has hired a full-time IT consultant to help with infrastructure support and maintenance.

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

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

Response: 9.15

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

Response: 52

File Description	Document
Upload supporting document	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 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: 8.23

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)

2021-22	2020-21	2019-20	2018-19	2017-18
8.58	11.32	29.19	6.79	3.20

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Percentage of students benefited by scholarships and freeships provided by the Government and Non-Government agencies during last five years

Response: 84.15

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government and Non-Government agencies year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
414	407	314	199	99

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

5.1.2 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: A. All of the above

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

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

Response: 63.71

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

2021-22	2020-21	2019-20	2018-19	2017-18
245	353	258	95	134

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

5.1.4 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: B. Any 3 of the above

File Description	Document
Upload supporting document	View Document

5.2 Student Progression

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

Response: 66.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	83	39	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0115	0107	055	0	0

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

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 14.02

5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ Judicial Services/Public Prosecution services/All India Bar Exams/State government examinations) year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
14	11	05	0	0

5.2.2.2 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

2021-22	2020-21	2019-20	2018-19	2017-18
86	83	45	0	0

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

5.3 Student Participation and Activities

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

Response: 18

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	02	06	03	0

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

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

Response: 12.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	24	13	5

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

5.4 Alumni Engagement

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

Response:

Alumni are the real well-wishers and remarkable stakeholder of the college. With the motto of connecting the pass out students of our institute, the alumni association of Annasaheb Dange College of B.Pharmacy, Ashta came into existence in the year 2019-2020 and registered as Annasaheb Dange College of B.Pharmacy Alumni Association, Ashta, Tal-walwa, Dist – Sangli Registration No. Sangli/0000054/2022. Alumni WhatsApp groups, Email id, mobile numbers are available to connect with the alumni. The alumni association act as bridge between college life and career life of students.

Alumni have in fact educated current students about the demands of the industry and how to meet them through personal interactions, guest lectures, etc.

Alumni Interaction: Alumni association has initiated alumni interaction. Alumni member of the institute interacts with the current students of the institute to guide on various career opportunities and preparation of competitive exams. The qualified alumni share their knowledge with the students for their benefit in the preparation of competitive exams like GPAT.

Training and Career guidance: The alumni members are actively involved in providing various training and career guidance sessions to the students. Alumni members assist students in these interactions by assisting them with interview preparation, which benefits them during their campus placement.

Placement Assistance: The alumni members share information related to vacancy positions and also provide the assistance in arranging various campus interviews. Due to such assistance the overall institute student placement enhanced.

Alumni help to Enrich Library of the institute by donating books. Alumni also conduct group discussions on various social issues and make students of the Institute aware about drug abuse, anti-ragging, and any other social activities.

The alumni association encourages their juniors by extending their support, guidance and cooperation. Thus, the alumni connectivity contributes significantly to the development of the institution through their involvement. Alumni mentor the students of the Institute for higher education, development of human values and provide services to the health care system of society.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance and leadership is in accordance with vision and mission of the institution and it is visible in various institutional practices such as decentralization and participation in the institutional governance

Response:

Annasaheb Dange College of B Pharmacy is one of the foremost technical Institutes in Western Maharashtra, started in 2016 with the aim to create competent pharmacy professionals who can contribute for the healthcare system of society. Towards the accomplishment of its vision, the institute offers B. Pharmacy & D. Pharmacy program. In keeping with its objective of providing the best possible pharmaceutical education, institute works in compliance with the guidelines and norms of the Statutory Regulatory Agencies and affiliating University.

ADCBP has well defined organization structure led by governing body. GB entrusts strategic direction of the Institute, assuring that its policies remain aligned with the vision and mission and monitors the quality and progress of the Institute and its stakeholders. The service rules, recruitment process, role and responsibilities and code of conduct are clearly defined. Principal acts as a leader to disseminate the policy down the line and promote comprehensive development of the instructional policies through the monitoring, development, leadership and visionary duties.

Institute has constituted the different academic and administrative committees for smooth functioning of different activities in connection with vision and mission of the institute. The staff and students have given the representation on these committees. Regular meetings of different committees are conducted and decisions are taken unanimously. These decisions are implemented.

The Institution promotes a culture of decentralization and participative management involving all types of stakeholders in the process of decision making. It reflects defining the policies, planning and its execution.

The top management gives freedom and flexibility to the Principal and IQAC to lead all academic and administrative activities of the institute. They regularly meet and take necessary steps to define, plan and execute the policies that contribute to the growth of the institute in tune with its vision and mission.

In the beginning of every academic year a meeting of faculty members is conducted to discuss the smooth functioning of the institution throughout the academic year. Various committees are constituted and responsibilities are assigned to them. All committees are headed by the chairperson nominated by its members and continuously work on quality improvement.

The administrative and academic duties are controlled by Principal of the institute. Vice Principal (Administration) monitors and assists in the completion of administrative work to maintain an efficient operational pattern.

Vice principal (academics) ensures proper implementation of academic calendar and monitors progress of class work, syllabus coverage, student mentoring, directing and supervising student activity programs. HODs are given specific duties and responsibilities to attend day to day routine work of their department

and also ensure the functioning of the departmental activities. Every faculty member is involved in various academic, cocurricular, extracurricular and administrative activities.

The Management of the Institution conducts the regular meets and discusses the issues and challenges with developmental aspect of the institute and students. Management of the Institution encourages the stakeholders to share their ideas, opinions and suggestions through the proper channel. The input received from various committees and feedback analysis is considered for the future decision making.

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

6.2 Strategy Development and Deployment

6.2.1 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, deployment of institutional Strategic/ perspective/development plan etc

Response:

ADCBP has well defined organization structure led by governing body (GB). GB entrust the strategic direction of the Institute, assuring that its policies remain aligned with the vision and mission of the institute and monitors the quality and progress of the institute and its stakeholders. The institute has constituted college development committee (CDC) who prepares an overall comprehensive development plan of the college regarding academic, administrative and infrastructural growth. CDC enables institute to foster excellence in curricular, co-curricular and extra-curricular activities. The service rules, recruitment process, role and responsibilities and code of conduct are clearly defined.

The principal acts as a leader to disseminate the policy down the line and promote the comprehensive development of the instructional policies through the monitoring, development, leadership and visionary duties.

Vice-principal administration engages in general administration and overall monitoring and execution of administrative work assigned. He monitors all the records and documents maintained by respective administrative personnel.

Vice-Principal academics is engaged in academic planning, its monitoring and execution, establishing purposeful mentor-mentee relationship and encouraging academic activities.

Head of the departments plans the academic activities of the respective department, convene departmental staff meeting, instruct the laboratory technicians for the verification of stock and collect the requirements, motivate faculty and students towards research proposals. HOD also engages in organization of need based departmental workshop/ seminars/ symposia/ visits/ excursions etc.

Examination incharge along with examination personnel monitors and execute all examination related activities and smooth conduct of all types of examinations in the institute.

Training and placement officer and other placement personnel monitor and execute training and placement related activities. TPO act as a link between students, alumni and the employment community.

Research and development head encourages and enhances the research and innovation ability and potential of faculty and students. Identifies opportunities for externally funded R & D projects, apply for funding, submit project proposals, and follow up with the funding agencies, for securing sanction of projects.

Faculty members plan, schedule, and organize, co-ordinate and monitor theory and practical classes, perform the examination duties and co-curricular and extracurricular work allotted time to time, engages in the research activities, maintain the record of all academic activities and make available as and when required.

The institutional strategic plans are driven through the various academic and administrative committees under the leadership of principal. The staff and students have given the representation on these committees. Some of the committees are as follows:

1. Internal Quality Assurance Cell,
2. Academic / Programme Committee,
3. Antiragging committee,
4. Internal Complaints Committee
5. Purchase Committee
6. Admission Cell
7. Examination Committee
8. R & D Cell

Regular meetings of different committees are conducted and decisions are taken unanimously. These decisions are implemented by the staff members for the overall development of the students and institute.

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

6.2.2 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
Upload supporting document	View Document

6.3 Faculty Empowerment Strategies

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

Response:

Effective welfare measures:

Institute recognizes service and dedication of teaching and non-teaching faculties and offers them various welfare measures. Faculty can avail a loan at nominal rate of interest and also benefited by dividend being a member of Pathsanstha on time. Medical leaves are provided to faculty yearly on medical emergency as well as extra leaves are also granted in their need. The faculties are also granted special leaves and duty leaves for the purpose of higher studies, examinations, upgradation, or research work. For the benefit of faculty, employment provident funds, on-campus health centre amenities, and financial assistance for attending conferences are offered. The faculties who have completed doctoral degree, or published books or received patents are also rewarded every year with cash prize, memento and certificate. The contributed teaching and non-teaching faculty receive payment for their consulting services. Faculties are sponsored to attend faculty development programmes. Institute also recognised the contributions of non-teaching staff and felicitates them.

Teaching Staff

A Performance appraisal system for teaching and non-teaching staff has been established to provide systematic employee evaluation across various performance dimensions and for quality enhancement. The performance appraisal for teaching staff includes upgradation in faculty qualifications, participation in FDP/SDP/training, seminars/conference/workshops, acting as a resource person, externally funded projects, consultancy work, publications, patents, portfolios activities, Adaptation & Contribution to New Pedagogical Practices. Annually, the faculty fills and submits this report to higher authorities. Based on information provided by each faculty, the higher authority scrutinizes documentary evidence, and recommendations are given to faculty based on performance. The college has revised the performance appraisal system from the academic year 2021-22 which is based upon guidelines given by AICTE-360? feedback. Criteria-wise marks have been assigned which include Teaching-Learning Process, Feedback, Departmental Activities, Institute level Activities, Research and Development, Extension Activities, Online Courses (MOOCs), and Annual Confidential Report.

Non-teaching staff:

Non-teaching staff performance is evaluated based on their understanding of responsibilities, duties, their execution, advancement of knowledge, technical abilities, behavior with colleagues, students, and teachers, punctuality, attendance, accuracy, tidiness of work, and discipline. Non-teaching personnel must complete a performance appraisal form each year and submit it to the Head of the Department. The head of the department forwards the form to the head of the institution for evaluation, which is carried out using the

evaluation rubrics provided with the form. The head of the institute presents his confidential report and submits it to management for further action.

Evaluation of Teaching and Non-teaching staff from Students feedback:

The overall performance of teaching faculties is evaluated by feedback from students. The students are provided with questionnaires of theory and practical and are asked for the grades excellent (E), Good (G), Average (A) below average (B) and, Poor (P) to each faculty. A Percentage is calculated. The list of faculties with an overall score of more than 95% is made available for reward and below 80% is suggested for corrective measures.

Oral feedback from students helps to evaluate non-teaching employees on a regular basis.

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

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

Response: 23.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	0	6	0	0

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

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

Response: 52.87

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	26	5	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	12	10	12

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

6.4 Financial Management and Resource Mobilization

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

Response:

Institution has various policies in place to motivate the faculty members to submit projects to the various funding agencies. The Sanstha encourages faculty to do R & D work and revenue earned is in sharing basis, for which a policies are in place. The management has short term and long term plans to mobilize resources from agencies like DST, SERB, CSIR, University etc. Till date the institute has utilized Rs. 15,53,000/-. Through industry institute partnership the institute has plan to raise the funds in future by solving industrial problems. MOUs to this effect are signed with various industries.

The Institution has an efficient mechanism of internal and external auditing in accordance with the auditing standards generally accepted in India. Accounts and finance officer monitors the accounts and procedures of internal control of finance on a day to day basis. The submission of tax payments and income tax returns are being carried out regularly each year. Institute prepares books of accounts as per statutory requirement and maintains properly. The Balance sheet and Income and Expenditure account referred in agreement with books of account are prepared and maintained.

Internal audit is carried out by the internal auditor appointed by the parent organization i.e. Sant Dnyaneshwar Sanstha, Islampur ever quarterly.

External audit of accounts of the institute are carried out at the end of the each financial year as per

the government rules by competent and registered Chartered Accountants appointed by parent organization – Sant Dnyaneshwar Shikshan Sanstha, Islampur. The audit includes examining on test check basis, evidence supporting the amount and disclosures in the financial statements, assessing the accounting principles used and significant estimate made by the management as well as evaluating the overall financial statements presented.

There has been no deficit in the income and expenditure statement of the institute for the financial year 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 and 2021-2022.

There are no any audit objections as the institution follows a good system of internal controls like calling quotations, comparison of rates, preparation of purchase order etc., an approvals at every stage of such implementation and due verification of goods and services that are obtained after delivery or completion of works.

The details of the external audit carried out for the financial year 2017-18 to 2021-22.

Sr N	Financial Year	Audit Date	Audit Team
1	2021-2022	30-10-2022	M /S Bhasker B. Patil & Co. Chartered Accountants
2	2020-2021	20-12-2021	M /S Bhasker B. Patil & Co. Chartered Accountants
3	2019-2020	27-10-2020	M /S Bhasker B. Patil & Co. Chartered Accountants
4	2018-2019	20-10-2019	M /S Bhasker B. Patil & Co. Chartered Accountants
5	2017-2018	27-09-2018	M /S Bhasker B. Patil & Co. Chartered Accountants

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

6.5 Internal Quality Assurance System

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

Response:

The success of any organization to achieve the quality lies in continuous monitoring of the functioning of an organization through quality indicating framework. In the academic industry the assurance of good quality products (successful student) can only come through the effective implementation of academic audit process. Our institute is much vigilant in this regard, hence Internal quality assurance cell (IQAC) is following several processes and monitoring them for their correct operation. Few of the process which is been followed by IQAC can be listed as Academic Monitoring through IQAC, Feedback system on teaching and facilities, Cocurricular activities, Program outcomes attainment, etc.

The academic monitoring is carried out with the intention of bringing consistency in newly implemented strategies. For the betterment in teaching learning process IQAC encourages for timely updating the things like attendance of students, status of syllabus accomplishment, mentor mentee meeting decisions, internal examination assessment, performance of student in internal examination, cocurricular and extracurricular activities plan and execution. Most of the time IQAC collect this data through online platform which helps to save the time required for assessment of data and taking necessary actions. Based on the response and data received from various committees at regular interval, IQAC instruct to concerned committees for further corrective measures.

Many subunits like admission cell, academic cell, examination cell, mentor mentee cell, training and placement cell, grievance redressal cell, GPAT and competitive examination cell and several others works under the umbrella of IQAC for timely execution of decisions. This also favours the delegation of powers and decentralization of decision-making process practice of the institute. Every cell is having its separate objectives and constitution which helps them for effective monitoring of progress related to the reforms implemented by IQAC. At the end of every academic year IQAC analyse the performance of institute in various fronts as result of newly implemented strategies, which also assure about proper implementation of quality reforms.

Since, for every quality indicating framework there must be some scale which in due course express the result of process in uniform manner. Program outcomes are the necessary qualities that a graduate should attain during the education and are considered as the scale to measure quality of graduates that institute generates every year. Institute follows outcome based education and henceforth the attainment of program outcomes (POs) is highest priority of the institute. The impact of efforts taken on a every single batch of graduates are recorded as direct and indirect attainment of POs. The syllabus is linked with course outcomes and ultimately related to program outcomes, as well as several co-curricular and extra curricular activities in which helps overall development of students are also related with POs.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

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

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 and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years

Response:

The concept of gender equity recognises that women and men have different needs and power and these differences should be identified and addressed in a manner that rectifies the imbalances between the sexes. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.

Gender equity aims to educate people on the differences between sex and gender, how gender is socially produced, and gender stereotypes. The goal of gender equity is to raise awareness of the relevance of gender sensitivity in the workplace among students and faculties.

So, the gender equity is a need that has been felt and recognised by everyone at ADCBP and has been activated through various committees and cells. We aim at delivering Gender sensitization to the community as part of the grass-roots gender intervention.

Our institute, initiates gender equity by different committees. For any kind of complaints from students, the Grievance Redressal Committee is developed by the institute which also takes the follow up from students time to time. The female assistant faculty is also there as a mentor to solve the girls related issues. A counsellor is also provided by institute for taking care of students in different aspects like academic, emotional, social and cognitive development of students. Anti-ragging Committee is also developed by the institute to ensure the safety within the campus. Whenever any student is step out from college for participation in different kind of activities one male and one female faculty is also there with them. Internal Complaint Cell is also constituted by the institute which resolve the issue pertaining to sexual harassment, build healthy relation with opposite gender, provide a speedy justice and create awareness about gender justice among academic and non-academic community.

Institute gives equal opportunities to male and female students in academic by selecting them at the position of class representative and ladies representative respectively. For smooth running of different events like sports, cultural male and female students volunteers are allotted which develops management skills among them.

The institute also provide equal infrastructure facilities to the students. The common rooms are provided to female and male students for the relaxation in break hours, for resting during their sick condition and for refreshment during different activities. The common room provide all the facilities (light, fans, bed, attached toilet) which are needed to students. To maintain the equity between male and female students, the more facilities like security cameras, counsellor, security guards is provided to female students.

We believe that safety for women can not only be ensured through infrastructural facilities hence institute work through conducting different activities, guest lectures, seminars in college related to gender equity, gender sensitization, self-defence and stress management to maintain the safety and quality also.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Upload supporting document	View Document

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

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

Response: A. All of the above

File Description	Document
Upload supporting document	View Document

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

Response:

Students from various states, regions, castes and socioeconomic backgrounds are admitted each year through the state admission regulating authority in the institute. Students from diverse cultures, regions, languages and communities merge to emerge with huge potential to become future leaders in the Pharmacy fraternity.

Celebration of religious events or festivals teaches everyone to express their respect and value for one another.

Regional and linguistic Activities: Marathi Rajbhasha Diwas, and Hindi Bhasha Diwas from diverse linguistic order to raise awareness of India's national and regional languages as well as the culture that is linked with each of those languages.

Religious Activities: Ganesha Festival, Chhatrapati Shivaji Maharaj Jayanti, day etc.

The institute sensitizes the students and the employees of the institution to constitutional obligations such as:

1. Right to Equality: As per the right to equality, the state shall not deny any person equality before the law or equal protection under the law.

2. Right to Freedom: All citizens shall have the rights to (a) speech and expression; (b) form associations or unions (c) move freely throughout India (d) reside and settle in any part of India and (e) practise any profession, trade, or business.

3. Right against Exploitation: Human trafficking and other forms of forced labour are forbidden, and any violation of this article will be punished according to the law.

4. Right to Freedom of Religion: All persons are equally entitled to freedom of conscience and the right to freely profess, practise, and spread religion, subject to public order, morality, and health, as well as other provisions.

5. Right to Life: The right to life and personal liberty protects in the event of a criminal conviction.

6. Cultural and Educational Rights: The citizens of India, who speak a distinct language, script, or culture have the right to preserve that.

7. Right to constitutional remedies: The Supreme Court is responsible for upholding all of the Constitution's core rights.

8. Right to privacy: The right to privacy is a fundamental component of the right to life and personal liberty

In addition, Independence Day and Republic Day and Azadi ka Amrit Mahotsav are also celebrated on campus which will address for duties and responsibilities of citizens.

Communal and socio-economic Activities: Various NSS activities like Health Check-up camps, Awareness rallies on social issues, hygiene issues, Dental check-ups, vaccination etc., are addressed.

As a part of professional ethics, we are following the Employee Service Rule and Code of conduct for students.

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

7.2 Best Practices

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

Response:

BEST PRACTICE NO. 1

1. Title of the Practice:

Mentor Mentee System (Guardian Teachers Scheme)

2. Objectives of the Practice:

Mentor Mentee System was implemented since the inception of institute, with a view to advance the educational and personal growth of students. The Institute adapted a practice to systematically monitor the progress of the mentee in every aspect related to curricular and co-curricular activities.

- 1.To continuously monitor academic performance of students including their attendance and performance in examinations.
- 2.To identify and resolve personal and health related issues by discussing with their parents.
- 3.To imbibe the right moral values and ethics in the mentees by way of sharing own experiences and discussions on significant issues.

3. The Context:

The students are allocated to each mentor as guardian teacher in the beginning of first semester and mentors are remain associated with students up to final year. All mentors are guiding mentees at various levels like induction of institute, ethics, values, and career opportunities.

When mentee get admitted to the program, they take time to get acquainted with new environment, syllabus, examination pattern etc. Once the students get acclimatized with the program, the mentor's role now shifts to guidance for achieving excellence.

During the course mentor guide the students to prepare for various competitive exams and groom students for developing their personalities. Mentor counsels students regarding health and fitness related issues and is always there to take care of students.

4. The Practice:

The intake of institute is about 100 students with an overall student number is around 480, who all came from different regional and socio-economic backgrounds. It is necessary to monitor the attendance and take required steps to achieve success in examinations. Identify weaker students; take necessary steps to enhance their overall performance.

Mentor always works to increase the trust and confidence among mentee and parents. For each mentor 15-20 mentee are allocated.

The duties of mentors:

1. Mentor should give confidence to students through their cooperative, kind behavior so that students can freely discuss their problems.
2. Conduct regular meetings, monitor performance and attendance, identify difficulties, and suggest remedies.
3. During interaction, any genuine problems like
 - General stress and management
 - Traumatic experiences
 - Anxieties
 - Difficulties at residence
 - Lack of self-confidence
 - Bereavements and parental separations
 - Loneliness and Homesickness
 - Depression etc.

observed forward the case to the Principal if psychological counseling is required.

1. Advice students on all academic activities as a part of curriculum, preparation of competitive examinations, developing soft skill, planning and execution etc.

5. Evidence of Success:

- Academic performance of some students in exams has been significantly improved after receiving guidance from their mentor.
- The mentor effectively helped to resolve personal issues and take care their mentees for any health issue.
- Mentor system was successful in achieving their career goals.
- Our mentor mentee system appreciated several time by parents during parent teachers meet at institute.

6. Problems encountered and resources required:

As such there is no problem encountered in implementing this practice. It has helped the institute to fulfil the expectations of students.

BEST PRACTICE NO. 2

1. Title of the Practice:

5S

2. Objectives of the Practice:

5S was implemented since the inception of the institute, implementation of this methodology results in a workplace that is clean, uncluttered, safe, and well organized to help reduce waste.

Objectives of 5S –

- 1.Productivity- It works in both personal and working life. The face of an undisciplined institute becomes discipline because of 5S.
- 2.Safety- When a man follows the 5S then it increases the safety issue of the organization.
- 3.Reduced Waste– 5S teach to clean up the process by arranging the materials and removed unwanted materials in a disciplined way.
- 4.Worker Commitment- Worker commitment becomes increases by applying 5S.

3. The Context:

Step 1: Sort

Sort is based on removing unnecessary item and disposing them on correctly.

Step 2: Set In Order

A place for everything, and everything in its place. This step will assist in the arrangement of all necessary items in order so they can be easily picked up to prevent loss of down time.

Step 3: Shine

This step attacks the dirt and grime that inevitably builds up underneath the clutter, and works to keep it from coming back.

Step 4: Standardize

The purpose of standardization is to ensure that the 5S steps are performed to common standard. By writing down what is being done, where, and by whom, you can incorporate the new practices into normal work procedure. This paves the way for long-term change.

Step 5: Sustain

The idea here is continuing commitment. It's important to follow through on the decisions that you've made and continually return to the earlier steps of 5S, in an on-going cycle. The 5S approach was never meant to be a one-time event, but an on-going cycle.

4. The Practice:

- By asking employees if an item is needed.
- If the item is really required, then try to find its importance.
- By asking to lab assistant which items are used frequently?
- By asking How many of those items or equipment could be further required in the future?
- By Encouraging cleanliness with attention to minute details in the initial phase.
- We take about the workspaces are cleaned regularly and maintained at all times.
- Keeping track of the progress and provide adequate guidance at every step.
- Establishing proper workplace communication among everyone working there.
- Making them aware of the 5S principles and their importance.

5. Evidence of Success:

- 1.5S created an organized and clean environment in the institute. Employees love to work in a clean and pleasant workplace.
2. Employees acquired self-discipline, they maintain the standards.
3. After removal of unwanted items and organizing the necessary materials it releases around 10% to 20% more space.
- 4.5S helped in creating a safe workplace by reducing accidents.

6. Problems encountered and resources required:

As such there is no problem encountered in implementing this practice. It has helped the institute to fulfil the expectations of students.

File Description	Document
Best practices as hosted on the Institutional website	View Document
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:****Member of Health Care Team**

According to author Zig Ziglar, Life is an echo, what you send out comes back, and what you sow you reap. Hence, along with the thrust and priority of creating competent pharmacy professionals, who efficiently contribute to the healthcare system of society and to the pharmacy profession; Annasaheb Dange College of B. Pharmacy, Ashta also maintains its practices as a member of the healthcare team.

Eventually, we are the organization that not only provides quality education to produce knowledgeable, skilled pharmacists but also fulfils our duties towards society. At the current date, the thing which is most needed by the society is a human value education, which should be inculcated in the young generation and; among the human values most essential is humanity. Our motto is to spread humanity, and for us, humanity means caring for and helping others whenever and wherever possible. Being an education institute in the pharmacy field, we feel that it is our prime responsibility to help society by taking care of health of society.

Educator for young healthcare team

We consider our students as a messenger of society, who reaches and enlighten almost every member of society directly or indirectly. Hence, through the mode of the regular teaching-learning process, we carve them well to act as competent pharmacy professionals. Our consistent academic records reflect the efforts that we took to carve the newer generation of the health care team. We also believe that it is the educational institutes that play a prime role in creating sensitive human beings. Henceforth, we organize several programs to create awareness among students about various diseases and health challenges. To date, Annasaheb Dange College of B Pharmacy has organized a total of 14 awareness programmes for students. The feedback received from students about such a program confirms that it serves the purpose of enhancing the knowledge of students. Such knowledgeable and confident students participated in social awareness rallies organized by the institute and performed remarkably well. Similarly, the villagers with whom our student has interacted expressed their positive views and appreciated student's knowledge level. This support our claim of being an educator of young healthcare team.

Beacon of hope for solving health issues of society

It is necessary to be always grateful towards society in which we exist and grow endlessly henceforth the institute believes taking care of the health of society is its prime goal. Through various activities, help is delivered to society whenever it is needed. As per the survey of the local community and related studies, it was noted that several health issues arising in society are due to unawareness of the disease, its causative agents, and the incubation period of the disease. The local community struggles while fighting against vector-borne diseases such as malaria, dengue etc. Hence, we conducted a special awareness session about dengue disease. In that session aspects related to causes, prevention, diet, and herbal remedies for the treatment of disease were discussed. We conducted rallies in a local village to make people aware of diseases as well. To stop the spread of Dengue disease we released guppy fishes in local water sources viz. lakes, well etc to eradicate mosquito larvae from them.

From another survey conducted by Institute, it is revealed that the local community is addicted to tobacco and related products. In order to fight against this issue we conducted a special awareness program for our students, later on, these trained representatives spread awareness among society through means of counselling and street play. Due to tobacco and related products, oral health is much affected hence we arranged a free oral health check-up camp for society. Another example of such an act of kindness of the Institute is the distribution of free medicines to the local community through the means of special health camps. To date, the institute has conducted 13 different activities to solve the health problem of society during the last five years. Along with such acts institute always focuses on the health and hygiene of society. This flashes light on our act of being beacon of hope for solving health issues of society.

Synchronising with the national health policy of ‘Swasth Bharat’

The government of India has launched its plan for improvising the health of citizens; among which the key aspects are information about diseases, quitting tobacco for life, blood donation, fit India, etc. We feel privileged to arrange a blood donation camp at our Institute, every year we organise a blood donation camp to fulfil the need for societal health. As discussed earlier, spreading awareness about the disease is a regular practice of our institute, which also accompany the nation's policy. Our students have secured prizes in the Government of India supported Khelo India and Fit India movements. All these activities lead to a healthy society which eventually complies with ‘Swasth Bharat Abhiyan’. Along with health, hygiene is equally important, our Institute did remarkably well under the ‘Swachh Bharat Abhiyan’ scheme. We have arranged several cleanliness drives in local society, along with that our campus also supports solid and liquid waste management which also supports keeping the healthy environment.

Concerning the thrust and priority of creating competent pharmacy professionals, chosen by the institute, the facts presented and success achieved denote progress in attaining the vision of the Institute. Being the torchbearer for budding pharmacists, we always make them aware of their responsibilities as a member of the health care team. Our motto is to shape the present generation for tomorrow’s better India.

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

5. CONCLUSION

Additional Information :

NA

Concluding Remarks :

As pharmacy has become a more global profession, issues of quality assurance of Pharmaceutical education programs have been amplified. Clients or customers in a given country or region want to be assured that the Pharmaceuticals being provided on products and services is of high quality – protective of the health, safety and welfare of its citizens.

Our academic system has been framed taking into consideration the responsibility of students to meet the demands of hi-tech pharmaceutical industry, at the same time ensuring that they confidently serve the requirements of patient care and pharmacy practice.

In keeping with its objective of providing the best possible pharmaceutical education, the College has built up a strong infrastructure. This comprises of highly knowledgeable faculty, most of whom hold doctorates and facilities that enable students to gain a contemporary education. Continuous interaction with industry is maintained to ensure that the learning program remains relevant to the changing trends in pharmaceuticals.

The College through continuous up-gradation is endeavoring to become a 'Continuous education centre', where new knowledge pertaining to the pharmacy field is generated on a regular basis

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Add on /Certificate/Value added programs offered during the last five years</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :11</p> <p>Remark : Same courses in a year to be counted as one only. Hence input edited.</p>																																								
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 235</p> <p>Answer after DVV Verification: 235</p>																																								
2.1.2	<p>Percentage of seats filled against seats reserved for various categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (Exclusive of supernumerary seats)</p> <p>2.1.2.1. <i>Number of actual students admitted from the reserved categories year - wise during the last five years</i></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>53</td> <td>51</td> <td>42</td> <td>46</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>58</td> <td>53</td> <td>51</td> <td>42</td> <td>46</td> </tr> </tbody> </table> <p>2.1.2.2. Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>67</td> <td>75</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>67</td> <td>75</td> <td>70</td> <td>70</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	58	53	51	42	46	2021-22	2020-21	2019-20	2018-19	2017-18	58	53	51	42	46	2021-22	2020-21	2019-20	2018-19	2017-18	72	67	75	70	70	2021-22	2020-21	2019-20	2018-19	2017-18	72	67	75	70	70
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3.3.1	<p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p>																																								

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	12	12	7	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	07	04	0	0

Remark : Input edited as per the research papers published per teacher in the Journals notified on UGC care list, Scopus and Web of science.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	11	14	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	11	14	10

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

Answer before DVV Verification :

Answer After DVV Verification :15

Remark : Input is edited as per the supporting documents.

4.1.2 Percentage of expenditure, excluding salary for infrastructure augmentation during last five years (INR in Lakhs)

4.1.2.1. Expenditure for infrastructure augmentation, excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
121.48	73.50	37.95	16.32	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
69.79	107.43	99.21	50.66	81.32

Remark : Input edited from supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80.35	62.55	150.28	65.77	109.35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8.58	11.32	29.19	6.79	3.20

5.1.4 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**

Answer before DVV Verification : A. All of the above

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

Remark : Input is edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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61	83	39	0	0
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
61	83	39	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
115	107	55	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0115	0107	055	0	0

Remark : Input edited as per the supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	2	8	3	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
07	02	06	03	0

Remark : Zonal awards will not be considered. Hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

29	3	33	13	5
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	3	24	13	5

Remark : Events cannot be split into activities, Hence input edited accordingly.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
43	42	59	6	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	27	26	5	1

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

6.5.2 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)/ membership of international networks**
- 3. Participation in NIRF**
- 4. any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA, ISO Certification etc**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

- 1. Green audit / Environment audit**
- 2. Energy audit**

3. **Clean and green campus initiatives**
 4. **Beyond the campus environmental promotion activities**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 43 Answer after DVV Verification : 75</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>28</td> <td>28</td> <td>25</td> <td>19</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>27</td> <td>28</td> <td>25</td> <td>19</td> <td>10</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	28	28	25	19	10	2021-22	2020-21	2019-20	2018-19	2017-18	27	28	25	19	10
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