



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MAHATMA GANDHI VIDYAMANDIR'S SAMAJSHRI  
PRASHANTDADA HIRAY COLLEGE OF PHARMACY**

**LOKNETE VYANKATRAO HIRAY MARG, MALEGAON CAMP, MALEGAON,  
DIST- NASHIK  
423105**

**<https://mgvmlgpharmacy.kbhgroup.in>**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Mahatma Gandhi Vidyamandir Trust was founded by Late Karmveer Bhausahab Hiray in the year 1952. It was founded with the motto of “Bahujan Hitay, Bahujan Sukhay”, with the vision of providing education not only to tribal students but to the society at large. MGV has endeavored of providing quality education and nurturing morals and inculcating ethical values within students by developing them as better citizens for tomorrow.

Mahatma Gandhi Vidyamandir offers a wide range of programs like Dental, Pharmacy, Hotel Management and Catering Technology, Pharmacy, MBA, Law, Arts Commerce and Science, Agricultural, Horticulture, Music and Fine Arts, Applied Arts, fine Arts and Fashion Design, Drawing College and Vocational Courses. Mahatma Gandhi Vidyamandir’s Samajshri Prashantdada Hiray College of Pharmacy is run under the prestigious banner of Mahatma Gandhi Vidyamandir.

### Salient Features:

- Affiliated to Savitribai Phule Pune University. SPPU is accredited with A+ NAAC Grade and 4th rank in the state University for Autonomy.
- College is Recognized by PCI.
- Faculty with industrial Background.
- College Offers B. Pharm with an intake of 60 in the First Year.
- The college follows a curricular design developed by SPPU.
- The college has nearly 100% enrolment of students

**Now the College proposes to undergo NAAC (First cycle). Accordingly, submitting herewith SSR in a prescribed format.**

### Vision

"To be a Premier centre of Pharmacy Education."

### Mission

To impart knowledge and skills among the graduates.

To foster a culture of inclusivity and values.

Be the center of fineness by focusing on professional activities.

### **Programme Educational Objectives:**

#### **PEO1- Knowledge:**

Inculcate Pharmacy and allied knowledge to groom the graduates professionally.

#### **PEO2- Competence:**

To develop resourceful graduates to deal with various concerns.

#### **PEO3- Teamwork:**

To develop graduate who will work collaboratively with distinction.

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

### **Institutional Strength**

**1. Visionary Management:** The college is under the prestigious banner of Mahatma Gandhi Vidyamandir established in 1952. Supportive and Proactive management provides a favorable intellectual working environment.

**2. Faculty from Industrial Background:** College has experienced faculty with rich academic and industrial backgrounds. More than 60% Faculty is with Industrial Background.

**3. Student support:** The College has ragging free campus. Outreach and extension activities are strongly focussed on the overall development of Students. Promotion of student success and satisfaction is the main objective and support activities encompass all those aspects.

**4. Transparent, conducive, and collaborative work environment:** The work environment in College built trust and good workplace relationships within the College through a transparent Management Information System.

**5. Active NSS Unit:** NSS unit of the College actively provides the opportunity for students to work towards community service, make a positive impact on society and develop among themselves a sense of social and civic responsibility.

**6. Adjoining Campus:** The adjoining campus of Agricultural College, Horticultural College, Institute of Music, Drawing College, and Fine Arts and Science Commerce Art College with twelve research centers provides added benefits for the exchange and sharing of knowledge resources.

**7. Teacher interaction:** Faculty always offers support to students, teachers know students' interests and preferences, and show regard and respect for these individual differences, bolstering students' feelings of autonomy. Mentor mentee system encourages and empowers students in holistic development.

**8. Effectual Alumni support:** Alumni contribute significantly to the development of the College through financial and non-financial means to the needy. Alumni are involved in the Quality assessment and

improvement process by means of valuable feedback.

**9. Gender Equality and Empowerment:** The college is cautious about the rights and status of women. The college has a balanced environment for gender equality. The involvement of women in administration, and activities organized by the College reflects women's empowerment.

**10. Environment Sustainability:** Practice of adopting a micro scale approach in routine practical, activities through the NSS platform, clean-up campaigns, and programs promoting knowledge of the effects of cleanliness, and environmental and health effects, Tree plantation reflects an approach towards environmental sustainability.

### **Institutional Weakness**

**1. IPR Mechanisms and Research:** To contribute to National development and to cater needs of Society, a focus is needed to increase the number of applications for IPR mechanisms including Patent applications, Copyright, and Design, promotion of research activities. The Faculty needs to shift from basic research to advanced research for obtaining patents and more publications.

**2. Entrepreneurial skills: Involvement of placement cell in enhancing** entrepreneurial skills is append.

**3. Lifelong learning:** In the broadest context of technological change, lifelong learning needed to strengthen.

**4. Augmentation** of infrastructural facilities for the multidisciplinary framework is needed. Modernization of existing laboratory infrastructure is needed.

**5. Employability:** Need to increase the employability of graduates through soft skill training.

### **Institutional Opportunity**

**1. Collaborative activities:** To promote faculty and student exchange programs through international activities and a Memorandum of understanding. This enables collaboration on research projects and sharing of academic knowledge. Industrial MOUs help with placement assistance and training.

**2. Post-Graduation:** Upon consideration of the population census of located College area and the growing need of industry, College can opt to start P. G. Course. By doing Post Graduation, students have a greater chance of positioning themselves as an expert.

**3. Skill enhancement initiative:** As a need of time, encouragement of students to attend skill-based and add-on courses will enable students to catch opportunities for added jobs. Participation of maximum students in skill development activities and value-added courses offers added benefits to them and fosters global competency

among them.

**4. Consultancy:** Utilization of knowledge resources, experienced staff, and facilities can provide expertise to industry. Consultancy work brings financial benefits both to the College and its employees.

**5. Multidisciplinary Research:** The scope for Multidisciplinary research within Campus is possible with other streams available on campus. Club activities with adjoining Colleges promote the academic and professional interests of students.

### **Institutional Challenge**

**1.** Fast-changing needs of pharmaceutical industries and Expectations from industry. The cost of advanced education is also a huge stressor to fulfill industrial expectations.

**2. Competitive job opportunity:** Emphasis on the development of cognitive skills and learning outcomes make students competitive. Number of individuals looking for *employment* exceeds the number of available positions. Skill-based learning overcomes this issue. Inculcating desirable value systems among students, and developing skilled human resources of a high caliber make students globally competent.

**3. Seeking grants from Industry for Research and Innovation:** Though the geographically College is located in an urban area, the Lack of industrial development is a challenge for Industry Institute Interaction. Emphasis on research and competitive peer-reviewed research funding attracts industries for interaction.

**4.** Rural location, students from a rural, agrarian background, affordability, and vernacular medium sometimes pose a challenge. Limited access particularly in a socio-economically disadvantaged area, needs teaching in the local language. The role of College in preparing students to achieve core competencies, to face global challenges successfully is crucial.

**5. Effective Governance through cluster:** The geographical dispersion and challenging access conditions make it difficult to reach equality.

**6. More Holistic and Multidisciplinary Education:** The process of multidisciplinary collaboration is hard to learn without real experience.

**7. Curbing Commercialization of Education:** Commercialization has created compartments and layers in the education system, and costlier education is a possible impact.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

#### **Curriculum planning and implementation:**

The college follows the curriculum prescribed by PCI and recently 2019 Pattern is in implementation. College

plans curriculum considering affiliating University (SPPU) calendar, College academic calendar, workload distribution, and timetable. Planning of examinations, curricular activities, co-curricular activities, and extension and outreach activities are done with maximum participation of students. Effective implementation is ensured through regular meetings and well-planned mechanisms by HODs, academic and examination supervisors.

Formative assessment during practical, theory, internal sessional examinations, project evaluation, assignments, open book tests, seminars, and regular viva is monitored by College Examination Officer and Examination Committee.

### **Academic Flexibility:**

The college offered 14 Certificate/Value added courses and online courses of MOOCs, SWAYAM, and NPTEL. Students are encouraged to complete online SWAYAM, and MOOC courses for enhanced knowledge, skill, and competencies.

### **Curriculum enrichment:**

**Professional ethics** are reflected in the standards of the curriculum. The curriculum covers ways to strengthen attributes of professional ethics. College is actively involved in curricular and co-curricular activities to inculcate professionalism.

**Gender** equity policies of the College look after a healthy working environment for women, equal opportunities for men and women, and inclusion of women in administration and committees. Transparent mechanisms are perpetuated to handle women's complaints. Co-curricular aspects cover Women empowerment activities to strengthen the social, legal, mental, and economic aspects of women.

Extension and outreach activities, Co-curricular, extracurricular, and NSS activities are organized to imbibe **human values** in students.

National Service Scheme platform, best practices address concerns for **Environment and Sustainability**. Green campuses, green audits, LEDs, CFLs, and Solar units are some measures of the same.

Project work, fieldwork, industrial visit, and internship accentuates a student's cognitive abilities and makes them better learners through experiential learning. About 52.58% of students actively completed project work.

### **Feedback system:**

Online/offline feedback from students, teachers, alumni, and employers is collected and analyzed. Appropriate actions are taken on findings from feedback and the same is communicated to the academic and examination section of Mahatma Gandhi Vidyamandir Trust. Feedback is hosted on the College website. Feedback forms a base for the best possible solution to perform better.

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

### **Admission and Enrolment:**

The future potential of Quality education offered by the College is reflected in nearly 100% enrolment of students for the B. Pharm program. College act in accordance with admission authority, DTE, Govt. of Maharashtra through state-level common entrance tests based on merit cum reservation.

Rural as well as urban student with geographical, cultural, and socio-economic diversity catches the opportunity of enrolment for admission. Gender proportion (Male: 46%, Female: 54%) reflects women's role in National and Global Perspectives. The College heed its commitment to diversity, access, and inclusion by admitting eligible candidates for reserved seats. The average percentage of students admitted from the reserved category is 50%.

**Catering to student diversity:** For better quality of teaching and grading, the Teacher-Student ratio is maintained at 1:19.4. Mechanisms and reforms identify slow learners, who are assisted through tutorials, remedial classes, models, and assignments. Advanced learners are motivated by guidance for vertical movement of education and research competitions. Interactive, collaborative, experiential, problem-based, and ICT-enabled teaching-learning approaches are employed by faculty. Experiential learning through, industrial training, internships, hospital visits, participatory learning comprising models, charts, flyers, video creation, and Problem-based learning through research projects, case studies, assignments, and research competitions are cornerstones by faculty.

Teachers incorporate different pedagogical approaches and also comprise Google Classroom, Google/Zoom Meet, virtual labs, and YouTube videos during teaching methodology. Faculty emphasize the student-centric approach of teaching methodology. The mentoring system targets academic, socio-psychological, personal, and overall development.

**Faculty Profile:** Competent, and experienced faculty members who are masters in their subject are recruited as per the sanctioned posts and retained through healthy and interactive work culture.

**Exam evaluation process and University performance:** The examination and evaluation reforms are followed as per affiliating university guidelines. The examination committee ensures adherence to the exam schedule and timetable, with flexibility within regulation. Transparency, robustness, and fairness are maintained in the conduct and monitoring of formative and summative assessments. The Cos and POs are expounded at an early stage of teaching and exhibited on the website with attainment. The average pass percentage of final-year students is more than 91% which is better performance at the university level.

### **Research, Innovations and Extension**

For the promotion of research work college has a research and development cell. R and D cell showing its impact in terms of expansion in research-related activities. The college supports faculty for patent filing, as an outcome, two patents are submitted, published, and are currently under examination, and faculties received SPPU BCUD research grants.

As an initiation to create and transfer knowledge, College conducted 21 workshops/seminars on IPRs and research relevant domains.

Faculty Ms. L. P. Deore was awarded by Oka Research fellowship for Ph.D. work from Oka Sakal India Foundation.

Quality research outcomes beneficial for industries and nations are explored by means of faculty and student research publications in UGC care, Scopus, and Web of Science-indexed journals. Research output indicated by securing first rank in Abhikalp research innovation competition (2019-20) and two times winner in state-level Innofest competition (2021-22, 2022-23). Faculty Ms. L. P. Deore received the young scientist award for an e-research poster presentation at the world congress on Drug Discovery and Advances in Pharmaceutical Sciences, organized by Oriental University, Indore. College team selected for the final round in I-2-E (Innovation to Entrepreneurship) competition. (Total participants -1500. Two students were selected for the state level in Avishkar.

Faculties of college are empowered to take up research activities utilizing existing facilities. Currently, the faculty submitted three research projects to Parent University. Regularly students participate in national and international level competitions. The college provides financial and academic support to faculty and student for research-related activities. The college promotes interdisciplinary research on all aspects of the Indian knowledge system.

Responsibility for developing sensitivities towards pressing issues, gender equity, environment consciousness, and kinds of activities are organized by College. The NSS unit participates in various activities like diabetes awareness rallies, tree plantation, swachata abhiyan, and water conservation. Activities also focus on the development of leadership qualities, universal human values, and communication skills.

To keep the academic activities in a more realistic perspective, the college is in collaboration with thirteen organizations to bridge the gap between industry and academics.

## **Infrastructure and Learning Resources**

### **Physical infrastructure**

Adequate and optimal facilities are available on the College campuses to maintain the quality of academics including the scope of expansion for post-graduate programs. The college has physical infrastructural facilities and learning resources as per the norms of PCI/SPPU. It is comprised of ICT-enabled classrooms, a seminar hall, well-furnished laboratories with essential equipment, and museums. Basic amenities for sports, culture, and yoga are accessible to students.

For the purpose of conservation of endangered species, research, and educational activities related to plant species known for medicinal purposes, a medicinal plant garden is maintained on the College campus.

Support facilities include girls' and boys' common rooms, seminar halls, and conference room, safe drinking water, washrooms, and a sanitary napkin vending machine for girls. A separate girl and boy's hostel is available with excellent residential, catering, and security facilities.



### **Library as a learning resource**

The knowledge resource centre is automated with the latest software having facilities of OPAC barcoding, e-journal/e-books/database apart from a rich collection of relevant books and journals. Spacious reading rooms provide an excellent learning ambiance. Mechanisms of the library enable learners to acquire information, knowledge, and skills required for the B. Pharm program. Effective utilization of library learning resources is monitored by the Library committee and a record of the same is maintained on a daily basis.

### **IT Infrastructure**

Adequate ICT facilities are maintained in College for both academic and administrative range of activities. Internet bandwidth of 100 Mbps with a dedicated leased line ensures seamless connectivity. Latest IT facilities are provided ensuring computer – student ratio is around 1:9. IT resources and facilities include updated versions of computers, LCDs, WIFI connectivity, LAN WAN network, to connect over a wide area, a separate computer laboratory, and the latest software with the current database. Campus 360 (ILMS) and a subscription to the British Council have added features to facilities.

### **Maintenance of campus infrastructure:**

Academic and physical facility infrastructure augmentation is ensured, budget is allocated at the beginning of the year for regular maintenance and periodic replenishment of infrastructure.

### **Student Support and Progression**

Holistic development and progression of learners are taken care of by efforts of the College on different platforms. The college identified students who benefited from scholarships, and freeship as per government regulations, and % of students who benefited during the last five years is 81.44%.

Mechanisms for submission of online/offline students' grievances and timely resolution within the stipulated time are perpetuated. Anti-ragging committee ensures compliance with the provisions of Regulations as well as the provisions of law and to date no ragging grievance is reported.

**The college arranged a lecture series of competitive exams and career counseling with 73.34% benefitted students during the last five years.**

The placement cell identifies students who qualified competitive examinations and facilitate for their vertical movement to the next higher level of education. The placement cell of the College identifies students interested in the job and facilitates them towards gaining employment.

**The outgoing students and students progressing to higher education during the last five years are 52.35%.** *The average percentage of students qualifying in state/national/ international level examinations is 26.97%.* Evaluation reforms identify slow learners, who are assisted through tutorials, remedial classes, and assignments.

Skills enhancement activities are organized for improving students' capability by means of Soft skills, Language and communication skills, Life skills, and ICT/computing skills. Through all those activities and the NSS platform, College promotes inclusive practices and emphasizes value-based education.

**The Registered Alumni Association of the College contributes significantly to the development of the College through financial and other support.** The alumni association of the institute has overall 243 registered alumni. The Alumni Association initiated alumni interaction series under which alumni member of the College interacts with the learners to guide them on career opportunities and success in competitive exams. Alumni are actively involved in providing various training and career guidance sessions to the students. The alumni members provide financial support to the toppers and provide emergency funds to a needy alumnus for medical or other situational needs. As Library is the heart of the college, a number of alumni donated books to the college library.

### **Governance, Leadership and Management**

The desired future state of the College is reflected in the Vision of the College, "To become a Premier centre of Pharmacy Education". Academic and administrative planning and implementation reflect the effort of the College to achieve its vision and mission. Display of Vision and mission at prominent places on campus and in practical journals inspires faculty team and learners towards achieving vision, and mission. Organogram shows the hierarchical structure of the College.

Non-statutory committees like Academics, Training, and Placement Cell promote smooth academic, co-curricular, and extra-curricular activities. Transparency in the functioning of academics and administration is maintained

IQAC ensures the deployment of strategic plans through measurable attributes.

### **e-governance**

Administration, finance, student admission, and examination follow e-governance.

## **Staff welfare**

The College has a wide spectrum of welfare mechanisms in place for teaching and supportive staff which helps the College to attract and retain good manpower. **Teachers are financially sponsored** to attend conferences/workshops through a defined research policy (24.68% of Teachers). The College has a welfare mechanism (PF, leaves, incentives, and insurance) in place for teaching and supporting staff and helps the College to attract and retain good manpower.

## **Faculty development program**

College permits to attend teaching and supporting staff for professional development/administrative training. Teachers attend FDPs, orientation/induction, refresher, and short-term courses.

## **Faculty Appraisal and Welfare**

Teachers are evaluated annually through a structured appraisal system, and supportive staff by using a Confidential Report.

## **Finance Management**

College being a self-financing institution depends upon fees, research grants, and scholarships as main resources. The fees are fixed by FRA, Govt. of Maharashtra. Governing body discusses and approves academic and administrative budgets. Funds are mobilized through tuition, scholarships, grants, and consulting funds. Effective financial management is visible through good accounting and budget procedures, balance sheets, and internal and external audits. While Internal audit is done on a routine basis External audits are done once a year.

## **Quality Assurance**

The QAS is monitored by functional, well-structured IQAC. Through quality initiatives, sustenance, and enhancement strategies it recommends innovations in teaching/learning/research/evaluation/governance, teacher capacity building, skill upgrading, and mentorship. IQAC undertakes analyses of the teaching-learning process annually.

## **Institutional Values and Best Practices**

The college organizes various programmes/events regarding gender equity and ensures equal participation and representation of both men and women. The college has a total of 33.00% female staff from last five years and girl's student has 54.70% more than boys and most of them given administrative and other responsibilities.

The college ensures safety and security through a round of security persons and CCTV cameras systems and by its efficiently working Anti-Ragging Cell, internal complaint committee and Student Grievance Redressal Cell.

The college has a common room facility for girl students and women staff. The college has facilities for alternate sources of energy and energy conservation measures like solar energy systems and LED bulbs/ power efficient equipment.

The college has developed facilities for the management of degradable and non-degradable waste. Water

conservation facilities like RO wastewater are used for cleaning purposes.

The college has been certified for green audit, energy audit, environmental audit and beyond-the-campus environmental promotion activities.

The college has built a congenial environment like ramps for easy access to classrooms, divyangjan friendly washrooms, Students from different villages reside in the hostels, and the college is providing an inclusive environment regarding tolerance and harmony towards the cultural, regional, and linguistic, communal, socio-economic and other diversities in term of celebrations of festivals and organization of cultural programmes and awareness programmes for socio-economic issues.

The college regularly conducts sensitization programmes for students and employees regarding constitutional obligations. National and international commemorative days, events and festivals are celebrated regularly.

The two best practices successfully implemented by the colleges include “Optimization of chemical pollution in laboratories by adopting micro scale approach in routine practical” and “An inculcation of research aptitude among the faculty and student through innovative research-oriented activities”.

The performance of the college in one area distinctive to its priority and thrust includes “Strong Footprint of gender equality and Empowerment” under which the college has cautioned about the rights and status of women. To safeguard the rights of women there is an internal complaint committee and grievances redressal cell in the college.

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |   |
|---------------------------------|---|
| Name                            | MAHATMA GANDHI VIDYAMANDIR'S<br>SAMAJSHRI PRASHANTDADA HIRAY<br>COLLEGE OF PHARMACY |
| Address                         | Loknete Vyankatrao Hiray Marg, Malegaon Camp,<br>Malegaon, Dist- Nashik             |
| City                            | Malegaon  |
| State                           | Maharashtra   |
| Pin                             | 423105  |
| Website                         | <a href="https://mgvmlgpharmacy.kbhgroup.in">https://mgvmlgpharmacy.kbhgroup.in</a> |

| Contacts for Communication |                              |                            |            |     |                             |
|----------------------------|------------------------------|----------------------------|------------|-----|-----------------------------|
| Designation                | Name                         | Telephone with<br>STD Code | Mobile     | Fax | Email                       |
| Principal                  | Tambe<br>Santosh<br>Rangnath | 02554-252563               |            | -   |                             |
| IQAC / CIQA<br>coordinator | Erande Kiran<br>Bhausahab    | 02554-252563               | 9422158323 | -   | kberande@rediffma<br>il.com |

| Status of the Institution |                            |
|---------------------------|----------------------------|
| Institution Status        | Private and 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 | Savitribai Phule Pune University | <a href="#">View Document</a> |

#### 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                            | <a href="#">View Document</a>                                 | 04-05-2023                     | 12                 | Approved |

### Recognitions

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

### Location and Area of Campus

| Campus Type      | Address  | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|--|-----------|----------------------|--------------------------|
| Main campus area | Loknete Vyankatrao Hiray Marg, Malegaon Camp, Malegaon, Dist- Nashik | Urban     | 2.5                  | 51148.05                 |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BPharm, Pharmacy                | 48                        | HSC Science And            | English                      | 60                         | 65                             |

**Position Details of Faculty & Staff in the College**

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 4                |        |        |       | 4                          |        |        |       | 8                          |        |        |       |
| Recruited   | 2                | 0      | 0      | 2     | 0                          | 0      | 0      | 0     | 4                          | 2      | 0      | 6     |
| Yet to Recruit  | 2                |        |        |       | 4                          |        |        |       | 2                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 1                          |        |        |       | 5                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 1                          | 0      | 0      | 1     | 2                          | 3      | 0      | 5     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 16           |
| Recruited   | 14          | 2             | 0             | 16           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 5            |
| Recruited   | 1           | 4             | 0             | 5            |
| Yet to Recruit  |             |               |               | 0            |

### Qualification Details of the Teaching Staff

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 2                | 0             | 0             | 0                          | 0             | 0             | 1                          | 0             | 0             | 3            |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| PG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 3                          | 2             | 0             | 5            |
| UG                           | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |



| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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      | 1                          | 0      | 0      | 0                          | 0      | 0      | 1            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 2                          | 3      | 0      | 5            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | 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            |

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

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

| Programme                  |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|----------------------------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG                         | Male   | 31  | 0                             | 0            | 0                   | 31    |
|                            | Female | 34  | 0                             | 0            | 0                   | 34    |
|                            | Others | 0   | 0                             | 0            | 0                   | 0     |
| Certificate /<br>Awareness | 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   | 1      | 2      | 2      | 1      |  |
|   | Female | 1      | 4      | 5      | 5      |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| ST  | Male   | 1      | 0      | 2      | 1      |  |
|   | Female | 1      | 1      | 2      | 2      |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| OBC   | Male   | 22     | 17     | 12     | 13     |  |
|   | Female | 12     | 18     | 18     | 22     |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| General   | Male   | 8      | 5      | 3      | 8      |  |
|   | Female | 4      | 4      | 8      | 6      |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| Others  | Male   | 8      | 8      | 5      | 6      |  |
|   | Female | 2      | 2      | 6      | 2      |  |
|   | Others | 0      | 0      | 0      | 0      |  |
| Total   |        | 60     | 61     | 63     | 66     |  |

### Institutional preparedness for NEP

|  |  |
|--|--|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>The college has larger student enrolments for optimal use of infrastructure and resources. Through the attainment of suitable accreditations, College gradually moving towards full autonomy - academic and administrative - in order to enable a vibrant culture of a multidisciplinary approach. College is in the process to integrate Science and Technology with humanities and arts resulting in positive learning outcomes, including increased creativity and innovation, critical thinking and higher-order thinking capacities, problem-solving abilities, teamwork, communication skills, and more in-depth learning. Mahatma Gandhi Vidyamandir Trust was founded by Late Karmveer Bhausahab Hiray in the year 1952. It was founded with the motto of “Bahujan Hitay, Bahujan Sukhay”, with the vision of providing education not only to tribal students but to the society at large. College is run under the prestigious banner of Mahatma Gandhi Vidyamandir. MGV has endeavored of providing quality education and nurturing morals and inculcating ethical values within students by developing them as better citizens for tomorrow. College took steps to develop all capacities of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Efforts are taken to implement flexible curricular structures which enable creative combinations of disciplines for study and offer multiple entry and exit points. The college facilitates the move towards high-quality holistic and multidisciplinary education. Mahatma Gandhi Vidyamandir offers a wide range of programs like Dental, Pharmacy, Hotel Management and Catering Technology, Pharmacy, MBA, Law, Arts Commerce and Science, Agricultural, Horticulture, Music and Fine Arts, Applied Arts, Fine Arts, and Fashion Design, Drawing College and Vocational Courses. College already implemented choice based/elective pattern as per the guidelines of UGC/Savitribai Phule Pune University and the curriculum is competence and outcome-based.</p> |
| <p>2. Academic bank of credits (ABC):</p>      | <p>The College has positively responded to the new Academic Bank of Credits concept that is presented in NEP 2020. College is registered with an Academic Bank of Credit (ABC), a virtual mechanism that digitally stores the academic credits earned. In this regard, College is registered on</p>  |

|   |  |
|---|--|
|   | <p><a href="https://nad.digilocker.gov.in">https://nad.digilocker.gov.in</a> site and identified one of our faculty Prof. V. R. Patil, College Examination Officer, as a Nodal agent. All students responded to ABC. As per the guidelines of the parent university regarding NAD, the students have been educated on the goals and significance of such efforts, and relevant connections have been supplied to them. The students received assistance in this regard from both the exam section and their respective class teachers.</p>   |
| <p>3. Skill development:</p>  | <p>The college offered 14 add-on certificate courses for which students voluntarily opted. Value education is inculcated through co-curricular and extracurricular activities and College is focusing on the overall development of students. College is bound for efforts to meet the skill requirements of the 21st century in consonance with the stated objectives of NEP. The college has a collaborative linkage with SMART (Skill Management and Accreditation of Training Centres) under the Ministry of Skill Development and Entrepreneurship and the National Skill Development Corporation (NSDC). In this initiative, a course entitled "Medical Sales Representative(Life Sciences) is conducted. Extra-curricular Committees along with the NSS unit, are actively engaged in social activities. Owing to their constant encouragement, a large number of students are actively involved in various social activities and showed their responsibilities towards society. The universal values are inculcated by the participation of students in various social activities on occasions like Republic Day, Shiv Jayanti, Independence Day, Mahatma Gandhi Jayanti, Dr. Babashaheb Ambedkar Jayanti, etc, celebrated at the College.</p> |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>At present, College is adhered to the use of the English language as the medium of communication and for the conduct of coursework. However, in view of NEP 2020, subject teachers also explain the difficult concepts in regional language as and when needed. The College also celebrated days such as Hindi Bhasha Divas and Marathi Bhasha Divas in order to raise awareness of India's national and regional languages as well as culture. The college's annual cultural gathering includes a variety of Indian dance, drama, singing as well as musical performances to raise awareness of Culture. The college also encourages and promotes research, studies in the fields of Herbal Medicines,</p>   |

|  |   |
|--|---|
|  | Pharmacognosy. College devotes to appropriate integration of the Indian Knowledge System.   |
| 5. Focus on Outcome based education (OBE): | Our institute has adopted the outcome-based education model notified by SPPU and PCI. The POs, Cos and their attainment has been worked out. It is essential to demonstrate that accurate and reliable evaluations have been conducted in order to demonstrate that, program objectives and results have been achieved. Question papers are drafted incorporating Revised Bloom's Taxonomy. Assessment and attainments of Course outcomes and Programme outcomes and their mapping are done by subject teachers.  |
| 6. Distance education/online education:    | A variety of online courses is available on the SWAYAM platform. Every year students are opting various courses of their interest from online platforms. During the COVID Lock Down situation, all faculty maintained academics through online classes on Google Meet and Zoom platforms. Virtual labs, simulations, and YouTube videos were used for practicals. Internal examinations were conducted through Google Forms and the mode of examinations conducted were Multiple Choice Questions. Now online and offline modes of teaching are also included in NEP. College is ready to adopt NEP2020's Digital Education Policy. |

### Institutional Initiatives for Electoral Literacy

|   |  |
|---|--|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | An Electoral Literacy Club is set up in the College to provide a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting.  |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | ELCs established in the College comprised Two Students Coordinator (Male and Female) from the First Year of the age 16 to 18 Years, One student from each Second Year, third year, and final year of the age 19 to 21 Years, and a Staff coordinator i.e, class teacher of First year. ELCs are in the initial functional stage and started classroom-based activities, surveys, etc which will help students to |

|   |  |
|---|--|
|   | <p>become an 'Empowered Voter'. The staff coordinator acts as a representative character who perceives the ideals, principles, and qualities that are desired.</p>   |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>The activities like Guest lectures by Special officers from the field are arranged to register students as voters and students guided to develop an awareness of target age groups residing in nearby areas.</p>  |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>   | <p>A survey activity was conducted by students to create awareness of the democratic value of voting and the importance of participation in the electoral process.</p>   |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>  | <p>Information is gathered for enrolment of eligible candidates as a voter and efforts are taken for 100% enrolment of students above 18 Years of age. In 2018-2019, 67 students registered as voters. Every year activities will be repeated and College is in planning to organize more events through NSS Unit in nearby villages to create awareness for voter enrolment with different activities and games. Every year expertise talk by Electoral Registration Officer will be organized in College for motivation of activities under ELC.</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 |
|---------|---------|---------|---------|---------|
| 291     | 276     | 263     | 239     | 240     |

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2 Teachers

#### 2.1

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

Response: 21

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Supporting Document              | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

#### 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 |
|---------|---------|---------|---------|---------|
| 14      | 15      | 15      | 15      | 14      |

### 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 |
|---------|---------|---------|---------|---------|
| 72.11   | 42.34   | 43.02   | 67.59   | 87.95   |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Upload Supporting Document | <a href="#">View Document</a> |



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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:**

Mahatma Gandhi Vidyamandir's Samajshri Prashantdada Hiray College of Pharmacy offers a B. Pharm program affiliated with Savitribai Phule Pune University, Pune, therefore, follows the curriculum, calendar, and evaluation pattern prescribed by SPPU and PCI.

**For effective implementation of the curriculum, the College adopts the following steps:**

**1. Academic Planning:**

**SPPU Academic Calendar:** A comprehensive guide by means of the Academic Calendar is provided by SPPU. It serves as a record of academic policies.

**College Academic Calendar:** Prior to the beginning of the academic year, the College academic calendar is prepared by the Academic Committee based on the academic calendar of SPPU.

**Number of working days-** The number of working days is reflected in the Academic Calendar of the College which helps subject teachers to plan the course delivery.

**Time Table and Workload:** The head of the Department conducts departmental meetings and finalizes subject distribution and workload.

**Teaching plan:** Faculty members plan the course delivery along with course outcomes for individual subjects.

**Course File:** It comprises a calendar of events, a syllabus, a question bank, and books for reference at the beginning of each semester.

**Committees:** At the beginning of the year various committees of staff are framed by the College for the smooth functioning of the curriculum.

**2. Effective implementation and monitoring:**

**Regular meetings:** Regular meetings are conducted by the Academic and Examination Supervisor to review syllabus completion as per approved teaching plans.

**Extension and Other Activities:** The aspect of education which emphasizes curricular, co-curricular activities is achieved through extension activities like training, industrial visit, field visits, and hospital visits intended to help, serve and learn.

**Mentor-Mentee:** A teacher acts as a mentor to students and offers them emotional and academic support on an individual basis.

**Curricular gaps:** Based on IQAC inputs, faculty reviews the curriculum prescribed and identifies curricular gaps. Activities such as projects, training, SWYAM Courses, poster competition, and industrial visits are planned to bridge gaps.

**Skill up-gradation of faculty members:** College policies regarding academics, research, and examination are well elaborated to newly recruited staff by the heads of respective departments.

Faculty members are timely deputed to FDP, Conferences, and Seminars to upgrade themselves.

**Exception of unavoidable circumstances:** College is bound to follow the academic calendar with the only exception of unavoidable circumstances. In 2019-20 and 2020 – 2021, a sudden outbreak of pandemic situation of COVID-19 has forced the College to change the scheduled plan from offline to online. The course content was successfully delivered to students during this period.

### 3. Continuous Internal assessment:

**Weekly continuous assessment:** Reforms initiated on the formative assessment at the College level. The college has provided students with continuous assessment books for practicals. The subject teacher conducts tutorials, assignments, open-book tests, and sessionals.

**Weekly Activity Report:** The college has a system for reporting weekly activities to the academic and examination section of Mahatma Gandhi Vidyamandir Trust.

Conclusively, the College adheres to the academic calendar and is bound to conduct activities as per the planned schedule.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 3

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

#### Other Upload Files

1

[View Document](#)

#### 1.2.2

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

**Response:** 8.71

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 114     | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

**Professional Ethics:** The curriculum standard in the College encompasses the personal and corporate standards of behavior expected of professionals. The curriculum covers ways to strengthen attributes of professional ethics.

The pharmacy Oath makes students aware of the Code of Ethics and is displayed on campus. Subjects and content in the curriculum like Pharmaceutical Jurisprudence, intellectual property rights, Pharmaceutical analysis, and formulation of dosage forms include a code of ethics during pharmaceutical practice. Prevention of cruelty in animal handling inculcates ethics required in Professional life. Plagiarism checking policy for project work during curriculum creates research integrity. General instructions, Do's and Don'ts printed in a practical journal create safety awareness to be followed during laboratory work.

Expert lectures, curriculum enrichment activities, and value-added courses are regularly organized to instil professional ethics. The college is actively involved in the National Pharmacy Week celebration and ensures maximum participation of students. The uniform is assigned to College students to inculcate professionalism.

**Gender:** Healthy working environment is always a priority for women working force. Presently 54% is a proportion of girl students. A gender sensitization cell is functional in College with the aim to make people aware of the power balance between men and women. Adequate resources are devoted to putting gender equity policies into practice. Transparent mechanisms for handling sexual harassment complaints are continued in College. To date, no complaint is received.

Female students are encouraged for leadership positions. Haemoglobin checking, and regular health check-up of all the girl students is conducted at College. A Yoga workshop, Girl's Marathon was organized for all girls. Distribution of sanitary napkins was done by the NSS unit. Girls are encouraged to participate in cultural activities, sports, debate competitions, and innovation competitions.

**Human Values:** *The curriculum focuses on the Holistic development of students in its physical, mental, emotional, and spiritual aspects. Pharmacy Practice, Social and Preventive Pharmacy in the curriculum aims to improve public health by providing services that contribute to the prevention, treatment, and management of disease and promote rational use of medicines.*

Co-curricular, extracurricular, and NSS activities are organized to imbibe human values. Activities like food distribution, sanitizer, and mask distribution, develop societal and service orientation. International yoga day is celebrated to strengthen the inner core of the students. Ragging is completely prohibited in the College.

**Environment and Sustainability:** Value-added course on Environmental sciences includes projects to study the environment and the impact of humans on the environment. Tree plantations are always initiated on and off the campus. National Service Scheme is the platform through which the concern for Environment and Sustainability is fulfilled. The theme for the College magazine for the year 2021-22 was Environmental conservation. Every year during Ganesh Festival, Visarjan (immersion) of the idol of Shree Ganesha is performed in an eco-friendly way. The green campus is maintained and a green audit is done. Solar unit is installed and maintained on campus to save energy.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 1.3.2

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

**Response:** 52.58

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

Response: 153

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 1.4 Feedback System

### 1.4.1

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 99.67

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 60      | 59      | 60      | 60      | 60      |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 60      | 60      | 60      | 60      | 60      |

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

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

**Response:** 67.37

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 27      | 32      | 27      | 24      | 18      |

**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 |
| 38      | 38      | 38      | 38      | 38      |

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

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 20.79

## 2.3 Teaching- Learning Process

### 2.3.1

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



**Response:**

The teaching-learning of the College has shifted from a traditional classroom to a student-centric approach. The methods like interactive learning, participatory or collaborative learning, experiential learning, problem-based learning, ICT-based learning, and blended learning are adopted to enhance the learning experience of students and enable self-directed learning. Based on the inputs from the IQAC and industry experts, the activities beyond the curriculum are designed in order to bridge curricular gaps.

**Experiential Learning:**

The following activities are conducted by the College which gives students the opportunity to learn through experience and discover the opportunities in the field.

**Curricular activities:**

- Industrial training for B. Pharmacy students
- Research projects, give students the opportunity for self-planning, implementation, and self-assessment.
- Learning through Practical courses in a curriculum designed to acquire practical and professional skills.

**College-initiated activities:**

- Internships: The College promotes participation of students in Internship programs like Internshala or NPTEL online program
- Industrial visits give exposure to the students to the working environment of the industry.
- Hospital visits for B. Pharm students
- Field visits for environmental science projects
- Medical Camp organized in collaboration with Rotract club, Malegaon health camps organized by NSS unit of College in rural areas
- Assigning Survey and environmental science projects to students help them to identify the challenges and issues in society and the environment.
- Participation of students in In-house, intercollegiate, or national research and poster competitions

**Participative learning:**

Participative learning in the College is a team process where small groups of students with different learning abilities collaborate and interact. (Group discussions, assignments, projects)

**College-initiated activities:**

- Model, chart, flyer, and herbarium as assignments.
- NPW events with various co-curricular activities at the college or intercollegiate level conducted through the "House system" Extra-curricular and cultural activities
- Participation in poster competitions
- Preparation of YouTube videos on awareness or health-related issues.
- Display of scientific or creative articles on wall space
- Interaction with the alumni and senior students for guidance on career and competitive exams

- Group discussions/group assignments/group projects

**Problem-based and ICT-based learning:**

Following Problem-Based learning activities are used that help in inculcating the critical thinking ability among the students.

**Curricular activities:**

- Scientific projects allotted to students
- Case studies assigned to students as a part of their semester evaluation
- Problem-based assignments during classroom teaching and lab

**College-initiated activities:**

- Participation in Poster competitions or Model making competitions arranged by College
- Participation in State/National level research competitions like Avishkar and Abhikalp National Innovation and Innofest Contest.
- ICT enabled blended learning sessions, usage of Google Classrooms, Zoom meetings, Virtual labs, Projector, and self-directed learning.

**Impact:**

The student-centric approach adopted by the College provided opportunities for students to apply their **knowledge, encourage self-learning, facilitate collaboration**, and help in their overall development.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

**2.4 Teacher Profile and Quality**

**2.4.1**

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

**Response:** 91.25

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16      | 16      | 16      | 16      | 16      |

| File Description  | Document                      |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 2.4.2

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

**Response:** 17.81

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 2       | 2       | 3       |

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

## 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:**

### **Response:**

We have a mechanism of Internal Assessment that is transparent and robust in terms of frequency and mode as per the guidelines of Savitribai Phule Pune University, Pune, and as per the norms of the Pharmacy Council of India, New Delhi.

Continuous Internal Evaluation (CIE) for theory carries 25% of the total Weightage, whereas 75% goes for Semester End Examinations while practical carries 30% of the total Weightage, whereas 70% goes for Semester End Examinations. CIE is further divided into two tools of assessment conducted each semester.

### **Salient features are**

- The entire evaluation & assessment system is explained to the students by the College Examination Officer/sessional in-charge in the induction program.
- Provision of two sessional examinations in each semester.
- A set of question papers is submitted to the exam department before the sessional examination (Offline mode).
- Separate Google forms are created for each subject containing 30 MCQs for 30 Marks in each sessional exam (Online mode)
- Continuous assessment events like assignments, open book tests, MCQs, and seminars on each chapter between sessional exams are assigned to the students.
- Time-bound display of the sessional exam timetable on a notice board.
- As per the timetable theory exams are conducted, and the subject in charge received the answer sheets/ supplements numbered for transparency along with a blank marks list, attendance sheet, and Question Paper from the exam department.
- A practical examination shall be conducted before/after the theory examination as per the College policy.
- After the theory and practical exam, the evaluated answer sheets along with the attendance sheet and 2 mark sheets subject in charge returned the evaluated answer sheets.
- After the practical exam, the answer sheets from each subject in charge are collected by the sessional in charge within 10 days.
- After each sessional exam, counseling is done for the students. Weaker students are being identified and special care is being taken.
- The internal examination process is transparent under the Sessional in-charge

**The mechanism to deal with internal examination-related grievances is transparent, time-bound, and effective.**

### **Salient features are**

- The marks are cross-checked by the students, staff, and exam section
- The transparent evaluation process of the marks like students can cross-check evaluated answer sheets Display of marks sheet on notice board after each sessional exam.
- Sign of students on the mother register where students can see all subjects' marks at a time.
- The grievances of students are addressed by College Examination Committee related to both Internal and University examinations in a well-defined manner and in an appropriate time period.
- Brief about the grievances received and resolution proposed to the principal and obtain the

authorization for proposed action(s) from the principal.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

**Response:**

**Program Outcomes (PO)** for the programs at our college are structured as per the National Board of Accreditation Guidelines. It is as follows:

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

#### **Program Specific Outcome (PSO)**

The program-specific outcome is framed by the College to attain the attributes of **POs**.

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

The program and course objectives of all subjects are outlined in the university syllabus of B.Pharm.

Workshops and Orientation sessions for teachers are conducted at the beginning of the term. Information about Program outcomes, course outcomes, and Question paper mapping and attainment calculation is provided.

The course outcomes for every subject (Theory and practical) are described in four points for all courses by the subject teachers.

As per the change in the syllabus by the university, the course outcomes are also reframed for that particular subject.

All the subject teachers make sure that the course outcomes are detailed to the students before the commencement of each topic.

All Course outcomes and program outcomes of B. Pharm. are properly disseminated and conveyed to the students and staff during the Induction program and beginning of the course for every class.

The Vision, and mission of the College with program outcomes are printed in journals and assessment books for information to students.

The course outcomes and program outcomes are also displayed on the college website for information to students.

Question papers are drafted and mapped for Course outcomes and Programme outcomes for theory and practicals.

The College has stated and displayed the Program and course outcome for the awareness of all stakeholders

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 2.6.2

*Attainment of POs and COs are evaluated.*

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

**Response:**

### **Course Outcome Attainment Process**

The course outcomes are prepared by individual faculty members comprising syllabi from theory and practical for each course (each subject). The CO statements are drafted in order to attain the objective of Program Outcome and Program Specific Outcome prepared by the College for the UG Program in pharmacy.

### **Attainment of Course Outcomes:**

Data were collected from internal examinations (theory, practical, assignments, and presentations) and university examinations (theory and practical).

### Internal Assessment-Tools

**Sessional:** Sessionals are conducted twice in a semester (25 % weightage). This assessment tool is used for the attainment of course outcomes and program outcomes using a descriptive exam.

**Assignments:** Assignments based on various current topics, case studies, and topics of academic interest are given.

**Project:** Projects were carried out by every last semester student by applying learned knowledge and skills. It comprises research work, reviews, and survey reports.

**End semester examination:** The end semester examination (75 % weightage) is more focused on the attainment of course outcomes and program outcomes using a descriptive exam.

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

### **Program Outcome Attainment Process**

Program Outcome attainment levels for all POs are set first and then attainment levels by direct (student performance) and indirect (surveys) are presented through the Program level Course

The college has built a framework for measuring program results using both direct and indirect measures.

#### **Direct assessment and evaluation methods:-**

The following are the direct assessment and evaluation procedures used:

1. Internal and external written examinations ( CO-PO/PSO attainment are described in Course Files by respective faculty members. All faculty members set the questions for each CO-PO mapping. These questions are essentially designed using higher-order taxonomy action verbs. The schedule of internal evaluation is shared with students.)
2. Assignments (multiple-choice questions, open-book tests, and written assignments)
3. Practical Examination (laboratory work and reports)
4. Project work (literature review, research activity)

#### **Indirect assessment and evaluation methods:**

The student exit surveys were used for indirect assessments and evaluations.

**When determining overall attainment level, direct evaluation is given 80% weightage, and indirect assessment via survey is given 20% weightage, as described above.** As a result, the final achievement of program outcomes from the corresponding course is determined.

In addition to improving the attainment level of POs following initiatives taken

1. Students are encouraged to participate in a variety of activities such as conferences, adherence to pharmacy regulatory norms, presentations at various scientific conferences, participation in various competitions, and engagement in NSS activities.
2. The college hosts a variety of student competitions.
3. The College has organized a number of industrial trips as well as seminars with prominent industry specialists.
4. The college has implemented value-added and add-on courses.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 2.6.3

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

**Response:** 91.19

**2.6.3.1 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 |
|---------|---------|---------|---------|---------|
| 66      | 58      | 64      | 51      | 51      |

**2.6.3.2 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 |
|---------|---------|---------|---------|---------|
| 77      | 59      | 66      | 58      | 58      |



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

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.8

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all students on roll as per data template | <a href="#">View Document</a> |

## 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:** 4.56

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.62    | 0.04    | 1.50    | 1.0     | 1.40    |

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Innovation has become the watchword in every aspect of life all over the world. The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. In the next few decades, India will have the largest set of young generation in the world.

MGV'S Samajshri Prashnatdada Hiray College of Pharmacy has Research and Development Cell which is represented by the principal, vice principal, academic research coordinator, HOD, and senior faculties. This cell is created to provide prudent resources for students and faculty members in order to help them for exploring their idea. Also organizes experts' lectures from the industry to update their knowledge, and IPR experts to provide knowledge to protect their ideas by patent. The college provides support to students for their work through seed funds and expert guidance. The college promotes interdisciplinary research on all aspects of the Indian knowledge system. Postgraduate and Ph.D. guides are encouraged to

select research areas with the aim of intellectual property rights with special emphasis on patents. College took efforts for the preservation and dissemination of the Indian knowledge system for further research and social application. To create a bridge between conventional classroom learning and gaining valuable real-life experience, the college already implemented the concept of practice school. All this is helpful for faculties and students to convert their ideas into reality.

### Objectives:

- To create a research environment for faculty and students.
- To convert ideas into reality.
- To assist with research publications.
- Expert lecture from industry to bridge the gap between industry and academics.
- Foster the culture of entrepreneurship.

### Outcome:

- Two patents were submitted, published, and are currently under examination.
- First rank in University level Abhikalp research innovation competition (Namrata Amrute, Umesh Ahire:2019-20)
- Two times winner in state-level Innofest competition (Bhosale Shubhum,2021-22, Gawande Rutuja and Gangurde Gautami 2022-23)
- College team selected for the final round in I-2-E (Innovation to Entrepreneurship) competition organized by SPPU (Total participants -1500, Shubhum Naikwade and Bhosale Shubhangi, Gangurde Gautami 2021-22 Project Title: To study the effect of Citrus uranium Linn. (Rutaceae) and Citron(Citrus Medica) juice for the treatment of kidney stones.
- Two students were selected for the state level in Avishkar (Organized by SPPU, Pune, 2019-20, Sangale Rahul, Bhosale Shubhum).
- BCUD research grants (Shri. P.R.Shirode:1.40lakh/2016-18, Shri.V.R.Patil:1.50lakh/2019-21,Dr.S.K.Mahajan,2.20lakh/ 20 13-15,Dr.S.R.Tambe:03 lakh/2009-11,)
- Oka Research fellowship (Ms.L.P.Deore) for Ph.D. work from Oka Sakal India Foundation.
- Publication of research in UGC care, Scopus, and Web of Science-indexed journals.
- Faculty Ms. L. P. Deore received the young scientist award for an e-research poster presentation at the world congress on Drug Discovery and Advances in Pharmaceutical Sciences, organized by the oriental university, Indore.
- Total students guided by faculty: PG:78 and Ph.D.:09
- Submitted three research projects to SPPU by Shri. K.B.Erande, Shri S.R.Quairshi, Dr. D.G.Bachhav(2021-22).
- Faculty and students participated in national and international level competitions.
- Signed MOU with different pharmaceutical industries and research organizations.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** 21

**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 |
|---------|---------|---------|---------|---------|
| 12      | 2       | 1       | 6       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 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:** 0.14

**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 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 2       | 0       | 0       |

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

### 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:** 0.29

**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 |
|---------|---------|---------|---------|---------|
| 1       | 3       | 0       | 1       | 1       |

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

## 3.4 Extension Activities

### 3.4.1

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

**Response:**

The National Service Scheme (NSS) section of Samajshri Prashantdada Hiray College of Pharmacy, Malegaon motivates students through events held in association with NGOs, local organizations, and governmental bodies. NSS Unit actively participates in clean-up campaigns and educational initiatives (surveys on school dropout, interactive sessions in ZP classrooms). organizing several competitions for ZP School students, including awareness campaigns in both urban and rural locations and competitions for essays, drawings, musical chairs,s, and handwriting. Rallies and street plays were used to spread awareness of issues like female empowerment, girl sex education, and environmental family surveys. NSS unit held special camp activities in communities they adopted (Nilgavhan, Vadgaon). Programs promote knowledge of the effects of cleanliness, waste disposal, and environmental and health effects. Donation drives were also held in which essential supplies were gathered and given to an orphanage in Ashray Sanskar and a rehabilitation center, Bhaygaon Road Malegaon. More than 100 plants were used in tree-planting activities with the NSS unit, including several medicinal herbs like Neem, Amla, Tulsi, Indian Blackberry, and Baheda. Environmental protection initiatives, Tree Plantation Ralley in association with Forest Department Government of Maharashtra and Amhi Malegaonkar Vidhayak Karya Samiti, Malegaon. Swachh Bharat Abhiyan, Swasth Bharat Abhiyan and awareness campaigns, eco-friendly Ganesh idol immersion, and medical check-up camps including dental exams, pulmonary function tests, and polio drives in slum areas are just a few examples. NSS Volunteers conduct a skit and hold protests against the use of alcohol and tobacco. Needy patients with low-income groups in rural, tribal, and urban areas benefited from blood donation camps and health awareness campaigns on the Fit India movement, yoga day, women's health, responsible use of pharmaceuticals, and health promotion programs. by supplying patients with information on how to take medications. NSSUnit Install a drug store in the adopted village of Nilgavhan and educate the residents about the usage of medications, including when and how to take them. Engagement with government organizations: - Various activities and awareness campaigns were done in conjunction with RTO. The AIDS Day Program, a marathon, voter education, and road safety are among the events held. The events also raised public knowledge of government initiatives and their advantages, particularly in adopted villages. In collaboration with the NSS department and the Savitribai Phule University of Pune, Our six students visited the Sangali and Kolhapur flood-affected areas to help the locals rebuild their homes, clean up the villages, and provide them with medication, sanitation supplies, medical care, and encouragement. Overall, the objectives of our extracurricular activities are to fulfill the aspirations of those in need, cultivate a sense of socialism in students, and inform them of the needs of society. to make students responsible Indian citizens by educating them about the suffering of the impoverished and the value of participating in social activities.

The above-said activities are conducted throughout the year. The college authority and our parent organization established a special cell to guide and help each unit in this regard. We believe in the holistic development of every student for a better future.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.2

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

##### **Response:**

Since 2014, the National Service Scheme Unit at Samajshri Prashantdada Hiray College of Pharmacy has been operating. For the betterment of students and conducting extension activities college has established set up National Service Scheme (NSS), Board of Student Development (BSD). Numerous activities were carried out by the college through its NSS department, jointly with governmental and non-governmental organizations. For five years the college has carried out more than 62 extracurricular activities, such as blood donation drives at our college and in the adopted Village of Nilgavhan to meet the needs of patients in need. The college has conducted Swachh Bharat Abhiyan for the college, hospital, and adopted village. Students who visited the blood bank for understanding the basics of the blood grouping system, and blood preservation techniques, Arrangement AIDS Awareness Day the understanding the seriousness of the disease progression and preventive measures for the self as well as society, Pharmacy Awareness Rally about Hygiene and health for the peoples of Malegaon, Construction of water dam for the villagers of the Nilgavhan, Voter Awareness Rally and performed street act play for the importance of one vote. Six students took participation in the rescue operation in flood-affected areas of Sangali and Kolhapur. Distribution of masks to needy people and awareness about the CORONA virus. The students stitched the mask and distributed it in the slum area. Hemoglobin check-up camp for the villagers and school children, Our College conducts various women empowerment activities by arranging expert lectures of renowned personalities, Women's Day celebrations arranging various health camps, covid vaccination drive, Constitution Day, Human rights day, In COVID pandemic, the college organized a COVID vaccination drive at the college. The vaccine drive benefited about 47 students, teachers, and parents. The needy people were vaccinated by the Covisheild vaccine. The College every year organizes blood donation camps on the eve of the birthday of a known personality and saves the life of people

College NSS unit actively participated in extension activities, The few of the activities are jointly organized by various Government and non-government organizations. The key to sustaining extension initiatives is community engagement and pleasure. Our college received various recognition certificates for our contribution to social activity like appreciation certificates from adopted villages Nilgavhan and Vadgaon for the best activities performed during the camp. Recognition certificate from Lions Club of Malegaon for the contribution of our students in various activities. The college jointly organized the eye check-up, Lung capacity check-up with the Rotary Club of Malegaon and received appreciation. Recognition Letter from Malegaon Blood Center, college every year organizes a blood donation camp and our budding pharmacists enjoy the camp as they opt for practical knowledge during the activity. Recognition Letter from Aashray Sanskar and Punarwasan Sanstha one of the orphanage institutes more than 100 students are residing. We work hard for better society engagement in the future to inculcate social awareness amongst students. The people of the adopted village and our college NSS unit have developed a strong relationship. The villagers consult our unit members for health-related issues and academic guidance.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 3.4.3

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

**Response:** 46

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11      | 7       | 9       | 6       | 13      |

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

## 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:** 11



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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

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

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

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

**Response:**

Our College, Mahatma Gandhi Vidyamandir's Samajshri Prashantdada Hiray College of Pharmacy, Malegaon Camp, Tal. Malegaon, Dist. Nashik has adequate infrastructural facilities and pedagogical methodologies used for the teaching-learning process for B. Pharm. Course. This in turn leads to the provision of a very conducive atmosphere for the teaching and learning process. The College has classrooms which are spacious to accommodate the strength and equipped with Projectors, Wireless microphones, Sound systems and Markerboards. The College is equipped with a rooftop Solar System which ensures environmental sustainability. The building of the college is located at Survey No. 17, Loknete Vyankatrao Hiray Marg, Behind Mahila College, Malegaon Camp, Malegaon, Dist. (Nashik) – 423105.

Details of infrastructure and adequate facilities for teaching and learning are as follows:

The well-lit classrooms are well-ventilated and equipped with green boards and LCD projectors to meet audio-visual needs for effective delivery of the lectures as well as conventional teaching for faculty. College has designed spacious laboratories, Staff rooms, and sophisticated instruments with a power backup facility. Fire extinguishers and exhaust fans ensure safety and ventilation. The log books are maintained for all the major equipment.

A dedicated IT Cell looks after the maintenance and up-gradation of the Computer laboratory with internet and bandwidth 100 MBPS is made. Moreover, all the departments are well equipped with computers, and printers, and internet-connected through LAN. In total 40 computers are made available with 24\*7 internet access.

The knowledge resource centre is neatly stocked and well organized with books, titles and national and

international journals as well as electronic resources such as e-books and e-journals from DELNET and the British Council Library for the use of students and faculty. The reprographic facility is available in the library for photocopy and printing services.

Museums are constructed on the ground floor of the college. Sixteen (16) station Tablet Machine is available to the Department of Pharmaceutics for manufacturing tablets of various sizes.

The well-maintained medicinal plant garden is made available to get practical insights into herbal and Pharmacognosy related subjects.

Support facility includes a separate girls and boys hostel, girls and boys common room, dedicated space for display of notices/circulars at the student information centre, examination section and Knowledge Resource Centre (Library).

Utilities include drinking water, washrooms, a sanitary napkin vending machine in the girl's common room and power backup.

All types of cultural activities including Shivjayanti, Annual gatherings (Anugunj), Fresher's party, Ganpati Mahotsav, Shirkhurma programme, and Teacher's Day Celebration, are accomplished with full enthusiasm. We carried out Yoga every year on the occasion of Yoga Day. Further, a College Yoga Centre is functional in which students of all classes participate actively.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 4.1.2

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

**Response:** 5.46

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

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 0.73    | 2.15    | 1.32    | 4.79    | 8.10    |

  

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

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

The library (Knowledge Resource Centre) is richly stocked and well organized with books, titles, national and international journals as well as electronic resources such as e-journals from Delnet and British Council Library for the use of students and faculty. The sections of the library are the administrative area, book issue section, reading section, reference section, journal section, and e-Library. All the books are segregated subject-wise and shelved in properly labeled cupboards. All the books are given accession numbers, and the reference books and books for issue-return are stored separately. The latest volumes and issues of the subscribed journals are displayed in the library in the journal's section. The reading room is well-furnished and provides a conducive and silent environment for study to the students. Before availing of the library facilities, the faculty and students need to sign in the register at the entrance. Security of resources is ensured through a system of checking at the exit point for all resources borrowed by the users.

The Library staff always encourages and motivates students and staff to join the national knowledge network by way of registration on the National Digital Library (<https://ndl.iitkgp.ac.in/>) and Jayakar Knowledge Resource Centre, SPPU to get access to a very vast variety of digitized information and literature.

**Library (Knowledge Resource Centre) Services:**

1. Computerized Library: The library is equipped with library automation software. It provides the facility of online book search” title or author wise”. The cataloging & monitoring of issue-return is an important feature.
2. Reference Service: This section is open from 9:30 a.m. to 5:30 p.m. except on Sundays. It has a copy of all the books procured by the library and it is for use within the library only.
3. Borrowing Service: This section has a collection of all the textbooks and back volumes of periodicals for the referencing of all types of books and journals needed.

Reprographic Service: Reprographic facilities like scanning, printing, and photocopying are available in the library.

1. Subscription of e-books and e-journals from Delnet.
2. The database of E-books is separately maintained for students’ reference.

06. Question Bank / Paper Files of internal and University examinations are available for the referencing of the students.

07. Book bank facility is provided to the students.

**Campus 360** – is advanced integrated Library automation management software, designed and developed by a team of Library and Information Science specialists, database designers, software developers, and network specialists. Version 1 and version 2 (advanced one) both are used for the smooth conductance of all library activities.

|   |  |
|---|--|
|   | Campus 360 Version 1   |
|   | Campus 360 Version 1   |
| <b>Name of the ILM Software</b>                 |  |
| <b>Delnet Subscription</b>                      | 2017-18 to 2021-22   |
| <b>British Council Library Subscription</b>     | 2022-23  |
| <b>E-Books (Total Count)</b>                    | 1012   |
| <b>National Digital Library</b>                 | Free E resource<br><br><a href="https://ndl.iitkgp.ac.in/">https://ndl.iitkgp.ac.in/</a> |
| <b>Jayakar Knowledge Resource Centre, SPPU,</b> | Free E resource  |

|   |   |
|---|---|
| Pune                                    | <a href="http://lib.unipune.ac.in:8002/node/4">http://lib.unipune.ac.in:8002/node/4</a> |
| <b>File Description</b>                 | <b>Document</b>   |
| Upload Additional information           | <a href="#">View Document</a>   |
| Provide Link for Additional information | <a href="#">View Document</a>   |

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The college is committed to providing and updating information technology (IT) facilities, and access to required internet content with network security. The college has separated IT cells that look after the overall maintenance of IT facilities by means of an annual maintenance contract (AMC).

**Software used:** The college has the provision of Pharmacology software X- Pharmacology, Pharmaceutical Chemistry software named V-Life, and Chem Draw. Staff is using Virtual Lab for practicals and Zoom and Google classrooms for Theory as well as practicals.

***Information Security***

College is providing the security, privacy, confidentiality, and full integrity of all the information, assets, and data through AMC services. Every computer has been configured through a secured user login id and password to ensure the security of the data and the information. The users are responsible for sharing the data with authorized users as and when the need arises.

***Network Security***

**Quick heal Total Security Antivirus package prevents** access to data from any unauthorized outside person through the internet or through the intranet. All the staff, Students, and stakeholders have access to all the journals and e-learning resources, databases, and websites except a few which do not come under the purview of e-learning resources.

***Risk Management***

The college has established a centralized data backup center to recover the data in case of any incidences of crashing the system, or any disaster as and when required to recover the data and information. Individual departments are also encouraged to save their data on pen drives, hard disks, CDs, and separate PC for backup only. Access to some of the unwanted websites like social networking and websites is restricted.

### ***Software Asset Management***

The college has outsourced the Annual Maintenance Contract for all the hardware and has subscribed Quick Heal total security antivirus package, and Microsoft Campus License Agreement for the software. Piracy is strictly discouraged and domain protection is enabled for installation of any software.

### ***Open Source Resources***

The college through its IT Cell does focus and encourages the proactive use of open source products, some specialized useful applications including operating systems, and fosters easy access to adapt and install open source solutions and thereby keeping IT-related expenditure at the lowest possible.

### ***Green Computing***

The college is committed to upkeep and maintaining the environment by using efficient low power consuming IT products viz. Use of LCD monitors, screen savers, use of latest desktop PCs, and Laptops of the latest configuration which consume less power supply, regular maintenance, and IT up keeping through outsourcing AMC for all PCs and disposing of all IT wastes in an eco-friendly manner.

### ***LAN Facility***

The college has a structured LAN and internet network facility. All the end users/workstations are connected. All the LAN-attached users are connecting to the Access Switch Based on the VLAN and Security Policies associated with them as mentioned above.

Provided 100 Mbps 1:1 shared Internet Lease Line from BSNL Limited.

| <b>File Description</b>                 | <b>Document</b>               |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### **4.3.2**

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

**Response:** 9.09

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

Response: 32

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

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

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

**Response:** 37.3

**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 |
|---------|---------|---------|---------|---------|
| 38.23   | 17.29   | 19.12   | 23.62   | 18.50   |

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 81.44

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 245     | 213     | 211     | 196     | 201     |

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

#### 5.1.2

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

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

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

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

### 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:** 79.76

**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 |
|---------|---------|---------|---------|---------|
| 230     | 239     | 203     | 232     | 140     |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

### 5.1.4

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

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

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

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

## 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:** 25.52

**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 |
|---------|---------|---------|---------|---------|
| 20      | 11      | 16      | 15      | 12      |

**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 |
|---------|---------|---------|---------|---------|
| 66      | 58      | 64      | 51      | 51      |

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

### 5.2.2

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

**Response:** 18.52

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 10      | 8       | 3       | 5       |

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

## 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:** 26

**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 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 10      | 4       | 7       |

#### File Description

#### Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.3.2

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

**Response:** 5.4

**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 |
|---------|---------|---------|---------|---------|
| 5       | 2       | 8       | 5       | 7       |

| File Description                            | Document                      |
|---|-------------------------------|
| Upload supporting document                  | <a href="#">View Document</a> |
| Institutional data in the prescribed format | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The college has a registered Alumni Association (Reg. No: NASHIK/0000080/2018) with the objective to foster continuous engagement of the students with their alma mater. It also aims to draw their expert knowledge in the relevant fields to further enhance, strengthen and reinforce the overall quality. The alumni association of the college has overall 243 registered alumni.

**Alumni Interaction Series:** Alumni association has initiated alumni interaction series under which alumni member of the college interacts with the current students of the college to guide them on various career opportunities and preparation for competitive exams.

**Training and Career Guidance:** The alumni members are actively involved in providing various training and career guidance sessions to the students. In these interactions alumni members guide students in the preparation for interviews, a guide for the development of entrepreneurs, conduct mock interviews, and soft skill interventions, which help students during their campus placement.

**Placement Assistance:** The WhatsApp group of each batch formed and interacted with each other and in each group our staff members are connected. The alumni members share information related to vacancy positions and also provide assistance in arranging various campus interviews. Due to such assistance, the overall college student placement was enhanced.

**Research:** Alumni members are always involved in providing gift samples (drug excipients) to students involved in PG dissertation research work. The alumni members regularly contribute as resource persons in various scientific symposiums organized by the college. Alumni members are also regularly involved in organizing various industrial visits for the students.

**Collaborations:** Alumni members of the college associated with various research organizations were also involved in research collaborations with the College and funding of various research projects. The alumni member also actively assists in different research consultancy with the college.

**Alumni Contribution:** The alumni members apart from professional support through the College Alumni Association involved in fundraising activities among alumni only, to support each other during

difficult times of medical emergency and also funds to economically backward students.

**Alumni Scholarship:** The alumni members provide the scholarship to the topper of each class to inspire academic scholars.

**Emergency Funds:** Alumni association always provides emergency funds to needy alumni for medical or other situational needs.

**Help to Economically Backward Students:** Alumni Association helps Economically Backward Students by providing uniforms and educational stationery.

**Library Books:** As a Library is the heart of the college, a number of alumni donated books to the college library.

**Farewell program:** From last year alumni association participate and contribute to the farewell of last year's students and interact with budding pharmacists.

**Involvement in cultural/meet events:** Alumni members of the college regularly support the NGO activities and cultural activities organized by the college.

**Proud Alumni:** Among the list of proud alumni Ms. Bhagyashree Vispute is an officer in the Indian administrative services (IAS), and Ms. Chaitali Chavhan is a movie Actor in regional language film. A number of alumni working in higher positions and as an entrepreneur.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Vision: To be a Premier Centre of Pharmacy Education

Mission:

- To impart knowledge and skills to graduates
- To foster a culture of inclusivity and social values
- To be a center of fineness by contributing to professional activities

Pharmacy is a field that is associated with other healthcare service providers in terms of the loyal role it plays by providing medicines of worth to patients. Quality medicine is a key aspect of healthcare as preventing, treating, curing, and mitigating disease is primarily reliant on this. The price tag of healthcare is intensifying continuously and affordability of therapy in many developing countries worldwide is a chief concern for policymakers and think tanks.

A college mission statement is derived from our commitment to equip our students with all the required skills to develop quality medicines, to make them competent and confident to handle the ever-changing challenges of the healthcare sector, and to build moral and ethical values among them to ensure the utmost scrupulous professional behavior.

College endeavors to train our students on the significance of quality in healthcare and achieve this by ensuring quality at all operational levels including education, teaching, learning, evaluation, development, and administration.

We enterprise to develop research temperament among the students to enable them to develop cost-effective therapies using indigenous technologies and materials

College abides by the principles and objectives of our founding society to promote the noble cause of education and to ensure the all-round development of students to create technically skilled manpower.

The continuous evolution of systems and procedures in all functional areas of the college enables us to refine ourselves toward greater excellence. Promoting student participation in various inter and intra-collegiate fests and tournaments and faculty participation in conferences, seminars in organization, and attendance helps us to achieve a culture of excellence.

Global competencies are instilled in B Pharm students by encouraging them to undertake short-term



research projects, and guest lectures. Industrial training, field visits, and personality development programs are organized for B Pharm students. The research projects of the students reflect not only traditional/conventional research but also upcoming technologies.

Sound value systems are inculcated among students through various means. The pharmacist's oath is displayed in the college. Blood donation camps and orphanage donations through NSS activities by adopting a village and organizing health camps and awareness programs, environment consciousness promotes sound value systems among the students. Overseas alumni and mushrooming research publications of students in international journals are a result of efficient utilization of the resources and a reflection of the global standards we aim to reach and achieve. It also is a measure of the continuous skill up-gradation of our faculty. The college's vision is to make excellence a way of life both in personal and professional domains. College passed-out students are working in various areas including academics, as CEO, Manager, Senior Supervisor

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The strategic / perspective plan for 2017-2022 has been prepared to achieve the goals in accordance with the policies of the regulatory authorities like the Pharmacy Council of India (PCI), Directorate of Technical Education (DTE), and Savitribai Phule Pune University (SPPU). Internal Quality Assurance Cell (IQAC) ensures these targets are deployed through proper execution measures and outcomes are assessed.

The plan becomes the basis for all the activities to be implemented during the span of the next five years and leads the College towards ensured incremental growth in all aspects. The perspective plan visualizes various activities in the sphere of teaching learning, research, infrastructure augmentation, governance, and student welfare.

The plans are driven through various in-house mechanisms such as the Academic monitoring committee, Research Advisory Committee, NSS, and Student welfare officer. Various assortments have been shaped in accordance with the perspective plan and office orders of the same have been given to the concerned faculty members. Job responsibilities, objectives, SOP, and policies of each portfolio are defined.

IQAC has the main dynamic force in the achievement of objectives described in the perspective plan. The Strategic and Perspective Plan of the college consists of starting various initiatives for Faculty Development, augmentation of Research Activities and Patents, and establishing Industry–College collaborations.

The National Education Policy 2020 for higher education aims to transform the existing higher education system in India. This policy emphasizes on promoting interdisciplinary studies, introducing new subjects, and providing flexibility in courses and fresh opportunities for students. We are trying to align in accordance with the NEP 2020 and have plans and policies.

| Sr. No. | Strategic Plan  | Deployment measures   |
|---------|---|---|
| 1       | Practices with respect to skill development of graduates        | SWAYAM/NPTEL local chapter as per the guidelines of Govt. of India (GOI)  |
| 2       | Strengthening liaisons with industry and academic organizations | MOUs with Colleges, Industries, Hospitals, and Publications.  |
| 3       | Fostering Social and Outreach activities                        | Development of a community model for student's exposure<br>Social issues through NSS  |
| 4       | Expansion of the college revenue base                           | Revenue generated through<br>Introduction of new Programme (D. Pharm.)<br>Research grants from SPPU                               |
| 5       | Guidance of the students for further studies                    | Lectures for the preparation of PG entrance exams.<br>Guiding the students for PG admissions at national and international levels |
| 6       | Augmentation of current educational setup                       | Under the Digital India movement, the college has Set up and used various ICT tools.  |
| 7       | Motivating the faculty and students for the Patent              | Providing an atmosphere of research and inspiration for the patent filing   |

**Achievement of the strategic plan:**

| Sr. No. | Particulars            | Nos. |
|---------|------------------------|------|
| 1       | SWAYAM / NPTEL Courses | 10   |

|   |   |            |
|---|---|------------|
| 2 | MoUs  | 11         |
| 3 | Social and Outreach Activities and NSS                                      | 10         |
| 4 | Introduction of new Programme (D. Pharm.)                                   | 01         |
| 5 | Research grants from SPPU   | 03         |
| 6 | Guiding the students for PG admissions at national and international levels | Many<br>05 |
| 7 | Under the Digital India movement, the College has Set up                    | 07         |
| 8 | Patent filing   | 02         |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Additional information  | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |
| Provide Link for Additional information                                | <a href="#">View Document</a> |

## 6.2.2

### *Institution implements e-governance in its operations*

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

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

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

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The college has a transparent performance appraisal system for teaching and non-teaching staff. An appraisal is conducted at the end of every academic year. Student feedback is taken every year and on that basis teaching staff individual performance appraisal is considered. Job responsibilities of non-teaching staff are also defined. On the basis of student feedback and completion of allotted work, appraisals, decisions regarding their annual increment, promotions, and confirmation for permanent employment are taken and conveyed accordingly. The teaching and non-teaching staff gives a review of the tasks completed in the previous academic year by means of Appraisal forms given to them.

The appraisal form for teaching staff consists of two parts i.e. General information and academic performance indicators. The academic performance indicators include a comprehensive pattern about;

1. Teaching learning information which includes theory and practical taken, examination duties performed, and student feedback.
2. Co-curricular and extracurricular and professional development activities.
3. Research, Publications, and academic contributions
4. Official behavior
5. Any other information

Non-teaching staff appraisal parameters include

1. Punctuality
2. Number of Memos received
3. Sincerity in the given instructions
4. Integrity and character
5. Any complaints from staff and students
  
6. General performance assessment and HODs Remarks

List of Welfare measures provided by the College for Teaching and non-teaching staff:

1. College provides Career Advancement Scheme to the faculty who acquired additional qualifications as per rules and regulations.
2. Faculty members are encouraged to self-development programs and higher education.
3. Various leaves available to teaching and non-teaching staff like Special Leave, Medical Leave, Casual Leave, Duty Leave, and Vacation Leave.
4. Employee Provident Fund (EPF) for teaching, non-teaching staff, and class IV employees.
5. Salary is credited to staff bank accounts accordingly.
6. College adheres to the pay scale of the 6th pay commission.
7. The College necessitates college uniforms for teaching and non-teaching staff.
8. College has appointed an Academic and Research Coordinator for promoting research activities.
9. College provides leave to the teaching staff for the completion of a Ph.D.
10. College provides reimbursement towards registration fees and traveling expenditures to staff for attending seminars, workshops, and conferences.
11. College ensures a hygienic working environment with a provision of hygienic sanitation.
12. Campus-level training for teaching and non-teaching staff is done.
13. Sickroom, Medical facility, and First Aid Medicine facility are available for students and staff members.
14. College promotes Yoga Sessions, for helping staff and students to manage their stress.
15. College has implemented a Group insurance scheme for staff.

| <b>Teaching staff</b>            | <b>Non-teaching staff</b> |
|----------------------------------|---------------------------|
| Casual Leaves                    | Casual Leaves             |
| Medical Leaves                   | Medical Leaves            |
| Duty Leaves                      | Earned leaves             |
| EPF                              | Compensatory Off          |
| Maternity Leave for Female Staff | EPF                       |

|   |   |
|---|---|
| Service Book                                  | Maternity Leave for Female Staff              |
| Group insurance                               | Service Book                                  |
| Canteen                                       | Group insurance                               |
| Credit Society benefits to enrolled employees | Canteen                                       |
| Free yearly Medical Checkups                  | Credit Society benefits to enrolled employees |
| Gratuity                                      | Free yearly Medical Checkups                  |
| Special Leaves                                | Gratuity                                      |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>                 | <b>Document</b>               |
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

### 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:** 24.66

**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 |
|---------|---------|---------|---------|---------|
| 01      | 00      | 4       | 13      | 0       |

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

### 6.3.3

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

**Response:** 14.49

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 11      | 8       | 3       | 3       |

**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 |
|---------|---------|---------|---------|---------|
| 25      | 28      | 25      | 25      | 31      |

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

## 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:**

The college has an efficient mechanism of internal and external auditing in accordance with the auditing standards generally accepted in India. The accounts and procedures of internal control of finance are carried out by the head of the accounts team on a day-to-day basis and the annual audit is done by the statutory auditor. The audit of accounts and submission of income tax returns are being carried out regularly each year.

The accounts of the College are audited regularly as per the Government rules by competent and registered C.A. The external auditor conducts a statutory audit at the end of the financial year. Books of accounts are prepared as per statutory requirements. The Balance sheet and Income and Expenditure account referred to in agreement with the books of account are submitted to the auditor. The auditor ensures the evidence supporting the amounts, disclosures in financial statements, accounting principles used, and significant estimates made by management.

There are no audit objections since the college follows a good system of internal controls.

**Internal Audit:**

Internal audit is carried out by the team appointed and headed by the Deputy Registrar. The purpose of the internal audit is to review the implementation of the sanctioned budget, fees received, overall expenses, outstanding receivables, payments, etc. Internal audit is carried out twice a year. The Purchase Committee meeting is held in each Semester of every Academic year. All payments are made to the vendors through RTGS / NEFT or in the form of Cheques /DD.

**External Audit:**

The accounts of the College are required to be audited by a Chartered Accountant as per the provisions of the Trust Registration Act. External auditors are appointed by the Management to carry out this financial audit, which is carried out once a year. The last external audit was carried out on 31st March 2022 by Mukund Kokil and Company (CA).

The Governing body prepares the annual budget and based on that the resources are allocated and utilized. The College has an Accounts section that maintains financial accounts daily and prepares all financial statements. All the expenses made by the College are audited by internal and external auditors. The Management Office has a specialized accounts and audit team to conduct both internal and external audits for all the financial activities carried out in the College every year.

**Resource Mobilization:** The College has guidelines in place for the mobilization of funds and optimal utilization of resources

**1. Tuition fees:**



- 2. Scholarships:
- 3. Research grants and Consultancy:
- 4. Management:

## Allocation and Utilization of resources

- 1. Salaries for teaching and non-teaching staff.
- 2. Academic purpose
- 3. Augmentation of learning resources,
- 4. Development and maintenance of infrastructure.
- 5. Social service activities

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 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 IQAC was established in June 2021 (28.06.2021). The Planning committee of the college is working with an objective of thorough planning of academic as well as administrative activities, is expanded to include many external members as per NAAC guidelines. The IQAC members include the Principal as Chairperson, a co-ordinator, senior teachers, a management representative, one alumnus member, one industrialist, and a parent as stakeholders. Before the formal constitution of IQAC, the college “Planning and Development Committee” was functioning to plan and monitor various activities in college viz. Review of timetable, purchase budget, staff requirement, organization of seminar, research activities of all departments, co-curricular and extra-curricular activities. The practice of “Decentralization” of various college activities was adopted. The teachers are allotted various portfolios to schedule, conduct and monitor during the academic year. The work orders are issued at the beginning of the academic year. The teachers have to submit the accomplishment of assigned tasks at the end of the academic year.

The best practices institutionalized by IQAC are as follows:

**1. Academic monitoring committee** has been constituted. It comprises of Academic in-charge, members of the teaching-learning committee, and class teachers. This committee works for efficient and timely activities of teaching-learning like Display of timetable in advance, Regular conduct of lectures and Practicals, and course monitoring before examinations wherein the class representatives from each class confirm whether the prescribed syllabus has been completed

The academic committee and HODs in the college are involved in workload distribution to teaching and non-teaching staff, in a time-table setting. Every subject teacher is expected to have a teaching plan for the subject. The points covered in theory and practical are noted in the attendance musters. If any teacher is planning to take a leave or is absent then an alternative arrangement for some other subject is done by the teacher in coordination with the academic in charge.

The class teachers of every class obtain the subject-wise attendance details from subject teachers and a list of attendance defaulters is displayed on the student notice board. The parents of students with insufficient attendance are informed by post about it. Every year during the parent's meeting, the parents are shown the marks of their ward in different class tests conducted in that academic year.

After the university examination results are declared, the results are analyzed so that the subject teacher can introspect to improve on teaching methodology.

**2. Review of Academic calendar:** Academic calendar is prepared at the beginning of each academic year. This includes tentative dates for various activities viz. academics, examinations, sports, co-curricular, extracurricular, NSS activities, etc. IQAC now reviews and monitors activities planned/conducted/rescheduled. This ensures effective implementation.

**3. Checking of Course Files and Lab Files:** At the end of the academic year, the schedule is set for checking the course files which are maintained by teachers, and Lab files which are maintained by the lab assistants. A checklist is prepared for such checks. Any shortfalls are rectified in a timely manner.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

## 6.5.2

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

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

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The college makes efforts to promote gender equity by integrating women as an essential part of the workplace which is a necessary foundation for developing a peaceful, prosperous, and sustainable society.

#### **Gender Ratio**

The college has a balanced environment for gender equality, the average male: female ratio is 54.70% for students. Girls are more than boys because the premises and location of the college are fully convenient for both the ladies staff and girl students it gives more safety than other colleges.

#### **Gender Sensitization and awareness**

The college also emphasizes sensitization and awareness; various sessions were conducted to educate the students about gender equity, women's empowerment, social, psychological, legal, and economic protection, safety, and security.

#### **Internal Complaint Committee (ICC)**

The contact details of ICC members are displayed and shared with students for any emergencies and complaints creating awareness amongst them. Resulting not a single case of gender disparity or sexual harassment has been reported.

#### **Student Development Committee and cultural committee**

The students and faculty members (both genders) are organized, participate, and awardees in various co-curricular, extracurricular internal & external activities. To develop the legal and social value for gender sensitization, the NSS unit organizes awareness rallies and celebrates various events like Woman's Day, workshops under the 'Nirbhay Kanya Yojana', health checkups, and cultural events.

**Women in leadership:** College alumni Ms. Bhagyashree Vispute is an IAS, Ms.Chaitali Chavhanis a movie Actor, and Female Faculty member Ms.Leena P. Deore actively participates in various research-oriented programs and received an award as a young scientist. Many female faculty members are integral to the administrative and academic committees. The authority delegation involved them in the decision-making process. Some examples are as under,

| Sr.No. | Faculty Member                | Position held  |
|--------|-------------------------------|--|
| 1      | Prof. Vrushali V. Baisane     | HOD of Pharmacognosy, SDO Incharge                               |
| 2      | Prof Vaishali Rakibe          | NSS Incharge, Academic Incharge                                  |
| 3      | Prof. Sonali D. Pawar         | ICC Incharge, Magazine Committee, SDO Incharge                   |
| 4      | Prof. Snehal D. Pawar         | NSS Female Incharge, SDO, ICC,                                   |
| 5      | Prof Pallavi S.Wagh           | Girls Hostel Incharge, Anti-Ragging Committee Incharge           |
| 6      | Prof Bhagyashree. Suryawanshi | S.Sports-Incharge, Magazine Committee, Student Council in-charge |
| 7.     | Prof. Leena.P.Deore           | Cultural In-charge,  |
| 8.     | Prof.Priti.T.Newadkar         | Magazine Incharge  |

#### Facilities for women:

The college is committed to providing a college atmosphere for women through the following facilities. Safety and security: College has a gated community and safety & security are ensured through 24 x 7 security services (Both Genders) available on campus.CCS: CC Surveillance system and an effective campus management program.

**Counseling:** Counseling is provided to students to inculcate social, economic, and legal values. Students are empowered with Social and economic values through personalized Mentorship programs and events for gender and social sensitization. Legal values are instilled by organizing events like workshops, seminars, guest lectures, and conferences.

**Common Rooms:** The college has provided separate common rooms with the necessary facilities. The girls' common room is equipped with a sanitary napkin vending machine and its disposal system.

**Hostel Facility:** The college has a separate hostel facility for boys and girls with state-of-the-art infrastructural facilities. Recreational facilities are also mild.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |

#### 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

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

### **7.1.3**

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

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

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

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

#### 7.1.4

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

#### **Response:**

**Commemorate these festivals with great pomp and show to celebrate the milestones of India's history.**

Every year, **Republic Day** and **Independence Day of India** are celebrated with great enthusiasm. On this auspicious occasion, the Tricolor is hoisted and the National anthem is sung. Various speeches, and skits on the role of Pharmacists, Women's empowerment are performed by students.

Every year 2nd October **Mahatma Gandhi Jayanti** is celebrated in the college. For the last five years, this day is also marked as Swachhta Divas.

The birth Anniversary of **Dr. Babasaheb Ambedkar** is celebrated on 14th April. His contribution to the Nation's development is remembered and tribute is paid by all.

Former President **Dr. Sarvapalli Radhakrishnan's** birthday anniversary is celebrated as Teachers Day on the 5th of September in College.

To mark the Birth Anniversary of Great Scientist and former President of India **Dr APJ Abdul Kalam**, on 15th October celebrates as Vachan Prerna Din.

The college also celebrates **Chatrapati Shivaji Maharaj Jayanti** every year to mark and honor him on 19th February every year. Celebrated with a lot of enthusiasm and pride. To remember and inculcate innumerable qualities like leadership, management, foresight, political diplomacy, military

administration, and loyalty towards truth and justice.

**International days, events, and festivals:**

**World pharmacist day** is celebrated to sensitize students about the noble profession of pharmacy. **International Women’s Day** is celebrated to cover important aspects of women's empowerment- health, safety, and employment.

**International Yoga Day** ancient practice that promotes physical, mental, and spiritual well-being serves as a reminder of the transformative power of yoga and its ability to nurture harmony within oneself and the world.

**Cultural Activities:**

Through cultural activities, students can explore their hidden talents and extraordinary skills. Fostering respect and open-mindedness for others, as well as our common interests, helps unite and educate us. Students from diverse cultures, regions, languages, and communities merge with each other to emerge with the huge potential to become future leaders in the Pharmacy fraternity. The college organizes Fresher’s Day, farewell, and gatherings to teach them to build and maintain the senior-junior relationship.

**Religious Activities:** Ganesh Festival, Eid al-Fitr, Guru Purnima celebration. Religious festivals have value for integration. They are important for social responsibility as well.

Celebration of religious events or festivals teaches everyone to express their respect and value for one another. Also, the regional as well as national events bring exaltation among everyone and secure ethics.

**Communal and socio-economic Activities:** Various NSS activities like Health Check camps,

Under the scheme “**Aarogya Sampda Yojna**” the college has drawn Insurance for economically backward Students.

**Human Ethics:** National constitution day is celebrated to educate the students about the important constitutional values and fundamental principles of the Indian Constitution.

**Professional Ethics:** The celebration of National Pharmacy Week and pharmacist day involves various activities pertaining to the theme of the Indian Pharmaceutical Association, which are related to the role of Pharmacists in society.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload Additional information           | <a href="#">View Document</a> |
| Provide Link for Additional information | <a href="#">View Document</a> |



## 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: 1**

**Title of the Practice-** Optimization of chemical pollution in laboratories by adopting micro scale approach in routine practical

**Objectives:**

1. To sensitize the students during daily experimental work
2. To practice micro-scale experiments to achieve goals.
3. Demo practical by using optimum quantities of chemicals.
4. The use of a reduced quantity of chemicals minimizes the intensity of accidents, if so.

**The Context**

The role of higher educational institutions in relation to environmental sustainability is more prevalent. In this context, it becomes imperative to adopt the system of the minimum use of chemicals and reduce the chemical waste for the ICollege which will lead to achieving green chemistry. Besides, it also reduces a sizable amount of atmospheric contamination. We all have a part to play. Small actions, taken collectively, can add up to healthy change.

**The Practice**

The purpose of practicals is to learn, understand and practice the handling of chemicals, glassware. The resultant product is collected and disposed of as chemical waste. The glassware size used is in proportion to the material used. In the traditional approach, the quantities of chemicals used were on the order of 5–100 grams, and glassware was designed to contain up to 500 mL of liquid. In said practice, the reagents are used 1-1000 mg and glassware up to 25-50 mL. The students and supporting staff are made aware of the importance of the micro-scale approach in laboratories and its positive impact on environmental pollution. The slogans regarding the chemical hazards safety in laboratories are displayed at prominent places. It is a routine practice that is to be followed by every student to go through the material safety data sheet of chemicals before the start of the exercise. The demo of handling the micro-scale glassware and digital balance is given from time to time. The PowerPoint presentation competitions are organized regarding safety in labs. There are periodic meetings of the EHS committee and recommendations are implemented.

**Evidence of Success:**

The advantages include improved safety in the laboratory, reduced risk of fire and explosion, and reduced exposure to hazardous vapors. This approach minimizes the need for hazardous waste disposal, leading to reduced contamination of the soil and water. One of the principles of green chemistry, it is better to prevent waste than to treat or clean up waste after it is formed. The *micro-scale approach* is especially attractive for minimizing the cost of purchasing and disposing of chemicals. The specialized glassware and other apparatus required for performing experiments on such small scales are now readily available.

**Problem Encountered and Resources Required:**

Initially, it becomes difficult to convince the students and supporting staff about the micro-scale approach. There was fear to handle the glassware and to change the habit of rough and tough attitude. The students are devoid of the required skill sets to handle the micro-scale exercises still additional efforts are required to inculcate the same. The said problem will be minimized by practice.

**Best Practice: 2**

**Title of the Practice:** An inculcation of research aptitude among the faculty and students through innovative research-oriented activities

**The Objective of the Practice:**

1. To acquaint students with the research environment.
2. To convert ideas into reality.
3. To make them aware of the significant research areas.
4. To set the mind of students for research-oriented thinking.
5. To develop analytical and critical thinking abilities.

**The Context:**

In an age of science and technology, research and innovation have unique significance. Innovation has become the prerequisite criterion of the employment sectors. NEP 2020 also underlined the significance of research in education. The student at UG levels to explain the concept of research all dept undertake research-oriented activities so they can develop research aptitude among the students. The faculty is to be motivated by different means of patent filing.

**The Practice:**

To develop critical and analytical thinking among the student, the faculty has taken an activity of research paper review. The students were given the research article and they were asked to write a review of the articles. Since the research article review is evaluative in nature and brings out the full meaning and significance of the given research work, it requires a lot of effort on the part of students. The college has Research and Development Cell. This cell is a liaison between students and faculty members in order to help them for exploring their idea. Also organizes expert talks from the industry to update their knowledge, and IPR experts to provide knowledge to protect their ideas by patent. The college provides support to students for their work through seed funds and expert guidance. Postgraduate and Ph.D. guides

are encouraged to select research areas with the aim of intellectual property rights with special emphasis on patents. The college already implemented the concept of practice school. All this is helpful for faculties and students to convert their ideas into reality. Since 2012, on average seventy percent of students qualify CHEMIAD competitive examination conducted by our affiliated university.

**Evidence of Success:**

The practice has its outcome as, two patents submitted, published, and currently under examination. One of the faculty awarded by Oka Research fellowship and. received the young scientist award. First rank in Savitribai Phule Pune University level Abhikalp research innovation competition (2019-20). Two times winner in state-level Innofest competition (2021-22, 2022-23). Faculty College team selected for the final round in I-2-E (Innovation to Entrepreneurship) competition organized by SPPU (Total participants -1500.) Two students were selected for the state level in Avishkar (Organized by SPPU, Pune and 2019-20).

**Problem Encountered and Resources Required:**

It seems to be difficult to make the students think beyond the traditional syllabus and evaluation pattern. Qualifying for the exam with good marks is their priority. So, convincing students about good research and motivating them to innovate and research seems to be a challenge. The professional students are preoccupied with many other college regular activities, The College is in a semi-urban area and only two industries are in the vicinity of the college.

**NOTES** The College has appointed an academic research coordinator.

| File Description                                      | Document                      |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                        | <a href="#">View Document</a> |

**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:**

***INSTITUTIONAL DISTINCTIVENESS***

## **Strong Footprint of Gender Equality and Empowerment**

Gender equality is not only a fundamental human right but a necessary foundation for a peaceful, prosperous, and sustainable world.

In a society, everyone has the right to lead his/her life accordingly without any discrimination. The most prevalent discrimination is gender inequality. The perception is changing slowly but steadily. A society attains better development in all aspects when both genders are entitled to similar opportunities. Developed countries have comparatively less gender discrimination and provide equal opportunity to both genders. The Indian government is taking multiple initiatives to cut down on gender discrimination.

College is cautious about the rights and status of women. To safeguard the rights of women there is a women's welfare and grievances redressal cell in the college. The branch of the cell is functioning in the college. The moderation of this cell is from the parent organization level and the cell takes every measure to restore the dignity of women. There are certain rules and regulation functioning of the cell, which is strictly followed while executing various activities of the cell. There are two suggestion boxes placed at prominent places in the college so that the girl students should have no hesitation to register their complaints, if any. There are periodical meetings of the cell. The cell organizes different programs with the coordination parent organization cell. These programs are short orientation or training sessions for the girl students. These sessions generally cover issues like job opportunities, awareness of laws for women, and human rights. The cell celebrates various days of national and international significance and orients girl students on different issues through, guest lecturers of an expert in the field. The cell collaborates with female entrepreneurs and training sessions, job opportunities, and motivational sessions for girl students.

The college makes efforts to promote gender equity by integrating women as an essential part of the workplace, which is a necessary foundation for developing a peaceful, prosperous, and sustainable society. The women's welfare cell and internal complaint committee take initiative to organize different programs on gender equity. There are a total of 36 programs conducted in the last five years.

### **Students Gender Percentage:**

The college has a balanced environment for gender equality, the average male: female percentage is 54.70 % for students. Girls are more than boys because the premises and location of the college are fully convenient for both the ladies' staff and girl students. The stakeholders prefer college for admission and employment.

### **Staff Gender Percentage:**

The college policy of recruitment is always based on non-discrimination in gender. The gender percentage of female staff is more than 33.00 % from last three year.

### **Gender Sensitization and awareness**

The college also emphasizes sensitization and awareness; various sessions were conducted to educate the students about gender equity, women's empowerment, social, psychological, legal, and economic protection, safety, and security.

### **Internal Complaint Committee (ICC)**

There is a zero-tolerance policy against sexual harassment in the College. As per this policy, the internal complaint committee is framed. The contact details of ICC members are displayed and shared with students for any emergencies and complaints.

### **Student Development Committee and cultural committee**

The students and faculty members (both genders) are motivated to participate. The winners are awarded in various co-curricular, extracurricular, internal & external activities. To develop the legal and social value for gender sensitization, the NSS unit organizes awareness rallies and celebrates various events like Woman's Day, workshops under the 'Nirbhay Kanya Yojana', health checkups, and cultural events. The girl's participation and winning proportion is always more than 60 % in co-curricular, extra-cultural activities. Girls have been recognized at the state level in different activities.

**Women in leadership:** Among the list of proud alumni Ms Bhagyashree Vispute is an officer in the Indian administrative services (IAS), Ms. Chaitali Chavhan is a movie Actor in regional language films, number of alumni working in higher positions and as an entrepreneur. Female Faculty member Ms. Leena P. Deore actively participates in various researches oriented programs and received an award as a young scientist. Few of our alumni members are representing globally in higher positions. In our college, various administrative and academic committees are chaired by female staff members. Even in our parent organization, Mahatma Gandhi Vidyamandir, the authority delegation and involvement in the decision-making process.

Some examples are as under,

**Academic Excellence:** The percentage of College toper is more than 66 % of girls, to date, and it's always higher in competitive examinations.

**Facilities for Women:** The college is committed to providing a college atmosphere for women through specific facilities, like Safety and security. The college has a gated community and safety & security are ensured through 24 x 7 security services (for both Genders) available on campus. Close circuit television (CCTV) surveillance system and an effective campus management program have been functioning.

**Counseling:** Counseling is provided to students to inculcate social, economic, and legal values. Students are empowered with Social and Economic values through personalized Mentorship programs and events for gender and social sensitization. Legal values are instilled by organizing events like workshops, seminars, guest lectures, and conferences.

**Common Rooms:** The College has provided separate common rooms with the necessary facilities. The girls' common room is equipped with a sanitary napkin vending machine and its disposal system. Recreational facilities such as Chess and Carrom are provided.

**Hostel Facility:** The College has a separate hostel facility for boys and girls with state-of-the-art infrastructural facilities. Recreational facilities are also mild. Recreational facilities such as television, newspaper, and badminton are available.

Institutional Distinctiveness Practice of unbiasedness in gender results in a good flow of admission.

Candidates are able to face the challenges in their careers, due to holistic development.

| <b>File Description</b>                      | <b>Document</b>               |
|--|-------------------------------|
| Appropriate web in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information               | <a href="#">View Document</a> |

## **5. CONCLUSION**

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### **Additional Information :**

**Mahatma Gandhi Vidyamandir Trust was founded by Late Karmveer Bhausahab Hiray in the year 1952.**

**Mahatma Gandhi Vidyamandir endeavoured of providing quality education and nurturing Morales and inculcating ethical values within students by developing them as better citizens for tomorrow.**

**It was founded with the motto of “Bahujan Hitay, Bahujan Sukhay”, with the vision of providing education not only to tribal students but to the society at large.**

**Mahatma Gandhi Vidyamandir’s Samajshri Prashantdada Hiray College of Pharmacy is established in 2006.**

**Mahatma Gandhi Vidyamandir’s Samajshri Prashantdada Hiray College of Pharmacy, Malegaon, offers B. Pharm programmes as per the curriculum of SPPU//PCI having an intake capacity of 60 students for the first year.**

**The college is situated in the heart of Malegaon city. Our college is an attraction for rural candidates.**

**College is located 110 km from Nashik, 275 km from Mumbai, Capital of Maharashtra and 40 km from Manmad Railway station.**

**The prime intention of the College is to be a premier centre of Pharmacy Education.**

**Activities organized by College impart knowledge and skills among the learners.**

**A culture of inclusivity and values is fostered by organizing various activities, providing an NSS platform and promoting the participation of learners in curricular, extra-curricular and outreach activities.**

**Professional activities organized by College build the identity of the College as a centre of fineness.**

### **Concluding Remarks :**

**The college focuses on curricular planning, effective implementation, and evaluation processes in tune with emerging national and global trends.**

As a part of academic flexibility, College organized 14 value-added courses for the enrichment of learners.

Teaching learning process adopted by College takes care of students enrolled from different backgrounds.

To maintain the quality of teaching and grading, the student-teacher ratio is maintained around 1:19.

Evaluation processes and reforms of the College framed to increase the efficiency of the system.

Financial, academic support, and timely administrative decisions encourage faculty for engaging in research activities. The college received grants of 9.57 Lakhs.

The college organized 21 seminars, and expert talks as an initiative for the creation and transfer of knowledge.

To expand the scope of learning experiences to students, College is in Collaboration with 13 organizations.

Adequate infrastructural and supportive facilities with the scope of expansion are available in College to maintain the quality of education.

Library resources, e-journals, Student computer ratio (1:9.09) e-books, DELNET linkage, Campus 360, and adequate IT facilities enable students to acquire information, knowledge, and skills required for their study.

The college organizes various extension and outreach activities to facilitate the holistic development of learners.

Academic, administrative planning and implementation reflect the journey of the College toward the vision and mission of the College.

Conclusively, Unique practices are evolved by College as a response to emerging challenges and pressing issues like gender equity, environmental consciousness, and sustainability which represent the contribution of the College towards the development of the nation. Collaborations with 13 organizations, and extension activities organized by College prepare the students to achieve core competencies and to face the global challenges successfully. Extension activities conducted by the College address diversities and imbibe desirable values among learners. Considering the significant developments and impact of science and technology, the academic and administrative systems of the College reflect the promotion of the use of technology. Overall, the activities organized, and functioning systems of the College reflect the remarkable capacity of the College to pursue the vision of becoming a premier center of Pharmacy education.



## 6.ANNEXURE

### 1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification  |         |         |         |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
|-----------|--|---------|---------|---------|---------|---------|-----|----|----|----|----|---------|---------|---------|---------|---------|-----|----|----|----|----|
| 1.2.1     | <p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :3</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>   |         |         |         |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 1.2.2     | <p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</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>223</td> <td>0</td> <td>0</td> <td>0</td> <td>0</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>114</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 223 | 0  | 0  | 0  | 0  | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 114 | 0  | 0  | 0  | 0  |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 223       | 0  | 0       | 0       | 0       |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 114       | 0  | 0       | 0       | 0       |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 2.1.2     | <p><b>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</b></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</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>32</td> <td>27</td> <td>24</td> <td>18</td> </tr> </tbody> </table>   | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 24  | 24 | 24 | 24 | 24 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 27  | 32 | 27 | 24 | 18 |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 24        | 24   | 24      | 24      | 24      |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 2021-22   | 2020-21  | 2019-20 | 2018-19 | 2017-18 |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |
| 27        | 32   | 27      | 24      | 18      |         |         |     |    |    |    |    |         |         |         |         |         |     |    |    |    |    |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24      | 24      | 24      | 24      | 24      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 38      | 38      | 38      | 38      | 38      |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6       | 8       | 8       | 7       | 7       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 3       | 3       | 2       | 2       | 3       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 6.40    | 1.0     | 1.50    | 0.0490  | 0.62    |

Answer After DVV Verification :

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

|      |      |      |     |      |
|------|------|------|-----|------|
| 0.62 | 0.04 | 1.50 | 1.0 | 1.40 |
|------|------|------|-----|------|

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 1       | 6       | 2       | 6       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0       | 1       | 2       | 0       | 0       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 18      | 2       | 1       | 0       | 3       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1       | 3       | 0       | 1       | 1       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

**wise during the last five years**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 09      | 11      | 11      | 17      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 11      | 7       | 9       | 6       | 13      |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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 :11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.83    | 2.91    | 4.46    | 8.74    | 9.50    |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.73    | 2.15    | 1.32    | 4.79    | 8.10    |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**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 |
| 54.23   | 25.49   | 21.76   | 30.37   | 24.57   |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 38.23   | 17.29   | 19.12   | 23.62   | 18.50   |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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 |
| 42      | 32      | 39      | 22      | 32      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 20      | 11      | 16      | 15      | 12      |

**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 |
| 77      | 61      | 66      | 57      | 58      |

Answer After DVV Verification :

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 66      | 58      | 64      | 51      | 51      |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

**5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/**

**GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 10      | 9       | 3       | 5       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 14      | 10      | 8       | 3       | 5       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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       | 1       | 10      | 4       | 7       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 10      | 4       | 7       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

**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 |
|---------|---------|---------|---------|---------|
| 5       | 2       | 8       | 5       | 8       |

Answer After DVV Verification :

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

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 2 | 8 | 5 | 7 |
|---|---|---|---|---|

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01      | 00      | 5       | 13      | 0       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 01      | 00      | 4       | 13      | 0       |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 8       | 10      | 9       | 3       | 4       |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 5       | 11      | 8       | 3       | 3       |

**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 |
|---------|---------|---------|---------|---------|
| 25      | 28      | 25      | 25      | 31      |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 25      | 28      | 25      | 25      | 31      |

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

## 2.Extended Profile Deviations

| ID      | Extended Questions  |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
|---------|---|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 1.1     | <p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b><br/>                     Answer before DVV Verification : 22<br/>                     Answer after DVV Verification : 21</p>   |         |         |         |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 1.2     | <p><b>Number of teaching staff / full time teachers year wise during the last five years</b></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>15</td> <td>16</td> <td>16</td> <td>16</td> <td>14</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>14</td> <td>15</td> <td>15</td> <td>15</td> <td>14</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 15 | 16 | 16 | 16 | 14 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 14 | 15 | 15 | 15 | 14 |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 15      | 16  | 16      | 16      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 2021-22 | 2020-21   | 2019-20 | 2018-19 | 2017-18 |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |
| 14      | 15  | 15      | 15      | 14      |         |         |    |    |    |    |    |         |         |         |         |         |    |    |    |    |    |