SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ASHOKRAO MANE COLLEGE OF PHARMACY, PETH VADGAON

PETH VADGAON, TAL- HATKANANGALE, DIST- KOLHAPUR, 416112
www.amcoph.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

June 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The institute was established in 2006 under the able leadership of Late. Founder President Hon. Shri. Ashokrao Mane Saheb under the trust of Balasaheb Mane Shikshan Prasarak Mandal Ambap (BMSPM). BMSPM was founded in 1980 and now runs more than 20 institutions under the able guidance of President Hon. Shri Vijaysinh Mane Saheb and Exe. President Hon. Shri Vikasrao Mane Saheb. The Ashokrao Mane College of Pharmacy (AMCP) Peth Vadgaon is one of the premier Pharmacy colleges in Western Maharashtra particularly in the rural belt of Kolhapur district.

Today it is imparting quality pharmaceutical education through B. Pharm., M. Pharm., Ph.D., and D. Pharm. programs approved by the Pharmacy Council of India, New Delhi. The B. and M. Pharm program in two specializations and recognized research center (Ph.D.) is affiliated with Shivaji University, Kolhapur, and D. Pharm to the MSBTE, Mumbai. The major strength of the institute is highly dedicated and supportive teaching and non-teaching staff members.

The Institute has a credit of more than 65 publications in reputed journals, 39 presentations in national and international seminars and symposiums, 13 research projects, 24/01 patents published/granted, and 12/05 chapters/books. The Institute has organized state/national level seminars sponsored by SUK, IPA, AICTE & APTI, etc. Distinguished Pharma Eminents, Industrialists, Speakers, and scientists have visited the institute. A well-planned, four-storied building of the Pharmacy Institute in a green and beautiful campus, housed with ICT-enabled classrooms, tutorial rooms, and all required departmental well-equipped laboratories with a built-up area of 6291.40 square meters required as per the council. The indoor and outdoor sports facilities, open gymnasium, and other amenities fulfill the needs of students and create a healthy atmosphere. Participation of students in paper/poster presentations in national seminars, and participation in sports/cultural events brought recognition/ awards/ appreciation. Institute supports financially to such participation. During the pandemic situation institute has prepared and distributed hand sanitizers to the gram panchayat offices, schools, and primary health centers which received appreciation from the local administration under NSS. Our NSS wing is very vibrant conducting many social programs and serving rural communities with different health awareness programs.

Vision

Empowerment of the nation with knowledgeable pharmacists for a healthy India.

Mission

- To provide pharmaceutical education par excellence.
- To promote community, institutional, and industrial pharmacy.
- To foster and disseminate productive research in new and emerging areas.
- To generate human resources in the profession of pharmacy.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Better quality and innovative learning education:** Institute is following practices of outcome-based education and adopting an academic calendar to provide a student-centric learning environment and assessment to provide better consistency of results.
2. **Infrastructure availability to the professional education need:** The institute has provided infrastructure facilities to fulfill the needs of all students seeking quality education. The institute provides physical facilities like classrooms with ICT enabled, laboratories, state of art of library, a sports facility, and other facilities, etc.
3. **Analytical instruments and Machine room facility**: The institute provides an instrumentation laboratory, which provides the students to learn the utilization of modern analytical instruments like UV-VIS spectrophotometer, Colorimeter, HPLC, FT-IR, Brookfield Viscometer, Probe Sonicator, Stability Chamber, etc. This provision helps the students, research scholars, and faculty to utilize the facilities necessary for research projects and higher studies.
4. **Good governance and dynamic leadership from management**: The management provides a supportive academic and research-oriented facility for the effective conduct of the academics at different levels of courses.
5. **Catering at the rural belt:** The institute is situated in a rural area to provide a better scope of professional education for the children of villages and talukas.

Institutional Weakness

1. Time constraints during the semester study, the tight schedule of teaching and assessment periodically.
2. Communication skills of students hailing from rural areas and studied previously in regional languages.
3. As the institute is located in a rural region that lacks the nearby pharmaceutical industries to have better Institute Industry Interaction and a dearth of funds from the national funding agency.
4. Focus on the PCI syllabus is not as per the industrial requirement and research at the undergraduate level.

Institutional Opportunity

1. Innovation and Incubation Cells may provide an opportunity for receiving research funding and productivity.
2. High requirement for Pharmacists remains unabated during this pandemic control.
3. With technological advancement, consultancy services can be enhanced.

Institutional Challenge

1. Rapid changes in technology lead to the ever-increasing gap between academics and industrial requirements.
2. Collaboration with Universities and Industries for providing the facility for higher education and job to all students.
3. Financial condition of rural-based students for the recovery of fees as well as from the government

department.

4. To keep the students academically focused in the world of varied temptations and to meet the ever-growing expectations of various stakeholders.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ashokrao Mane College of Pharmacy, Peth-Vadgaon is dedicated to the total development of its students and seeks to establish a foundation of values for that development. The institute wants to produce pharmacists who are knowledgeable about pharmacy, skilled, willing to learn new things and adjust to changes, and able to work in a team.

The undergraduate and postgraduate program committee and Internal Quality Assurance Cell (IQAC) develop and oversee curriculum planning and delivery. The Pharmacy Council of India, New Delhi, and Shivaji University, Kolhapur have established the curriculum. Every year, Program Committee creates an academic schedule that is in sync with Shivaji University, Kolhapur. The academic calendar provides a platform for class timetables, internal exams, and co-curricular and extracurricular activities. The institute's planning and content distribution procedures are clearly outlined and recorded.

For theory continuous mode evaluation, the teachers use active learning techniques like quizzes, group discussions, flipped classes, seminars, assignments, and open-book tests. Students are granted continuous mode evaluation marks for practical courses based on their attendance, viva-voce performance, and practical records. Practice School, Projects and Industrial visits, field works & training are essential components of the curriculum that support student learning. All the faculty members are getting responsibility to guide all the students of final year B. Pharm every year in terms of a review or research work. In addition to regular syllabus study, additional practical and field work value added & certificate courses like community pharmacy practice, preparation of Herbarium Sheets, Pathology Lab Training, and Rubicon Soft Skill training program are implemented. Massive Open Online Courses (MOOCs) should be taken by students on a variety of platforms like Swayam and NPTEL.

Initiatives have been done by the institute to spread information about topics like professional ethics, gender equality, human values, and environmental sustainability under outreach programs to address these problems. The institute has developed a system to get feedback from different stakeholders. All the feedback is uploaded on the website for public awareness. The responses are collected and analyzed accordingly Feedback committee is taking decisions about any action, and improvements are made by taking corrective action.

Teaching-learning and Evaluation

The academic activities of the teaching-learning processes, student results, and desired outcomes are considered under this criterion. The institution takes efforts to serve students of different backgrounds and abilities through effective teaching-learning experiences. The institution adopts interactive instructional techniques that engage students in higher-order thinking and investigation. Institutions take care to continuously evaluate the performance of students. Institutions also take efforts in ensuring equity and wide access as reflected in the student profile having representation of student communities from different geographical areas and socio-economic, cultural, and educational backgrounds. The desired student-teacher ratio is always maintained to give

justice to every student's educational needs. The teaching-learning modalities of the institution are relevant for the learner group. The student-centered education through appropriate methodologies facilitates effective learning. Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies are used for enhancing learning experiences using ICT tools. These methods focus on the student's active participation and engagement in the learning process, allowing them to gain knowledge and skills through hands-on experiences. For the experiential learning institute arranges industrial visits, industrial training, and study tours along with academic laboratory-based practicals. Institute recruits' quality teachers in terms of qualification of the faculty to make the students aware of knowledge, skill, and attitude. The institute's mechanism of internal/external assessment is transparent and the grievance redressal system is time-bound and efficient. Program Outcomes (POs) and Course Outcomes (COs) for all programs offered by the institution are stated and displayed on the website. Attainment of POs and COs is evaluated that focusing on how well students are performing and achieving the desired learning outcomes. The teaching, learning, and evaluation processes at AMCP have always tried to encourage students to strengthen their capacity and realize their potential in the community.

Research, Innovations and Extension

As an integral part and a symbiotic relationship of the healthcare system, Ashokrao Mane College of Pharmacy, Peth-Vadgaon (AMCP) runs a different program that promotes research and innovative practices in pharmacy. The institute's Institutional Innovation and Incubation Cell (IIIC) & Research and Development Cell (R & D) seek to establish an inclusive environment that is conducive to research in important fields with global and social relevance in consultation with IQAC and its stakeholders. Faculty members of the institute are involved in research work and received research and travel grants for their research projects from government agencies and endowments for extension activities. The college has good research facilities including well equipped central instrumentation laboratory with the availability of sophisticated instruments like HPLC, FTIR, UV Visible Spectrophotometer, Brookfield Viscometer, Stability Chamber, etc. Faculty members have published patents, research, and review papers in reputed journals as well as published books and book chapters. The institute conducts seminars/webinars, workshops, and conferences in the area of intellectual property rights, entrepreneurship, and research methodology to upgrade research quality and professional ethics. Institute always encourages and financially supports the student and faculty for the presentation of research papers at various national/ international conferences and received awards and prizes in various categories. The functional MOUs with organizations, students, and faculty conduct academic, and study tours, industrial visits, training, internship programs, and research activities that are collaborative in nature. Along with the academic aspect, faculties, and students are involved in numerous community outreach programs aimed at empowering the poor and mainly vulnerable members of society. The NSS unit of the institute conducts several community-based activities like blood donation camps, health checkup camps, *'Beti Bachao'* program, vaccination drives, clothing for the needy people, *'Swachata Abhiyan'*, etc. The NSS unit of the institute routinely conducts special camps in neighboring villages where volunteer students actively organize cleaning drives and hold health checkup camps.

Infrastructure and Learning Resources

AMCP has exclusively provided state of art infrastructure comprising physical, academic, and support facilities. All the classrooms are spacious, stepped, and well-ventilated with windows and fans, lightened with LED tube lights, comfortable benches, and a whiteboard/smartboard. All classrooms are well equipped with the advanced tools necessary for teaching learning like, a Wi-Fi facility, and LCD projector. An adequate number

of laboratories as per norms are provided for regular practical as well as research activities. AMCP has air-conditioned central instrumentation facilities with sophisticated instruments and a machine room with a pilot plant scale facility, CPCSEA registered animal house, and a medicinal plant garden. The Library of AMCP has a total area measuring 156 sq.m. The library holds books, journals, and an M. Pharm thesis. There are a total of 1426 titles and 10561 volumes, and the cost is Rs. 46,93,632/-. It is equipped with security features such as CCTV cameras, fire extinguishers & notice display boards. AMCP has excellent internet connectivity within the campus. A total of 65 computers are available exclusively for students. Institute has a well-equipped seminar hall with a seating capacity of 100 which is exclusively for AMCP. For inculcating sports culture AMCP has, cricket, kho-kho, throwball, volleyball grounds, and indoor game facilities like table tennis, chess, and carom. Cooler and RO filters have been installed to provide safe drinking water. A separate budgetary provision has been made for the maintenance of all facilities.

Student Support and Progression

Ashokrao Mane College of Pharmacy (AMCP), Peth Vadgaon has been established to educate the students from the rural areas and make them employable. More than two third of the students have benefitted from scholarships and freeships provided by the central and state government. The college is regularly organizing add-on certificate programs, guidance for competitive examinations & career counseling, skill enhancement activities, remedial coaching, distinguished alumni interactive sessions, and personal counseling sessions to build their skills so as to become employable. Institute is also arranging yoga and meditation activities, and personal counseling (mentoring system). Institute adopts the grievance redressal system including sexual harassment and ragging cases with no grievances. Along with the excellent curriculum, the institute has a record of placement and progress to higher education. Institute supports students to participate in various cultural and sports activities at the university level, state level as well as national level championships. The college has a well-established gymkhana with indoor and outdoor sports facilities. AMCP organizes sports week and the annual cultural program *'KSHITIJ'* and is an active member in university-level lead college sports and cultural activities. Students have participated in various activities and brought laurels to intercollegiate, university, and state-level events. The AMCP Alumni Welfare Association (AMCPAWA) has been established on 14th February 2019. AMCP aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and enable the institute to add value to all its stakeholders. The main objective is to enroll all alumni as members of the association and facilitate active participation in appropriate activities, events, and initiatives of the institute. The alumni association is involved in activities such as curriculum enrichment, interactive sessions, references, placement assistance, industry visit, donation, co-curricular, and extension activities.

Governance, Leadership and Management

The vision, mission, and PEOs have been published in prominent places and dynamically evolve the strategies for achieving the goals through the transparent participation of all stakeholders. The governing body has developed the quality policy based on the vision and mission of the institute as per the needs of the industries, society, and stakeholders. Deployment of the quality policy is done by providing outstanding academic infrastructure, an excellent learning environment, and harmonious work culture. E-governance has been implemented by the institution in a number of operational areas, including academics, administration, finance and accounts, student support, and examination. The institute has a policy for appointing qualified teachers according to the norms of the council. Staff members are given financial assistance as a research promotion initiative and also to attend conferences and workshops. Institute also arranges FDP for teaching and non-

teaching staff for their professional development. Annual performance evaluation is done for teaching and non-teaching staff members. All financial planning efforts are handled by the institute's account section. The accounts section sets the budget and makes the provisions for all academic and administrative operations. The management has auditors for statutory auditing and monitoring the financial transactions. The IQAC is functional and its functions are extended to all the stakeholders of the institute in providing support on quality initiatives in a matter related to academics, research, extension activities, and administration.

Institutional Values and Best Practices

The objective of gender equity is to increase faculty and student knowledge of the importance of gender sensitivity in the workplace. Therefore, gender equity is a need that has been felt and acknowledged by everyone at AMCP and has been engaged through a variety of committees. The institute has established an internal complaint cell to address sexual harassment complaints, anti-ragging committee, grievance redressal committee for any complaints from students, and this committee occasionally solicits student feedback. Aiming at the intellectual and social upliftment of female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programs, and other welfare activities. Commemorative days are celebrated on our campus with the cooperation of the administration for awareness and the mark of tradition to promote social harmony and unity among the faculty and students to encourage emotional and religious feelings.

Every year, students from different states, regions, castes, and socioeconomic backgrounds are admitted to the institute through the state admission governing body. The celebration of religious days and festivals teaches unity for diversity. We implemented environmentally friendly practices and undertook the required steps, such as waste management systems, rainwater harvesting, a green campus project, audits, etc. The campus environment is made more beautiful and greener through initiatives like the plastic-free campus, no-vehicle days, and tree planting. A similar strategy is used in society to promote environmental protection. By organizing a variety of cultural programs, and national service programs, the institute is committed to disseminating human values and professional ethics. The Institute has successfully implemented the Mentorship / Counseling of Students and Community Pharmacy Practice. Every year one best community pharmacist award is presented to the Peth Vadgaon Chemist and Druggist Association based on their service and performance towards society. The institute offers distinctiveness in providing the students with the ideal educational atmosphere for their personal and professional growth in the areas of research publications, patents, grants, etc.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ASHOKRAO MANE COLLEGE OF PHARMACY, PETH VADGAON
Address	PETH VADGAON, TAL- HATKANANGALE, DIST- KOLHAPUR,
City	Peth Vadgaon
State	Maharashtra
Pin	416112
Website	www.amcoph.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sachinkumar Vasantrao Patil	0230-2471360	8956411555	-	copbpharm@gmail.com
IQAC / CIQA coordinator	Vipul Malgonda Patil	0230-2471361	9762314337	-	vipulpatil1230@gmail.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 minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	30-01-2023	12	PCI conducts an inspection every year and an extension is provided accordingly

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	PETH VADGAON, TAL-HATKANANGALE, DIST-KOLHAPUR,	Rural	2	6291.4

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2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Undergraduate	48	HSC	English	100	100
PG	MPharm,Postgraduate	24	B. Pharmacy	English	15	15
PG	MPharm,Postgraduate	24	B. Pharmacy	English	15	15
Doctoral (Ph.D)	PhD or DPhil ,Doctoral	60	M. Pharmacy	English	8	5

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	6				12				13			
Recruited	1	0	0	1	0	0	0	0	1	1	0	2
Yet to Recruit	5				12				11			
Sanctioned by the Management/Society or Other Authorized Bodies	6				12				15			
Recruited	5	1	0	6	6	6	0	12	4	11	0	15
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				28
Recruited	19	9	0	28
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	3	5	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	0	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	5	0	4	11	0	26
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	40	0	0	0	40
	Female	59	1	0	0	60
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	11	0	0	0	11
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Diploma	Male	34	0	0	0	34
	Female	26	0	0	0	26
	Others	0	0	0	0	0

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Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	4	2	2	3
	Female	8	5	5	5
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	6	10	6	9
	Female	11	6	8	15
	Others	0	0	0	0
General	Male	31	42	20	23
	Female	30	24	11	37
	Others	0	0	0	0
Others	Male	5	5	16	6
	Female	5	6	18	1
	Others	0	0	0	0
Total		100	100	86	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	AMCP strongly wishes to implement NEP recommendations put forth as per the statutory regulatory authority & launch multidisciplinary programs & interdisciplinary research. The main principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity. As a part of holistic education, our institute organizes value-added programs at different stages of the curriculum giving thoughts on professional skill development. The focus of the implementation of NEP 2020 for overall professional development concerning entrepreneurial skills for the

	student. Students are made aware to participate in community outreach programs like Covid 19 vaccination drives, health check-up camps, save the baby girl (Beti Bachao) rallies & street plays, and blood donation drives, especially in the rural region. Institute is taking care of every step of curricular, co-curricular, and extra-curricular activities to integrate knowledge, skill, and attitude-based learning approaches that help to accomplish the requirements of NEP 2020 on higher education.
2. Academic bank of credits (ABC):	As AMCP is affiliated with Shivaji University, Kolhapur, and approved by the Pharmacy Council of India, New Delhi. SUK has implemented CBCS. The minimum credit points required for the award of any professional degree. These credits are divided into Theory courses, Tutorials, Practical, Practice School, and projects over the tenure of the course.
3. Skill development:	AMCP aims to promote skill-based activities, like practicals, practice school, project work, industrial visits, and training. Additional professional skill and personality development programs through co-curricular activities like conferences, workshops, poster and model presentations, and extra-curricular activities such as cultural events, sports, etc. Institute has signed MOUs with Organizations or Industries for various activities devoted to pharmacy skills, innovation, and entrepreneurship among students to cater to the healthcare system.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The promotion of Indian culture and arts is beneficial not only to the individual but also to the country. Pharmacy is a professional course having English as a medium of instruction. The students opt to study in different states of the country from varied and diverse backgrounds hence it is difficult to focus on one particular regional language. Indian traditional systems of medicine such as Ayurveda, Siddha, and Unani are very well taught under one complete subject branch 'Pharmacognosy' which focuses on all the aspects of Indian traditional terminologies. The overall conduct of the professional course requires it to be in one common language like English.
5. Focus on Outcome based education (OBE):	AMCP has adopted outcome-based education with clearly stated Programme Outcomes, and course outcomes that focus on student-centric teaching-learning methods. OBE promotes the system of

	Outcome Based Education with the objective of quality assurance and relevance of the program in professional discipline. The implementation of OBE in various disciplines creates transparency, precision, flexibility, comparison, participation, and self-development. The Course Outcomes (COs) are prepared, practiced, and assessed during the curriculum and internal and external assessments using Bloom's taxonomy levels. The CO statements are defined by the PCI syllabus. Program Outcomes (POs) and Course Outcomes (COs) for all programs offered by the institution are stated and displayed on the website for access to all stakeholders. The correlation between COs and POs is done through mapping using Correlation levels as 1 (Slight/Low), 2 (Moderate/Medium), 3 (Substantial/High), or – (No correlation). Attainment levels are calculated for each course and compared with PO.
6. Distance education/online education:	Pharmacy is Professional Healthcare Program focussing on knowledge and skill development. Students need to develop their practical (cognitive and motor) and innovative skills working in the laboratory with handling various sophisticated equipment, hence distance education is not recommended or supported.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club has been set up in the College for the academic year 2021-22 onwards.
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?	Yes, as per the direction of Maharashtra State Higher & Technical Education the regulation of curbing the menace of the Electoral Literacy Board was constituted and it includes students' co-ordinator and co-ordinating faculty members. The ELCs are representative of the character.
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	Students participated in voter awareness campaigns: 1. Students participated in a Cycle Rally for voter awareness campaigns organized by Shivaji University Kolhapur under the banner of the National Service Scheme. Our institute also participated with the university & district collector office staff and the program was successfully conducted. 2. NSS

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	volunteers participated in this event at 8.00 am. The route of the rally was from Shivaji University via CSIBER Chawk via Rajarampuri Police Station to Vikram Nagar via NCC Bhavan and Back to Shivaji University.
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.	Voting awareness for the newly admitted First Year B. Pharm students. Students of the institute participated in voter awareness campaigns.
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.	Almost all the students above 18 years are enrolled as voters in the electoral roll. The importance of voting in society was created among the students. The students are made aware to enroll their voting rights and asked to enroll within the ELC's office in their particular place, District.

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
533	497	441	464	475
File Description			**Document**	
Upload Supporting Document			View Document	
Institutional data in prescribed format			View Document	

2 Teachers

2.1

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

Response: 73

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	29	30	27

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
74.45	58.30	84.31	78.50	142.13

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

A. Curriculum Planning:

The Program Committee of Under Graduate (UG) and Post Graduate (PG) plans strictly the implementation of curriculum as per the Shivaji University, Kolhapur (SUK) as well as Pharmacy Council of India (PCI), New Delhi well before the official inception of academic term. The estimation of entire working and teaching days is prepared based on academic calendar of the SUK. Based on this, different academic timetable of the college for UG and PG courses is set. Academic In-charge invites the subject allotment and distribution of weekly work load of the teaching faculty based on the syllabus from the individual head of the departments (HODs). The academic In-charge prepares a class-wise weekly timetable that's confirmed and approved by the principal for implementation from the date of inception. The individual subject teacher prepares a Course Plan and Teaching Plan for theory with the particulars of topics, teaching aids to be applied, and methodology. The inputs from co-curricular and extracurricular committees composed as per the accreditation of regulatory councils and SUK are also attuned with the plans for the curriculum delivery. As the means of enrichment of curriculum, the Academic In-charge makes recommendations for valuation annexed and add-on courses. The principal assigns teacher to each of the elected to add courses, who coordinates, plans for the efficient delivery of these courses.

B. Curriculum Delivery:

The pedagogy is attained through a range of standard and ultramodern techniques of lecture delivery. The teaching-learning methodologies are elected to achieve course outcomes and frame the course more effectively every year. The ICT tools i.e., LCD projectors, smart boards and different software for simulations are utilized as complementary means. The teachers try to update the course materials and assist students with self-learning activities.

C. Curriculum Evaluation:

The institute follows procedures, frequentness and plan of manuscripts for assessment at the internal theory and practical examinations in compliance with the norms of the SUK. As per the instruction given in the syllabus and decision taken by Board of Studies, Shivaji University Kolhapur, two sessional (Internal) examinations are conducted for both Theory and Practical. For Theory Course, on the basis of attendance, performance and involvement in various activities, continuous mode assessment marks are given to the students. Staff Members conducts various academic activities such as quizzes, assignments, open book tests, group discussion, seminars and flipped classroom to give marks of continuous evaluation. For practical courses, continuous mode assessment marks are given to the students on the

basis of practical records, viva voce and attendance. Record of all the mentioned activities is thoroughly documented and duly verified by the various authorities from time to time. All compiled data related with sessional marks, continuous mode marks and SUK Theory and Practical marks are added in VMEdulife Software to assess outcome-based attainment of CO & PO. The institute takes great efforts to frame the overall assessment process more clearly, and unprejudiced and to form a firm base for taking university examinations by the students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 06

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 49.25

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
438	108	441	100	100

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Professional Ethics:

In addition to teaching students academically, the institute is committed to professional ethics. Instilling ethical principles in the production, distribution, and sale of pharmaceuticals and cosmetics, the Pharmaceutical Jurisprudence course covers legal considerations regarding the restriction of the sale of contaminated, fake, and misbranded drugs. For the proper conduct of quality research utilizing ethical standards are provided in the research methodology and application of statistics. Quality assurance upholds moral principles to win and keep the public's trust in the marketed products. An essential component of the program is a communication skills course that ensures communication ethics between patients, healthcare providers, and society are guided by moral obligations and virtues. Pharmaceutical Product Development and Pharmaceutical Regulatory Affairs address legal requirements and chemists' ethical duties with due regard for the general welfare of society. Additional classes that help students learn about professional ethics include Perspective of Quality Control and Quality Assurance in the Pharmaceutical Industry and Employability Skill Development. Institute awards the 'Best Community Pharmacist' to the distinguished and best community pharmacist in association with Chemist Association, Peth Vadgaon. Pharmacist Oath has been displayed in the circulation area and in the annual magazine.

Gender:

Gender equality provides equal chance to realize human rights, support economic, social and cultural

development. For the purpose of advancing gender equality, women's empowerment and gender sensitization, Nirbhaya Pathak organizes a variety of events. In order to raise awareness about gender parity, we organize guest lectures, seminars, or workshops on gender sensitization, anti-ragging, women's welfare on the occasion of International Women's Day. Gender equality teaches both genders that they have equal rights, opportunities and responsibilities which has been reflected in institutes' cultural and sports activities. Few of our women faculty members have received various awards for contributions in a variety of fields by our Sanstha SBMSPM on the occasion of Women's Day. Institute has a greater number of women faculty and girl students.

Human Values:

For effective outcome-based education, content outside of the curriculum is incorporated into a plan that links program outcomes which is basically beneficial for chemists and society and upholds human values. We are planning a variety of guest lectures to highlight the value of the pharmacy profession in the healthcare system and guest sessions to help students understand their obligations as pharmacists to the advancement of society. Human values are also taught in courses like Pharmacy Practice, Social and Preventive Pharmacy, Communication Skills and various extension activities under NSS program. For the rural community, initiatives are taken to raise awareness of cleanliness, hygiene, the use of sanitary pads, and other health-related awareness.

Environment and Sustainability:

One of the objectives of enriching the curriculum is to promote environmental sustainability. We conduct a number of lectures on water conservation and go-green through plantations in order to raise awareness of environmental sustainability among students in the NSS program. The institute also encourages the use of online platforms for academic records, such as VMEdulife Software, in order to reduce the use of paper.

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

1.3.2

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

Response: 36.77

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

Response: 196

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

1.4 Feedback System

1.4.1

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 92.62

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
130	130	109	121	112

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

2021-22	2020-21	2019-20	2018-19	2017-18
130	130	130	130	130

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: 69.57

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
38	36	38	34	30

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
53	50	56	48	46

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.38

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:

These methods focus on the student's active participation and engagement in the learning process, allowing them to gain knowledge and skills through the various student-centric learning methods. The following student-centric methods are used to enhance the teaching-learning process:

1. Experiential Learning: Experiential learning is a method where students learn through direct experience and reflection. This approach allows students to apply theoretical concepts to real-life situations, making the learning process more meaningful and relevant. The institute provides facilities to students, to have experience and learn from it. Industrial Visits are arranged to get the experience of industrial culture and environment and also to learn about the transformation of academic knowledge and skill into industrial perspectives. Industrial training is arranged to have hands-on experience in handling various industrial processes of manufacturing and analysis of drugs. In addition to this study tours at various research labs, medicinal gardens, etc. In the curriculum, students are exposed to perform experiments/practical's in the laboratory to develop practical skills required to meet industry and community needs.

2. Participative Learning: Participative learning involves the active participation of the student in the learning process through group discussions, seminars, and other collaborative activities. This approach encourages students to share their ideas and perspectives, promoting critical thinking and creativity. Institute provides a platform to students for participative learning which builds confidence and a level of understanding in the various activities like Quiz, Group discussions, Flipped Classroom, and Seminars by which students get participated and enhance their knowledge.

3. Problem-solving methods: Problem-solving methodologies involve students working on complex problems or projects that require them to apply their knowledge and skills in a practical context. This approach helps students develop their problem-solving skills and promotes a deeper understanding of the subject matter. To inculcate and enhance problem-solving ability, students are provided with assignments, practice school, and research projects, under the guidance of experts from various domains of pharmaceutical sciences.

4. ICT Learning tools: ICT tools can facilitate these methods by providing a rich and interactive learning environment that promotes critical thinking, creativity, and collaboration. Teachers are encouraged to use ICT tools for effective teaching-learning. Especially use of audio, and visual tools like PowerPoint presentations, YouTube videos, Slideshare, and blogs are being implemented to enhance the learning experience. E-Learning consists of the interaction between students and interactive e-learning platforms, identifying online resources for self-learning like Google form, Google Classroom, Quizzes, VMEdulife Learning management system (LMS) materials, Webinars, sources through CDs and DVDs, Wi-Fi facility to access technical resources such as DELNET, SWAYAM, NPTEL Lectures, and videos, etc. ICT tools such as smartboards, online collaboration platforms (Kahoot, Quizizz), and educational software (ChemSketch, PyRx, Design Expert) can facilitate these methods by providing a rich and interactive learning environment in a fun and engaging way.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	29	30	27

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

2.4.2

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

Response: 19.44

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
07	08	06	04	03

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The institution strictly follows the evaluation process approved by Shivaji University, Kolhapur (SUK). The evaluation weightage is 25-75% for the semester pattern as given by the PCI Syllabus 2016. The institute has taken the following processes for the effective execution of evaluation reforms introduced by the University.

For each theory and practical course, the internal assessment plus continuous mode assessment is considered. The subject teacher evaluates students in a continuous manner by checking their attendance during the relevant semester, engaging them in student-teacher interactions, and having them participate in academic tasks like assignments, open-book tests, and active learning sessions (student seminars, group discussions, quiz, flipped classroom, etc.). There are two sessional exams per semester for each subject with theory and practical components.

End-semester examinations for each theory and practical course are conducted by SUK and assessment is done centrally at the university. Every academic year, in the orientation program for newly admitted students, the head of the examination explains the internal/external assessment mechanism. An academic calendar is prepared which contains the proposed dates of the internal assessment examination. It is communicated to teachers and students at the start of the semester. The timetable and assessment guidelines like marking scheme, question paper pattern, etc. are informed in advance to all faculty members and students. The subject teachers convey the syllabus of the sessional examination to the students in advance. The question papers with answer keys are submitted by the subject in charge in sealed format to the examination department and the concerned question paper envelope is opened in the presence of the junior supervisor 10 min before the examination. The examination coordinator prepares the supervision schedule and accordingly, the conduct of sessional and semester exams is done under strict CCTV surveillance. A separate internal squad is framed to prevent any kind of malpractice for the

smooth and strict conduct of the examination. The internal exam question paper includes descriptive-type questions.

After each internal exam, subject teachers present the graded answer sheets to the students within the allotted time frame and discuss mark distribution and sample answers to affect the nil grievances. In the event that a student has a complaint, the subject instructor promptly addresses it. The faculty calculates the students' internal assessment scores at the conclusion of the semester, verifies them with the students by getting their signatures on the mother register, and then submits the results to the university. In case of end-semester examinations, grievances such as revaluation, change in the name, etc. are addressed promptly by the examination department through the online student and institute portal, .

Bloom's taxonomy is used to frame the questions. The internal exam question papers are aligned with the course outcomes (COs) by the practices of outcome-based education (OBE).

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome Based Education is an approach to education in which decisions about the curriculum, instruction, and assessment are driven by the exit learning outcomes that the students should demonstrate at the end of a program or a course. In outcome-based education, 'product defines processes. It is the opposite of input-based education where the emphasis is on the teaching and the system is happy to accept whatever is the result.

The Course Outcomes (CO's) are defined in accordance with the University curriculum. The CO's for each course from 1st to 8th semester for B. Pharmacy and 1 to 3 semesters for M. Pharmacy discipline are presented with a course coding system: eg., **103T.1 to T.4** is the third course (theory) in the first Semester of the program; and '.1' to '.4' are the outcomes of this course. The correlation between CO's and PO's is established through the process given below:

Step 1: CO's defined by the faculty are mapped with the PO's.

Step 2: For each course, the average value of PO's is obtained.

Step 3: Step 2 is carried out for all the courses in the B. Pharmacy and M. Pharmacy programs.

eg.,

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
BP103T.1	2	1	1	-	2	-	-	2	-	-	3

The mapping of all the courses with PO's in accordance with the procedure followed is summarized and presented, The *Correlation levels 1, 2 or 3, as defined below as 1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High) '--' Indicates there is no correlation.*

For all the cognitive domains of the subjects, the content of the syllabus has been reorganized into relevant Course Objectives (COB's) and Course Outcomes (CO's) according to the Revised Bloom's taxonomy. The course outcomes statements are framed using the words with Bloom's taxonomy level expressing various categories like Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The course outcomes for every subject are described in four points for theory and in three points for practical for all courses by the subject teachers. The Institute has defined the program outcomes (PO's) based on the following graduate attributes: pharmacy knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professional identity, pharmaceutical ethics, communication, pharmacist and society, environment and sustainability, and life-long learning. Course outcomes are prepared by the respective subject faculty and the department Head finally approves the same after discussion with the academic monitoring committee. All the CO's of the subjects are communicated to teachers and students in the following ways: (a) discussion in academic meetings (b) discussion during induction programs (d) discussion in the classroom at the beginning of the course. Along with this, the same is maintained in the course file, and displayed at the prominent places of the colleges, student VMEdulife portal, laboratory manuals, and website.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment Assessment Process:

The assessment of the understanding of the principles involved in each course both in theory and practical components & the attainment of the set course outcomes is done by Internal Assessment (formative assessment weightage 70%) and End semester examination (summative assessment weightage 30%).

Quality/Relevance of data collection

Data collection is done through the scores in written internal examination with question-wise analysis and continuous mode (such as assignments/seminars/open book test/class test/quiz/group discussion/flipped classrooms etc.). The syllabus and the course plans are designed in such a way as to achieve the defined course outcomes and the examinations are designed to check the attainment of course outcomes:

i. **Internal assessment (IA):** Two Internal assessments are conducted every semester and the student's attainment is done per Bloom's level question paper set. The course outcome attainment is taken for the assignments, open book tests, quiz, flipped class, group discussion, seminar etc.

ii. **External assessment (EA):** As per the student's performance in the end-semester examination the attainment is calculated and mapped with the PO's.

The setting of attainment levels:

Step 1: **Setting of CO attainment levels:** The CO attainment levels are set for each course in the final examination as a target. Accordingly, the target levels for CO attainment are set. For attainment level 1: 51-65%, 2:66-80%, and 3:81 & above.

Step 2: **Setting of CO-PO attainment levels:**

POs are statements that describe what the students graduating from any program should be able to do at the time of graduation. The COs thus set are mapped with the POs and the CO-PO matrix is published in the LMS.

Step 3: **Attainment of CO & PO.**

The attainment of COs is taken as the average attainment of all the COs for the course and expressed as CO-IA (threshold set to 50%, module percentage weightage 100%) and percentage weightage level set to 70% of CO attainment through IA. However, the institution is not accessible to the distribution of marks to corresponding COs from end semester examination results, with that as constraint CO-EA (CO attainment through end semester examination) is computed with total score obtained in the final examination and percentage weightage set to the EA as 30%. Together is expressed as the attainment of CO and PO for each course of the particular year.

The OBE process via VMEdulife provides an ICT platform for the,

- Clarity: An explicit statement, of what the educational process aims to achieve, clarifies the curriculum for both students and teachers and provides a focus for teaching and learning.
- Provision of a Framework: Outcome-based education provides a robust framework for the integration of the curriculum.
- Guide for Assessment: The outcomes provide the framework for student examinations.
- Facilitates Curriculum Evaluation: The outcomes provide benchmarks against which the curriculum can be judged

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

2.6.3

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

Response: 95.02

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
135	112	125	123	135

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
137	128	132	123	143

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.92

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 2.33

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
1.1545	0	0.26	0.7986	0.117

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:

Our institution offers a positive environment, supportive resources, and the self-assurance needed to increase students' and teachers' ability for research and creative endeavors. Every inventive activity and extension is focused on the students.

In order to create an ecosystem for innovations, AMCP has constituted an Institutional Innovation and Incubation Cell (IIIC) in Sep. 2022. Under the aegis of IIIC, the institute conducts competitions for presenting innovative research ideas. AMCP also encourages students to participate in competitions like MSME Ideathon and Hackathon Competition to present their innovative ideas and get trained further in commercializing them. AMCP organizes Expert Speech by Innovators, Field Visits for Problem identification, and celebrates National Energy Conservation Day celebration, and National Pollution Day Control. Institute provides financial Support for the teachers for attending various Conferences, Seminars, and workshops.

AMCP has organized a conference on IPR and various guest lecturers for sensitizing the students and faculty towards securing and leveraging intellectual property. This has motivated faculty and students to jointly file patents involving their innovative research. To enhance students' knowledge, the institute organizes refresher courses, technical workshops, guest lecturers, and seminars for students, and research scholars featuring renowned experts from academia and industry. Additionally, the college organizes study tours and industrial visits to help students learn about their respective fields. Institute has received funding assistance from MIC/AICTE on reimbursement mode funding for Patent through KAPILA Scheme.

Additionally, the institute offers travel assistance for faculty attending technical seminars and workshops across India and abroad. Institute appreciates teachers for their achievements in the form of trophies and certificates.

The institute has subscribed to e-journals from DELNET, hard copy national and international journals, reference books, e-books, and other online resources for continual knowledge upgradation to match students' frequency for the latest results in the pharmacy sector. Students are trained properly for literature surveys through e-journals, the internet, books, etc. in order to help them in their project research work. The library is equipped with modern technologies like ILMS. This is helpful for the creation and transfer of knowledge. Classrooms are equipped with modern e-learning tools like Smartboards, and LCD projectors so that they are exposed to recent teaching-learning methodologies.

A variety of competitions like poster and model presentations, essay writing, debate, and quiz competition, are organized to bring out the hidden potential of students. Institute has a well-equipped pilot plant scale-up for the simulation of the tablet manufacturing process and also have a sophisticated central instrumentation and Computer-assisted Drug Design (CADD) facility used by the student and faculty to generate consultancy and publish research papers and patents.

At AMCP we have CPCSEA approved animal house facility, which is used to conduct various pharmacological activities to support the research activities. Institute has an amazing medicinal plant garden. The garden maintains a live collection of over 40 species of different medicinal and aromatic plants which contains herbs, shrubs, and trees. It supplies crude material as well as fresh plant specimens for experimentation and research in herbal medicines to support 'treatment using nature.'

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

3.2.2

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

Response: 40

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
13	03	15	05	04

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.88

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
12	26	13	09	04

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

3.3.2

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

Response: 0.7

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
24	07	10	09	01

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

3.4 Extension Activities

3.4.1

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

Response:

Ashokrao Mane College of Pharmacy, Peth Vadgaoncomprises National Service Scheme(NSS) unit approved and affiliated with Shivaji University, Kolhapur. The overall objective of our units is to understand and identify the neighborhood community needs and resolve the same to uplift the community. It is a student-centered program in which NSS volunteers serve in close collaboration with various government bodies and non-government organizations to uplift the deprived local community.

NSS is a programme run by the Ministry of Youth Affairs & Sports of the Government of India. "Not Me, But You" is the National Service Scheme's motto. This embodies democratic living in its purest form and upholds the value of unselfish service, respect for another person's viewpoint, and compassion for other people. It emphasizes how a person's welfare ultimately depends on the welfare of society as a

whole.

NSS volunteers are first permitted to participate in projects carried out for the benefit of community. Such initiatives include the advancement of health care, AIDS awareness campaigns, blood donation drives, health fairs, vaccination drives, National Yoga Day, Hutatma Day, Environmental Day, Energy Conversation Day, Women's Day, and Jayanti's of various national leaders, including Dr. Babasaheb Ambedkar, Mahatma Gandhiji, Ch. Shivaji Maharaj, Ch. Sambhaji Maharaj, andMahatma Phule.

As part of its community service, this unit organizes free health check-up campaigns like blood group, blood sugar, hemoglobin, blood pressure, cataract eye checkup, alcohol, and tobacco awareness programmes, etc. in the neighboring villages of Padli, Ambapwadi, Nilewadi, and Talsande. We have also taken a polio vaccination drive at the PHC Centre in PethVadgaon.

Special camps offered by NSS –Our NSS units adopt a local community and regularly travel to rural areas for a week to create a positive environment and support the personal growth of those less fortunate. It enables the students to interact with the community and comprehend their needs for a way of life, enabling them to solve issues unique to the rural area.

Rural Initiatives Rallies to raise awareness of communicable diseases, GramSwachataabhiyan, Plastic Mukti, cleaning and sanitization of schools, roads, temples and gram panchayats, blood donation camps, nutrition, hygiene, sanitary care, literacy and crop protection, and ManuskichiBhint (Wall of Humanity) - the collection and distribution of clothing to needy people, the underprivileged, and orphans in society - are a few examples of rural projects. Street plays on the theme of 'Beti Bachao-Beti Padhao' to bring awareness for the female child and promote education in rural areas. In historical places like Panhala and Pawangad forts, the cleanliness drive was initiated to preserve the natural sanctity under the Azadi Ka Amrut Mahotsav. Institute has conducted the voting awareness bicycle rally in the various streets of Kolhapur city and awareness was created among the newly admitted students of B. Pharm. to enroll themselves in the electoral list.

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

3.4.2

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

Response:

AMCP has been actively involved in various social activities and drives. The college has an active NSS unit which independently and in collaboration with various other local bodies and NGOs is conducting extension activities for the betterment of people. Through these activities, we intend to do our bit for society. Our sincere efforts and dedication to social work have received a lot of gratitude.

In the year 2017-18, AMCP carried out a number of social activities like a cleanliness drive, tree plantation, and health check-up camp for rural citizens and school children at Padli, Tal-Hatkanangale. The Gram panchayat of the village duly acknowledged the work and contribution of the students and faculty by presenting a letter of appreciation.

In the year 2018-19, at Talsande, Tal- Hatkanangale AMCP NSS Unit has undertaken a clean village movement, rally on save girl child, and street play on dowry prohibition. On account of its contribution to the community of Talsande village, the Grampanchayat has presented the appreciation letter.

In 2019-20, Nilewadi, Tal- Hatkanangale was a profound and deep impact on the lives of local people due to the flood. The village was completely marooned by the incessant rainfalls which caused heavy damage. Our NSS students contributed to society through medical check-up camps, cleanliness drives, awareness for Dengue and other viral diseases, invited talks on nutritional facts and values. The Grampanchayat expressed their thanks by giving a gratitude letter. Pulse Polio Vaccination Drive was organized by the local municipal corporations BY Hospital, Peth Vadgaon. Our students have been actively taking part in the vaccination program conducted by B.Y. Hospital. The student volunteers also ensure that no child has missed the vaccine dose by going door to door. The honest and ardent efforts of the students are appreciated by Hospital in the form of appreciation letter.

During COVID pandemic, everyone strived hard for making sure that sick people get proper care they need and do not infect others. Being a pharmacy institution AMCP has prepared and distributed the hand sanitizers to MSRTC, Kolhapur Division, Social Welfare Department Kolhapur, All Religious Senior Citizen Organization, Peth Vadgaon, and other organizations in Peth Vadgaon. Our faculty and students during the pandemic compassionately served in the distribution of the same. Our faculty Mr. A. P. Jadhav has received meritorious service and participation in the prevention of COVID-19 from the Group of Media.

Vadgaon Municipal Council has awarded the institute as a 'Championship of Cleanliness' and ranked first prize in open category for Clean College Campus survey in 2021. We at AMCP have participated in blood donation camps and appreciated for the same in 2019-20, 2021-22.

Ambapwadi Grampanchayat, Tal-Hatkanangale has given special appreciation to our institute for cleanliness, plastic-free drive, medical check-up, blood donation camp, clothing to the needy, street play on '*Save Girl Child'*, awareness on health and importance of yoga, exercising '*Swacch Bharat Abhiyan'*. AMCP has received appreciation letter from Social Justice and Special Assistance Department, Kolhapur, Maharashtra, for participation in Constitution Day.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums

*including NSS/NCC with involvement of community during the last five years***.**

Response: 81

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
25	17	18	13	08

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

3.5 Collaboration

3.5.1

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

Response: 25

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Ashokrao Mane College of Pharmacy, Peth Vadgaon (AMCP) offers four years UG course in pharmacy and a two-year PG course in Pharmaceutics & Pharmaceutical Quality Assurance affiliated to Shivaji University, Kolhapur approved by PCI, New Delhi. The institute has maintained high standards for infrastructure to match the needs of industry and regulatory authorities. A well-planned, four-storied building of the pharmacy institute houses classrooms, tutorial rooms, and all required departmental laboratories with a built-up area of 6291 Sq.M.

Classrooms:

Classrooms are stepped, spacious, and well-ventilated with windows and fans, illuminated with LED tube lights, comfortable benches, and whiteboards/smartboards. Classrooms are well equipped with the advanced tools necessary for teaching learning like, Wi-Fi facility, and LCD projector. Classrooms are equipped with CCTV cameras.

Laboratories:

An adequate number of laboratories as per norms are provided for regular curriculums and research activities. They are well-equipped with sufficient glassware, equipment, etc. to meet the practical requirements.

Central Instrumentation Facilities:

AMCP has air-conditioned central instrumentation facilities with sophisticated instruments.

Machine Room:

Machine Room has a setup of the machines required for a unit industrial process such as tablet processing which includes weighing and granulation, drying, compression, coating, and in-process quality control equipment.

Animal House:

There is a well-equipped CPCSEA-registered animal house. There is a separate facility for feed, husk, water supply, and animal experimentation.

Medicinal Plant Garden:

AMCP has a medicinal plant garden named '*Sanjeevani*' where, plants, herbs, and shrubs of different medicinal species are planted.

Drug Museum:

The pharmaceutical museum contains a show-casing of various pharmaceutical dosage forms with marketed brands for the simulation study available. Museum of Pharmacognostic Crude Drugs with real samples is made available.

Sports:

The institution provides ample opportunities for students to participate in all indoor and outdoor sports activities. The institution provides facilities for playing and practicing various outdoor games like volleyball, throwball, cricket, kho-kho, etc. The institution promotes the students to take active participation in Intra & Inter-Collegiate and University tournaments.

Auditorium & Cultural Activities:

The auditorium hall is available on campus with a 250-300 seating capacity equipped with a PA system. The auditorium hall uses to conduct cultural as well as scientific events. Students participate in various cultural events like Fresher's Welcome Ceremony and Annual Day. For the overall development of the student, the institution organizes various events like mehendi, rangoli, sketch, photography competitions, traditional day, cultural events, singing, and many more.

Gymnasium and Yoga facilities:

A well-equipped open gymnasium with various types of equipment is available on campus for students and staff. Yoga facilities are also provided on the campus. Institute also celebrates world yoga day to generate awareness among the students and staff.

Apart from these facilities, AMCP has well-furnished administrative facilities such as an office, board room, principal chamber, TPO, alumni section, exam control office, strong room, etc., and amenities like seminar hall, housekeeping/maintenance, toilet blocks for gents and ladies, etc.

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

4.1.2

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

Response: 38.47

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
47.91431	24.77651	29.17551	36.38094	30.12

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is fully automated using Vidyasagar V4.0 Library Management Software. The library has the facilities for issue-return of books and maintaining records of books in the 'Vidyasagar' software and OPAC (Online Public Access Catalogue) which is used by students & faculty to search books by title/ author name etc.

Total Area: 156 Sqm

Total Reading Room Seating Capacity: 84

Working Hours: Monday to Saturday from 9.00 a.m to 5.30 p.m.

Layout   of   the   Library:

The library has a separate stack and reading area for the faculty and students. It has a separate digital section, periodical, and magazine section, and archival to the history of the institution (in the form of photographs).

Details of library contents:

Sr. No.	Particulars	Numbers
1	Books	Volumes- 10561 and Titles 1426
2	E-Books	565
3	Non-print books (CD)	26
4	Hard copy Journals	24 (National-19 & International-05)
5	Thesis (M. Pharm & Ph.D.)	185
7	E-Journal	• DELNET - 389 journals • Institute has a membership of National Digital Library – 1,58,33,200 items hosted in *NDL*

Official Standard Reference Books: Indian Pharmacopoeia, British Pharmacopoeia, United States Pharmacopoeia, Remington's The Science and Practice of Pharmacy, Merck Index, Martindale- The Extra Pharmacopoeia, Stockley's Drug Interactions.

Question Bank: The question papers of university examinations are compiled year-wise and available in the library for reference to faculty and students.

ILMS Details*:*

All the work related to issue and return has been computerized through *'Easy and Useful'* by Vidyasagar (Version 4.0) implemented in July 2019. All books are laser bar-coded. *Vidyasagar* is a totally integrated software package encompassing all aspects of library management. The web and android version covers all areas within the preview of the *Vidyasagar* for efficient information management and at the same time provides a precious tool at their fingertips. The various modules of *Easy and Useful* are cataloging, barcode-enabled issue /return, OPAC (Online Public Access Catalogue), and many more.

Subscription to e-resources:

E-Journals: DELNET (Developing library network) is entitled to all benefits & privileges pertaining to annual membership, 389 pharmacy national & international journals are available in full text to download.

E-Books & E-Thesis: DELNET also includes full-text E-Books, E-Thesis, autobiographies, biographies, medical books & archival material which are accessible, readable & downloadable.

E-Newspaper: DELNET hosts free E-Newspapers like Times of India, Lokmat Times, Loksatta, Sakal, Pudhari, etc.

Online Databases in DELNET: National Portal of India, MEDLINE, US Patent, Cambridge Dictionary Online, Sanskrit E-resources & other databases of NLM, etc. are accessible on the DELNET.

Other Online Databases: Our library has a membership of NDL (National Digital Library) & also Shodhganga and Shodhgangotri free access.

Amount spent on library books and journals: The total amount spent on the library to date is Rs. 46.20 lakhs including books, hard-copy journals, and e-journals, etc.

Usages of library: All staff & students daily use library facilities like e-library, reading room, books, rare books, e-resources, journals (current & bound volumes), thesis, newspapers, etc. A separate register for daily usage is maintained for staff and students.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college has a computer & language laboratory with sufficient numbers of computers (the ratio prescribed by PCI is 1:10) with LAN facility and internet connectivity. Antivirus is installed on the computers to prevent, detect and remove malware. The digital library is equipped with computers connected to the internet for the use of e-books and access to e-journals subscribed like DELNET, National Digital Library, and e-content resources like SWAYAM, NPTEL, etc. The classrooms and seminar halls are having the facility of LAN and Wi-Fi for the use of Smart Boards and ICT-enabled teaching.

The campus is Wi-Fi enabled which is updated regularly to meet the current requirement. Faculty members are provided with computers connected to the internet for updating their knowledge and skills. The central instrumentation laboratory is equipped with computers connected to sophisticated instruments such as HPLC, UV, and IR with an internet facility for updating software. 'VMEdulife' a learning content management system is used by the institute for administrative and academic purposes. The Information Technology department is responsible for the network administration of college computer systems. One full-time faculty is appointed by the institute for the maintenance and day-to-day

IT facilities of the institute. The institute website *https://www.amcoph.org/* is managed by the central office and regular updates about the various activities carried out by the institute are uploaded on it which serves as an informative center for the stakeholders.

The bandwidth of the internet connection in the Institution: **Upto 200 MBPS**

List of IT facilities updated:

Sr. No.	IT Facility	Nature of Updation	Date of Updation
01	Broadband Internet	200 Mbps	June 2020
02	Microsoft Office	Microsoft 365/Pro Plus 2021	August 2022
03	Computer Configuration (Latest Added)	Intel(R) Core(TM) i3/i5	August 2022
04	Smart boards	02	December 2022
05	LCD Projector	Installed in all classrooms	September 2015
06	Printers (08)	Added more printers	May 2023 (Latest Added)

- Camera surveillance systems are active throughout the campus. The IT cell maintains all aspects of about computers and accessories in-house by utilizing skilled manpower.

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

4.3.2

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

Response: 8.2

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

Response: 65

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 46.18

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
26.32	33.53	55.14	42.12	45.02

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 69.38

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
366	329	319	325	333

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

5.1.2

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

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

Response: A. All of the above

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

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: 66.18

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
317	449	350	362	117

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 79.55

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
89	97	98	110	104

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
135	112	120	124	135

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

5.2.2

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

Response: 36.72

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
20	11	8	8	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
07	00	01	10	04

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: 11.2

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
20	00	11	13	12

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of AMCP is registered on 14 February 2019 under the Societies Registration Act 1860 (XXI of 1860) with Registration Number Kolhapur/0000062/2019.

AMCP aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and enable the institute to add value to all its stakeholders.

The main objective is to enroll all alumni as members of the association and facilitate active participation in appropriate activities, events, and initiatives of the Institute. The alumni meet program is arranged by the alumni association and supported by the management where the alumni from different branches are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world. This paves an opportunity for the alumni to meet other alumni and cherish their past experiences. The Alumni Association provides an avenue for sharing their intellectual, career, and professional experience not only with the teachers but also with the present students. The alumni association has also contributed in various possible ways. The Alumni Association of AMCP is a very actively working organization and routinely they arrange meetings with the authorities and alumni committee of the institute.

Contribution of the Alumni:

Alumni Talk Webinar/Seminar: The alumni association helps in holding interactive sessions to motivate current students about employability and educational opportunities abroad. The sessions from alumni members are helpful to students concerning their skills and also helpful for employability. The industrial scenario and needs of industry and its exposure are shared with students.

Faculty: Few alumni are appointed to faculty positions and presently more than 20% of regular faculty members are alumni of this institute.

Industry connects: Alumni help in establishing MoUs with industries. The alumni those who are entrepreneurs share industrial visits with the students and provide inputs on how to start a new venture to turn them into job providers. The Alumni extend their support for student internships.

Placements/ References: The alumni network of a college is one of the biggest sources of placement opportunities for students. Alumni can help students in referring to companies and get placed at their

respective companies. Alumni are members of EDC, IIIC, CDC, and IQAC they provide inputs for imparting quality systems adaptive to recent trends and requirements of the industry.

Networking Platform: Assistance to faculty and students in their research by providing relevant gift drug samples required for the project.

Industry Visit: Alumni members also assist the college with industrial visits of current students with their references and also, and they physically engage during the tour to interact with students.

Donation: Alumni association also gives profound gratitude towards the college by donating smart boards, books, gift drug samples for research work, prizes to the GPAT qualifiers, financial assistance to school-level needy learners, and children with special needs, etc.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

- Empowerment of the nation with knowledgeable pharmacists for healthy India

Mission

- To provide pharmaceutical education par excellence
- To promote community, institutional, and industrial pharmacy
- To foster and disseminate productive research in a new and emerging area
- To generate human resources in the profession of pharmacy

To effectively implement and accomplish the vision and mission administration has set an advancing participatory framework involving the coordinator of all undertakings followed by the Principal, IQAC, CDC, and other committees. The vision, mission, and PEOs are published at prominent places; like the college website, the entrance of college premises, students' common room, classrooms, etc.; the cover page of the mentorship booklet, practical records, AMCP bulletin, and magazine, etc. The administration is student-centric; this is reflected in the pyramidal association structure.

The institution practices decentralization and participative management:

The institute has faith in decentralization and the following practice of decentralization exists in the institution.

- The principal gives the administrative and academic power to the Head of the Departments for the smooth working of the department and effective teaching.
- Academic calendar is prepared by the academic in charge according to Shivaji University calendar of events for regularization of theory and practical classes.
- According to time table the course file is prepared by the concerned subject teacher and checked by the Head of Department.
- Monthly monitoring of classes is done and recorded in departmental activity for the syllabus progression to provide smooth academic functioning.
- For practical subject regular journal checking and periodical viva-voce is conducted.
- In the case of practice school and project work, 05 different modules were prepared and their allotment is done based on students' choice.
- Monitoring and planning of laboratory infrastructure requirements are done at the HOD level.

- College Development Committee (CDC) has been constituted as per the directives of the Maharashtra Public Universities Act, 2016. The CDC works for the comprehensive development plan of the college, to encourage and strengthen research culture, consultancy, and extension activities in the institute; to prepare the annual financial estimates (budget) and financial statements of the institution, annual events in the college, *viz.* sports events, annual day, cultural events, *etc.* also to discuss the reports of the IQAC and make suitable recommendations and appropriate steps to be taken regarding the discipline, safety, and security issues of the college.
- Program committee (B. Pharm. and M. Pharm. as per PCI) is actively involved in planning, guiding, and monitoring the Quality Assurance (QA) and Quality Enhancement (QE) activities of the college.
- RTI Act and it's functioning: It consists of various committees like the Academic and planning committee, Admission Cell, SC Committee, Minority and OBC Committee, Examination, Research and Development Committee, Training and Placement Cell, Grievance and redressal committee, etc.
- Internal Quality Assurance Cell (IQAC) periodically verifies the quality of the delivery process through regular audits of outcome-based education and continuously monitors academic activities through college monthly meetings.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institute has developed a well-structured organization for smooth and efficient functioning. The college has constituted governing body according to the guidelines of the apex and affiliating bodies. The Local Managing Committee is established according to the Maharashtra University Act. The principal is accountable for the overall improvement of academic and authoritative advancement of the college and is bolstered by the secretary, account official, and other administrative staff. Heads of the departments are responsible for in general working and smooth functioning of the corresponding departments. The academic and administrative bodies meet at regular interims and the minutes of meetings are archived. The institute has constituted different committees as per regulatory guidelines to ensure the safety and welfare of staff and students.

The Organization Structure and Functions:

- Board of Management, the apex body of the institution
- The Administrative Council comprises the Chairman, Directors, Secretary, and Principal.
- The principal is the head of the institution and is responsible for administrative, academic activities.

The college has an academic planning committee, administrative committees, Regulatory and affiliation committees, and Curricular and Co-curricular committees for the effective and efficient running of the institution. The holistic development of the students is possible by the presence of student representatives.

The college promotes a culture of participative management in the help of following ways

- Faculty appointments are done on a full-time and regular basis as per the PCI and SUK norms.
- Service books are properly maintained and updated at regular intervals.
- Governing Council and College Development Committees are for critical decision-making.
- The college has a well-defined leave policy for employees with earned leaves, medical leaves, casual leaves, maternity leaves, and study leaves.
- These committees consist of top management, principal, faculty and non-teaching staff, members of industry, and DTE & SUK Nominee as per the guidelines of the regulatory body.
- Thus, the functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, and service rules.

Appointment and Service Rules:

The institute has well-defined procedures and policies for recruitment and promotion. For the staff qualifications for recruitment, the promotion policies and the appraisal methods are well defined in the policy document. Manpower planning is carried out every year by considering the sanctioned posts. The three levels in academic recruitment are Assistant Professor, Associate Professor, and Professor. The non-teaching staff has five different levels and selection to each level is based on the qualification required and the performance appraisal

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

6.2.2

Institution implements e-governance in its operations

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

4.Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has various bodies/cells/committees with required members, meetings of all the bodies are regularly conducted and recorded in the proceeding books and action-taken reports are generated and maintained. The recommendations done in the Committee's meetings are considered by the Academic committee where decisions are taken and forwarded to the IQAC for final resolutions. Some major decisions taken by the IQAC and its final implementation in the previous and present academic year are based on participative mechanisms of academic and administrative activities.

The welfare schemes available for staff include

1. Provident Fund and Gratuity scheme.
2. Maternity leave
3. Medical leave
4. Study leaves
5. Salary advances
6. Promotion Policies
7. General Insurance of staff
8. Cooperative society for staff
9. Regular Health checkups of staff

Performance Appraisal System for teachTeachingnon-teaching staff:

The college has a transparent performance appraisal system for both teaching and non-teaching staff. The appraisal is conducted at the end of every academic year. Students' feedback is collected twice a year at the end of each semester. Also, office orders for portfolios to be handled are given to every teaching staff member at the commencement of the year, and a report of the same is submitted by them at the end of the year. Job responsibilities of non-teaching staff are also defined. Based on students' feedback and completion of assigned work, appraisals followed by personal meetings; decisions regarding their annual increment, promotions, and confirmation for permanent employment are taken and conveyed accordingly.

The teaching and non-teaching staff give a review of the tasks completed in the previous academic year using 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 comprehensive information about;

- Teaching learning information which includes theory and practicals taken, examination duties
- Co-curricular and extracurricular and professional development activities.
- Research, Grants, Publications, and academic contributions
- Official Conduct
- Any other information

For non-teaching staff appraisal parameters include

- Responsibility handled
- Appreciation letter / Honor received
- No. of Workshop/seminar/ administrative training attended
- Details of the work undertaken in College Committees
- General performance assessment by HODs

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

6.3.2

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

Response: 15.28

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
00	00	05	09	08

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

6.3.3

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

Response: 22.84

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
12	16	14	13	11

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
31	28	29	30	27

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The college conducts internal as well as external financial audits regularly. Internal financial audit of the college is carried out by a committee appointed annually under the leadership of the Principal; the Office superintendent and Accountant are the members of the committee. The trial balance sheet and income expenditure of the college is prepared followed by the annual audit which is carried out by the statutory auditor. As per regulations of statutory bodies the trust is registered under the Bombay public trust act, thus the consolidated audited statement is thereafter submitted to the Charity Commissioner, Income Tax Commissioner, and Shikshan Shulk Samitee.

External academic, administrative, and financial audits are regularly conducted during inspections by regulatory agencies such as Shivaji University, Kolhapur; Pharmacy Council of India, Directorate of Technical Education Maharashtra State. Further, all financial aspects of the social welfare scholarships are audited by the Social Welfare Office of the Government of Maharashtra.

Mobilization of Resources for Fund Allocation:

The college allocates the available resources based on the projected requirements, keeping curricular and beyond curricular activities, R & D, library, transport, and maintenance. The principal and head of the department ensure that the allotted budget is spent as per their plans. The institution has the following mechanism to monitor the effective and efficient use of financial resources as per the norms of the Government and University:

    1. Institute's detailed Budget.

2. Institutional receipts (tuition fee, development fee.) are appropriately placed and utilized for students' benefit such as laboratory, sports, i-cards, etc. This whole procedure is supervised by the accounting staff as well as the principal.

3. The finances in the form of funds received from different agencies like AICTE & SERB, etc. are deposited in bank accounts opened for the said purpose only. These funds are appropriately utilized for the purpose for which it was sanctioned.

4. The funds received from Shivaji University, Kolhapur is deposited in the college principal's account and the cheque for the sanctioned amount is given to the coordinator, the expenditure is audited by a chartered accountant and a report of the same is submitted to the university.

5. Funds are specialty sanctioned to purchase non-recurring items for laboratory and construction as well as maintenance of buildings using method like Inviting Quotations, Preparing comparative statements, Negotiating with suppliers, Purchase of goods.

6. This system is scrupulously monitored by various committees.

The financial audits were done by the registered charted accountant Mr. D. S. Patil & Co. (For F.Y. 2017-18 to 2019-20) and Mr. Dipak D. Pore & Associates (For F.Y. 2020-21 to 2021-22).

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The institute has an Internal Quality Assessment Cell (IQAC) constituted in the year 2017. The role and function of IQAC are stated with the primary objective to have consistent quality with regard to academic and administrative performance. IQAC continuously strives hard to maintain high academic standards and effective governance to create an atmosphere conducive to academic excellence.

IQAC Initiatives:

- **Academic activities:** The academic activities for the academic year are adopted set by the PCI. The workload is regularly prepared for the odd semester and even semester; accordingly, the timetable is prepared for the smooth conduct of theory and practical classes. The theory and practical classes are monitored during the monthly staff meetings. The internal assessment is conducted per the academic calendar and OBE attainment is calculated. At the end of the

semester exam, the performance of the students is checked. The feedback from all stakeholders in terms of its relevance and appropriateness enhances the learning effectiveness.

- **Academic conduct of value-added courses:** The holistic development of students is the main purpose of curriculum for dynamic and updated curricular inputs identifying the curriculum gaps the value-added courses and activities are directly linked with students' study to sensitizing them cross-cutting issues relevant to the environment and sustainability, human values and professional ethics, development of creative and divergent competencies.

- **Research, innovations, and mobilization of funds**: The policies, practices, and outcomes of the institution, with reference to research, and innovations. It deals with the facilities provided and efforts made by the institution to promote a 'research culture' in order to undertake research projects useful to society.

- **Extension activities:** Serving the community through extension activities as a social responsibility.

- **Physical infrastructure & library facilities:** The growth of infrastructure keeps pace with the academic developments in the institution. Adequate infrastructure facilities are key for the effective and efficient conduct of educational programs. The other supportive facilities on the campus are developed to contribute to the effective ambiance for curricular, extracurricular, and administrative activities. The library findings in terms of books, journals, and digital means such as the use of e-journals and books and utilizing them are the quality signs of an academic institution.

- **Career guidance, training, and placements for students:** The concern for student progression to higher studies, employment, and /or qualifying for state/national/international level exams or competition should be identified as a priority issue of the institution.

- **Co-curricular/extracurricular activities:** Students participate in co-curricular/extracurricular activities and achieve awards by the students in social, cultural, and sports activities. Encouraging students' participation in activities facilitates the development of various skills and competencies and fosters holistic development.

- **Participation and conduct of faculty development programs:** The teacher's efforts are made to upgrade the professional competence and mechanisms evolved for regular performance appraisal.

- **Best practices & maintaining the guidelines and parameters of NAAC.**

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

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**

4. **Participation in NIRF and other recognized rankings**
5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The idea of gender equity acknowledges that men and women have distinct needs and levels of power and that these differences should be recognized and taken into account to alleviate gender disparities. The goal of gender equality is to educate people on the distinctions between sex and gender, social construction, and stereotypes of gender. The objective of gender equity is to increase faculty and student knowledge of the importance of gender sensitivity in the workplace. Therefore, gender equity is a need that has been felt and acknowledged by everyone at AMCP and has been engaged through a variety of committees.

Institute established a Grievance Redressal Committee for any complaints from students, and this committee occasionally solicits student feedback. As a mentor to help the girls with their problems, the female assistant teacher is also present. The institute also established an anti-ragging committee for ensuring campus safety. The institute has also established an internal complaint cell to address sexual harassment complaints, develop positive relationships with the opposite gender, deliver quick justice, and raise awareness of gender justice in the academic and non-academic communities. Aiming at the intellectual and social upliftment of female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programs, and other welfare activities.

By choosing them for the positions of class representative and ladies' representative, respectively, the institute provides equal opportunities for male and female students in the classroom. Institute gives equal opportunities to male and female faculties in academics by selecting them for the position on different committees. Both male and female students have access to the common rooms, which they can use for relaxation during break times and refreshment during other activities. Female students are given access to more facilities including security cameras, and security guards at a hostel. To ensure the safety of women, the institute works by organizing various events, guest lectures, and seminars in colleges about gender equity, gender sensitization, and stress management. Commemorative days are celebrated on our campus with the cooperation of the administration for awareness and the mark of tradition to promote social harmony and unity among the faculty and students to encourage emotional and religious feelings. The different events celebrated are,

Sr. No.	Name of event	Date of event
1	National Voters Day	25th Jan
2	Republic Day	26th Jan
3	Chhatrapati Shivaji Maharaj Jayanti	19th Feb

4	International Women's Day	8th March
5	World Tuberculosis Day	24th March
6	Mahatma Jotiba Phule Jayanti	11th April
7	Dr. Babasaheb Ambedkar Jayanti	14th April
8	World Malaria Day	25th April
9	Chhatrapati Shahu Maharaj Punyatithi	6th May
10	Chhatrapati Sambhaji Maharaj Jayanti	26th May
11	World Environment Day	5th Jun
12	Swarajya Day	6th Jun
13	International Yoga Day	21st Jun
14	Independence Day	15th Aug
15	World Pharmacist Day	25th Sept
16	World Heart Day	29th Sept
17	Mahatma Gandhi Jayanti	2nd Oct
18	Constitution Day	26th Nov
19	Dusshera	-
20	Diwali	-
21	World Aids Day	1st Dec

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

7.1.2

The Institution has facilities and initiatives for

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

Response: C. 2 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Every year, students from different states, regions, castes, and socioeconomic backgrounds are admitted to the institute through the state admission governing body. Students from many towns, regions, and cultures join together to form a group that has a great deal of potential to become future leaders in the pharmacy fraternity. The celebration of religious days and festivals teaches everyone to show their admiration and regard for one another.

Regional and Linguistic Activities: To increase public awareness of India's national and regional languages as well as the cultures associated with each of them, celebrations such as Marathi Rajbhasha Diwas, Traditional days, cultural events, Gudi- Padava and Pongal celebrations done to raise awareness of Indian national and regional languages as well as the culture that is linked with each of those languages.

Religious Activities: Chhatrapati Shivaji Maharaj Jayanti, Mahatma Jotiba Phule Jayanti, Chhatrapati Sambhaji Maharaj Jayanti, etc.

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

1. Right to Equality: The government shall not deny to any person in India equality before the law or the equal protection of the laws.

2. Right to Freedom: The right to freedom generates liberty of expression and speech, association, assembly or cooperatives, movement, right to practice any occupation or profession, right to liberty and life, protection, and offenses against detention and arrest in many cases.

3. Right against Exploitation: It includes the dignity and freedom of a person and prohibits all forms of forced labour, child labour, and human trafficking.

4. Right to Freedom of Religion: The right to freedom gives citizens basic freedom of speech and expression, form associations, freedom of personal liberty, freedom to live a life of dignity, etc.

5. Right to Life: No person shall be deprived of his life or personal liberty except according to procedure established by law.

6. Cultural and Educational Rights: It provides individuals with the right of protecting their cultural heritage. It provides the rights to all individuals to be able to establish their institutions or can take admission to any of the state-run institutions.

7. Right to constitutional remedies: A person can move to the Supreme Court if he/she wants to get their fundamental rights protected.

8. Right to privacy: No one shall be subjected to arbitrary interference with his privacy, family, home, or correspondence, nor to attack upon his honor and reputation.

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

Communal and Socio-Economic Activities:

Numerous NSS initiatives are addressed, including health check-up camps; awareness rallies on social issues, Fruits donations to Karunalay Balgruh Shiroli and clothes donations to Mauli Ashram Kodoli, Covid vaccinations, Polio vaccination etc are addressed.

We follow the Employee Service Rule and the Student Code of Conduct as part of our professional ethics.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE NO. 1

1. Title of the practice: MENTOR MENTEE SYSTEM (MENTORING)

2. Objectives of the practice: Mentor-Mentee System was implemented in the institute, with a vision to advance the educational and personal growth of students. The Institute adopted a practice to counsel and monitor the progress of the mentee in every aspect related to curricular and co-curricular activities.

1. To continuously counsel and monitor the academic performance of students including their attendance and performance in examinations.

2. To identify and resolve personal and health-related issues by discussing them with their parents.

3. To establish a relationship of trust.

4. To share my own relevant experiences.

3. The context: The students are allotted to each mentor as a mentor teacher at the beginning of the first semester and mentors remain associated with students up to the final year. All mentors are guiding

mentees at various levels like induction of institute, ethics, values, and career opportunities. When mentees get admitted to the program, they take time to get acquainted with the new environment, syllabus, examination pattern, etc. Once the students get acclimatized with the program, the mentor's role now shifts to guidance for achieving excellence. During the course, mentors guide the students to prepare for various competitive exams and groom students for developing their personalities. The mentor counsels students regarding health and fitness-related issues and is always there to take care of students. The Parents meet the Mentor teacher during the Parent- Teacher Interaction.

4. The practice: It is necessary to monitor attendance and take the required steps to achieve success in examinations. Mentor always works to increase the trust and confidence among mentee and parents. For each mentor, 15-20 mentees are allocated. The duties of mentors:

i. Mentors should give confidence to students through their cooperative, kind behavior so that students can freely discuss their problems.

 ii. Conduct regular meetings, monitor performance and attendance, identify difficulties, and suggest remedies.

 iii. During the interaction, if any genuine problems like General stress, Lack of self-confidence parental separations Loneliness Homesickness Depression, etc. observed forward the case to the Principal if psychological counseling is required.

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

 5. Evidence of success: Academic performance of some students in exams has been significantly improved after receiving guidance from their mentor. The mentor effectively helped to resolve personal issues and take care of their mentees for any health issues. Mentor system was successful in achieving their career goals.

 6. Problems encountered and resources required: As such there is no problem encountered in implementing this practice. It has helped the institute to fulfill the expectations of students.

BEST PRACTICE NO. 2

1. Title of the Practice: COMMUNITY PHARMACY PRACTICE AND AWARDING BEST COMMUNITY PHARMACIST

2. Objectives of the Practice: Community pharmacy, also well-known as a retail pharmacy, is the most common type of pharmacy that allows the public access to their medications and advice about their health. Practice in medicine will be a practical exposure for students.

1. To gain experience in various aspects of community pharmacy practice.

2. To fulfill the gap between theory and practical knowledge.

3. To develop practical skills that will enable the student to enhance the quality of counseling of patients and advance pharmaceutical care in the community setting.

4. To provide experiences to enhance communication skills when dealing with patients and with other healthcare providers.

3. The Context: The reports are done by the students. The report includes,

1. Prescription: A prescription is an order for medicine that a doctor writes, and which is given to a pharmacist to prepare and administer the medicine. Prescriptions include following steps-

1. Receiving and reviewing prescription

2. Translating the prescription

3. Data entry

4. Filing the prescriptions

5. Patient counseling

2. Dispensing: Dispensing refers to the process of preparing and giving medicine to a named person based on a prescription. Prescription includes following steps-

1. Receive and validates the prescription.

2. Understand and interpret the prescription.

3. Select and label medicine for issue.

4. Make a final check.

5. Record the action taken.

6. Issue medicines to the patient with clear instructions and advice.

3. Inventory control of medicines: Receive and inspect products. The first step in the inventory management process includes

1. Receiving your order from the supplier

2. Sort and stock products.

3. Accept customer orders.

4. Fulfill, package, and ship orders.

5. Reorder new stock.

4. Purchase, sale of medicines, and Accounting: Purchase includes,

1. Identification of the need

2. The description of the product characteristics

3. Drafting the specifications

4. Supplier sourcing

5. In-depth analysis of applications

6. Preparing for the negotiation

Sale includes,

1. Receive mail order

2. Details verification

3. Data conversion entry

4. Medication refill check

5. Organizing prescribed medicines

6. Order placement & tracking

7. Billing management

4. The Practice: Students should practice in a nearby medical shop for not less than 30 hours done after the college working hours during V/VI semester of B. Pharmacy. The reports are prepared by the students. The report includes details about the practice. And also, the community pharmacist award for Best practice of community pharmacy is declared. The best pharmacist is identified under the Vadgaon Chemist and druggist association.

5. Evidence of success: After completion of the practice in community pharmacy students successfully submitted the reports. And also, on the occasion of pharmacist day, the best community pharmacist award to the Pharmacist will be given for their true service to the wealthy society. The best pharmacist from Vadgaon will be identified and felicitated.

6. Problems Encountered and Resources required:

After college hours, the candidate should dedicate one hour to practice to gain added knowledge. The nearest registered pharmacy can opt for a resource.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The objective of our college is to cater to the educational needs of the underprivileged student and widen educational opportunities. The college is serving to cater to the needs of students from all parts of India. In the circumstantial background of the association, the college has adopted and promoted several programs/schemes by which the college stand distinctive are academic, Add on courses/value added courses, social responsibilities

A. Academics:

I. Research and extension activity- The institute continuously strives to inculcate research aptitude amongst the faculty and students. Student received Rs.10,000/- research grant from Shivaji University under a research sensitization scheme. The number of teachers submitting their proposals which include fellowships, grants for an individual researcher, and grants for organizing seminars, workshops, or conferences is appreciable and it is the uniqueness of the college. The quality and quantity of research work are published in indexed journals. More than 10 patents published which indicates committed research being carried out at our institute.

II. Faculty representation in universities/ professional bodies' authorities-

- **Faculty representation in universities**: Staff members are recognized and nominated by Shivaji University for the various categories of the members of the Local Inspection Committee, resource persons for curriculum design workshops, etc.
- **Faculty representation in professional bodies:** Staff members hold positions like in the Pharmacy Council of India, Association of Pharmaceutical Teachers of India, MSPC, and any other pharma professional bodies.

B. Add on courses/value-added courses:

The institute had designed and executed add-on courses/value-added courses.

I. Pathology work-

Aim- Pathology is the study of different diseases and creating a link between medicine and science.

Objective- Knowledge of mechanisms of disease including the etiology, and local or systemic responses to disease.

Learning outcome-Understanding the mechanisms of disease that lead to the signs and symptoms that must be recognized in patients.

Programme outcome- Attainments of programme outcome were calculated by students.

II. Preparation of Herbarium-

Aim - Study of various plants and to contribute science.

Objective- Herbarium is used for the identification of plants.

Learning outcome- The herbarium is used as a repository for the study of plants specimen.

Programme outcome- Attainments of programme outcome were calculated by students.

III. Community pharmacy practice-

Aim- Allows the public access to their medications and advice about their health.

Objectives: Community pharmacy is the most common type of pharmacy that allows the public access to their medications and advice about their health.

Learning outcome- To gain experience in various aspects of community pharmacy practice

Programme outcome- Attainments of programme outcome were calculated by students.

IV. Rubicon personality and skill development-

Aim- This course aims to provide information about the significance of various skills in personality development.

Objective- Technology-backed skill development intervention to fill the skills gap that exists in entry-level talent across various industries.

Learning outcome- Students identified their strengths/weaknesses/opportunities/threats.

Programme outcome- Attainments of programme outcome were calculated by students.

V. Covid-19 Awareness programme with clinical efficiency-

Aim- This study aimed to assess the level of awareness and preparedness to fight against COVID-19 among healthcare workers (HCWs).

Objective-The objective of this study is to assess the awareness of COVID-19 disease and its related infection control practices in healthcare.

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Learning outcome- It provides a thorough understanding of the principles driving the design process of COVID-19.To spread awareness about the COVID-19 pandemic and how to prevent oneself and the community from being affected.

C. Social Responsibility:

I. NSS Activity-

Institute has a vibrant NSS cell under Shivaji University Kolhapur. Under the NSS cell, various social activities are taken up like vaccination camp drives, cleanliness awareness drives, and environmental plantation, a celebration of national and international days. Special NSS cells arrange the camp in the selective village as a social activity.

II. Alumni-

Contribution of the Alumni:

1. Alumni talk webinar/seminar: The alumni association helps in holding interactive sessions to motivate current students about employability and educational opportunities abroad. The sessions from alumni members are helpful to students concerning enhancing their skills and also helpful for employability.

2. Industries connect: Alumni help in establishing MoUs with industries. The alumni those who are entrepreneurs share industrial visits with the students and provide inputs on how to start a new venture to turn them into job providers. The Alumni extend their support for student internships.

3. Placements/ references: The alumni network of a college is one of the biggest sources of placement opportunities for students. Alumni can help students in referring to companies and get placed at their respective companies.

4. Networking platform: Assistance to faculty and students in their research by providing relevant gift drug samples required for the project.

5. Industry visit: Alumni members also assist the college with industrial visits of current students with their references and also, and they physically engage during the tour to interact with students.

6. Donation: Alumni association also gives profound gratitude towards the college by donating smart boards, books, gift drug samples for research work, prizes to the GPAT qualifiers, financial assistance to school-level needy children, etc.,

III. Facilitation Centre (FC)-

A center where facilities like filling out online forms, verification of documents, confirmation of forms, confirming candidate's application form, canceling the confirmed form, editing application form before and after confirmation by candidate, and checking the status of the candidate's application process. FC aims to provide important services under one roof to the students. Students can get information about the application status, candidature type, home university, category, religion, region, mother tongue, physical handicap type, defense type, annual family income, HSC board, HSC passing year, minority status,

orphan status, EWS, etc.,

File Description	Document
Any other relevant information	[View Document]()
Appropriate web in the Institutional website	[View Document]()

5. CONCLUSION

Additional Information :

Shri Balasaheb Mane Shikshan Prasarak Mandal, Ambap was established in the year 1980 to promote education in the Western part of Maharashtra State. Sanstha has been conferred with prestigious awards like Dalit Mitra Puraskar, Government of Maharashtra and Lokmat Youth Icon. Presently the Sanstha runs Institutions comprising of Schools, Teacher's Education, Agriculture, Pharmacy, Medical, Polytechnic, Engineering, and Management Studies. The college is one of the Rural-semi urban-society centered and focused educational institute located near National Highway 4.

Concluding Remarks :

Ashokrao Mane College of Pharmacy, Peth-Vadgaon is dedicated to the total development of its students and seeks to establish a foundation of values for that development. Initiatives have been done by the institute to spread information about topics like professional ethics, gender equality, human values, and environmental sustainability under outreach programs to address these problems. The NSS unit of the institute conducts several community-based activities like blood donation camps, health checkup camps, *'Beti Bachao'* program, vaccination drives, clothing for the needy people, *'Swachata Abhiyan'*, etc. Institutions take care to continuously evaluate the performance of students. Student-centric methods, such as experiential learning, participative learning, and problem-solving methodologies are used for enhancing learning experiences using ICT tools. AMCP has exclusively provided state of art infrastructure comprising physical, academic, and support facilities. The institute's Institutional Innovation and Incubation Cell (IIIC) and Research and Development Cell (R & D) seek to establish an inclusive environment that is conducive to research in important fields with global and social relevance in consultation with IQAC and its stakeholders. AMCP has air-conditioned central instrumentation facilities with sophisticated instruments and a machine room with a pilot plant scale facility, CPCSEA registered animal house, and a medicinal plant garden. The college is regularly organizing add-on certificate programs, guidance for competitive examinations & career counseling, skill enhancement activities, remedial coaching, distinguished alumni interactive sessions, and personal counseling sessions to build their skills so as to become employable. Institute is also arranging yoga and meditation activities, and personal counseling (mentoring system). The governing body has developed the quality policy based on the vision and mission of the institute as per the needs of the industries, society, and stakeholders. Deployment of the quality policy is done by providing outstanding academic infrastructure, an excellent learning environment, and harmonious work culture. Aiming at the intellectual and social upliftment of female students, the cell stands for facilitating women's empowerment through guest lectures, seminars, awareness programs, and other welfare activities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :06 Remark : DVV has made the changes as per shared report.
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* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>46</td><td>44</td><td>54</td><td>43</td><td>44</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>38</td><td>36</td><td>38</td><td>34</td><td>30</td></tr></table> 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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>53</td><td>50</td><td>56</td><td>48</td><td>46</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>53</td><td>50</td><td>56</td><td>48</td><td>46</td></tr></table> Remark : DVV has made the changes as per shared report.
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
47.91431	24.77651	29.17551	36.38094	25.13876

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
47.91431	24.77651	29.17551	36.38094	30.12

Remark : DVV has made the changes as per shared report.

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
41.84025	23.80602	49.70574	41.25555	106.34921

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26.32	33.53	55.14	42.12	45.02

Remark : DVV has made the changes as per shared report by HEI.

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
32	00	17	39	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
20	00	11	13	12

Remark : DVV has excluded repeated activities.

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
27	22	23	29	29

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	16	14	13	11

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
31	28	29	30	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	29	30	27

Remark : DVV has made the changes as per clarification.

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**

Answer before DVV Verification : A. 4 or All of the above
Answer After DVV Verification: C. 2 of the above

Remark : DVV has made the changes as per shared report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 56 Answer after DVV Verification : 73

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