



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

ABHINAV EDUCATION SOCIETY'S COLLEGE OF PHARMACY (B. PHARM)

**ABHINAV EDUCATION SOCIETY'S COLLEGE OF PHARMACY (B. PHARM) S. N.
23/3/2/3 A/P NARHE, TAL. HAVELI, DIST. PUNE, MAHARASHTRA.**

411041

www.abhinavpharmacycollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Abhinav Education Society (AES) was established in 1999 with a mission to impart quality education in all spheres of life. It is registered under Society's Registration Act 1860, and Public Charitable Trust Act 1950. Abhinav Education Society is looking forward to make India prosperous. The Society has reached out to rural areas and has been instrumental in providing higher and technical education to less privileged children. Abhinav Education Society's College of Pharmacy (B. Pharm) established in 2007 is a self financed institute that offers B. Pharm, Pharm D, M. Pharm and B. Pharmacy (Practice), Pharm.D (Post Baccalaureate) programme affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU) Lonere, approved by Government of Maharashtra, and Pharmacy Council of India (PCI). Institute is in centrally located campus with good infrastructure, classrooms equipped with ICT tools, well equipped laboratories, sophisticated instruments, also user friendly for Divyangjan, enriched library, and subscription of national and international journals, e-journals based on Integrated Library Management System (ILMS). College has experienced, highly qualified faculty. Quality at all levels is monitored through strong feedback system from stake holders. Student centric, innovative teaching and learning techniques emphasis on the overall development of students through curricular, co-curricular and extracurricular activities. College has registered Alumni association. Campus is ragging free and Mentor-mentee system is present. Several committees implement works of all the events and processes with the equal contribution and decentralization of the responsibilities in order to ensure the development and progress of institute.

List of Institutes under the umbrella of Abhinav Education Society

1. Abhinav Education Society's college of Pharmacy (B. Pharm)
2. College of Pharmacy (D. Pharm)
3. College of Engineering and Technology (Polytechnic)
4. Abhinav Education Society's Institute of Management & Research (MBA & MCA)
5. Abhinav Education Society's College of Computer Science & Management (B.C.S., B.B.A (Computer Application), & B.B.A.
6. Abhinav Education Society's Law College.
7. College of education (B. Ed. & D. Ed)

Vision

We want to see our students as competent, compassionate and confident pharmacist, committed to implement highest ethical standards of pharmacy profession to serve the humanity.

Mission

1. To carry out teaching learning process to develop technical skill required for pharmacy profession.
2. To create positive environment to enhance social awareness to promote the health care in the society.
3. To organize events and promote participation of students in various professional and social activities for to building the confidence.
4. To discuss the ethical issues related to pharmacy profession by creating impact of professionalism in the mind of students

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Faculties are well qualified with a balanced composition of young and experienced faculty.
- Institute has strong curriculum and resources which is bench mark in the field of Pharmacy Education.
- Well supportive and proactive management.
- Good placement track record.
- Excellent Academic results every year.
- A strong bond with a high level of interaction between the faculty and students

Institutional Weakness

- Research projects and funding for research are comparable less.
- National collaborations for strengthening faculty and students exchange program need to be developed.
- Organization of FDPs /STTPS/ National Level /International Level conferences are less.
- Specialized Training programs by the faculty are to be arranged.

Institutional Opportunity

- The establishment of research laboratory which provides impetus for quality research.
- Collaboration with Industry and Academia can be developed for better placement.
- The strong alumni base of the college can be involved to contribute to the institution towards excellence and to help in the journey of being listed in one of the best colleges of the state.

Institutional Challenge

- Fetching more research grants from external agencies.
- Develop collaboration amongst various departments and program.
- Strengthen Industry-Institute Interaction

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Dr. Babasaheb Ambedkar Technological University (DBATU) Lonere and hence follows the syllabus specified. The college is adapting the credit based curriculum of Pharmacy Council of India for all programs as per guidelines since 2018-19.

Effective curriculum delivery is the hall mark of excellence and quality and our institute follows a systematic and well planned curriculum delivery process, in line with its core values. The academic calendar enables the teachers to plan their teaching to ensure timely completion of the syllabus. The academic monitoring committee ensures proper curriculum planning and implementation and follows a set of guidelines to document the same. Expert lectures provide a value addition to the curriculum delivery process. The systems of interaction with students via 'mentor mentee' concept, meetings of various committees, suggestion box provides the feedback of the students about the teaching learning process, their requirements and expectations from the program.

Besides academics, co curricular and extracurricular activities are regularly undertaken to create awareness amongst students regarding social, moral and professional ethics. Skill development programs are organized to improve their employability skills.

Teaching-learning and Evaluation

Abhinav Education Society's College of Pharmacy (B. Pharm) was established with a goal of serving the masses. Abhinav Education Society's College of Pharmacy (B.Pharm) College of Pharmacy, follows centralized admission process as per Directorate of Technical education that is transparent with well-defined percentage of seats for general and reserved categories. Advertisement is released in newspaper for the admissions to institutional quota seats on the basis of merit. The teaching learning process utilizes various methodologies like experiential learning, participative learning, group discussions etc.

Effective measures are taken to assess the learning levels of the students based on their academic performance in internal examination from that slow and advanced learner has been identified.

To ensure effectiveness of teaching-learning process various student-centric methods are adopted like NSS, Industrial training and visit, student participation in conferences, sports & cultural activities, student projects, etc.

ICT enabled teaching methods help the students in better understanding. Teachers are motivated to update their knowledge by attending conferences, workshops. They strive to improve their performance based on students' feedback. Students' performance is evaluated based on internal examinations and end semester examinations. Throughout the program, the examination question paper includes questions to test knowledge and understanding as well as for analyzing, problem solving ability through application oriented questions. The assessment is transparent and students' grievances, if any, are resolved by examination department within

stipulated time period.

Research, Innovations and Extension

The college faculties and students are actively involved in various pharmaceutical and allied symposiums for presentations based on the investigation works. Workshops, seminars and guest lectures on technical subjects and soft skill development are piloted for the students which helps them in improving their specialized and personal attributes. The students and faculties have published their research work in journals of repute and also filed patents. The Research Advisory Committee (RAC) strives to channelize the research work and promote students for various competitions. Management acknowledges faculty achievements through appreciation letters. Extension activities like blood donation camps, participation in organ donation awareness, donations to orphanages as well as social activities are carried out through National service scheme (NSS) unit. MoUs with Sahyadri Hospital in Pune and various leading Research laboratories are in existence to share expertise and infrastructure.

Infrastructure and Learning Resources

Institute has provided adequate facilities viz. classrooms, laboratories, computers, library, for effective conduct of educational programmes. Institute has the physical facility which provides audio- visual tools such as, LCD, smart classroom for effective teaching and learning; auditorium, sports club, medicinal plant garden, and gymnasium for extra- curricular and academic activities.

Institute has separate Annual Maintenance Contract (AMCs) for maintenance of various infrastructure facilities viz. building and maintenance facilities, IT facilities, maintenance of sophisticated equipment/instruments and maintenance of health, hygiene and safety.

There are separate sections available in library such as Administrative book issue-return, reading and reference sections and journal sections-E-Library. Library is well stocked with books, titles and journals as well as electronic resources of DELNET software, which gives access to E-journals and e-books, Interactive learning CDs/ Computers with printers, book bank, internet, and intranet facility for use of students and faculty.

Student Support and Progression

Institution takes all necessary efforts to provide assistance to students, enhance student performance and student progression. Students are provided with scholarships, free ships and notified about non-government scheme circulars from time to time. For capability and career advancement, guest lecturers, guidance for competitive examinations and career counseling, personality development sessions, remedial classes, personal counseling through the mentor, yoga and meditation sessions are organized. Also, for skill development students are trained over sophisticated instruments and/or software available in the institute. In view of all the efforts taken up by the institute for student development, majority of undergraduate (UG) students opt for higher education (over employment) by excelling in various national and international competitive examinations. Institute's Training and Placement cell facilitates campus and off campus interviews for placement of students. Information of outgoing students is maintained in alumni database. College has a registered Alumni association

(APGA) and conducts various activities including alumni meet, guest lectures and social activities. Students are encouraged to participate in various sports and extracurricular activities. For timely redressal of grievances, we have online as well as offline grievance redressal mechanism, anti-ragging and Internal Complaints Committee.

Governance, Leadership and Management

The institute has Governing body (GB) and College Development Committee. The institute has defined vision, mission and quality policy. Decentralization, participative management, conducive atmosphere, good retention of experienced staff is helps to achieve the vision, mission and goals and in building organizational culture of the institute. Academic and administrative planning, step by step introduction of e –governance at various levels and its implementation reflects institutions efforts in achieving its vision.

The institute follows university norms for recruitment of teaching staff. Teaching and non teaching staff members attend national and international conferences, seminars and workshops and are trained to enhance their professional competencies through various staff development, orientation and skill up gradation programmes. Performance appraisals and feedback mechanism are the key tools, which help in assessing the performance of the staff and provide insight into the improvement plans to be adopted. There is a proper allocation and utilization of the annual budget. Periodical internal and external audits are conducted to ensure optimum utilization of funds as stated in the budgets. The institute has constituted Internal Quality Assurance Cell (IQAC). IQAC is instrumental in setting up quality parameters and process quality sustenance necessary for the development of the institute. The management in conjunction with IQAC puts consistent efforts in overall improvement and invites external agencies like NBA and NAAC to assess the quality standards.

Institutional Values and Best Practices

At Abhinav Education Society's College Of Pharmacy (B.Pharm), we have been dedicated to develop and inculcate institutional values and adopted time tested practices for the betterment of students and society.

The institute provides facilities like safety, security, separate common rooms and counseling sessions for gender sensitivity. We give equal opportunity to boys and girls in every aspect of activities. For Divyangjan, we have ramp, and wheelchair.

We are committed towards environmental conservations and have established systems for solid, liquid, plastic, biological and e-waste management. We have in built rainwater harvesting system. We have green campus, pedestrian friendly roads; we promote use of public transport facilities and bicycles.

We engage multiple programs to keep our commitment towards community like road safety awareness,

cleanliness drive, health checkup camps, tree plantation, street plays and rallies for social issues like de-addiction.

The institute promotes human values and motivates the students towards ethical practices by celebrating birth anniversaries of national leaders, national days to nurture students with nationalism, moral values, human rights and ethical behavior.

We have decentralized administration system with well-defined roles at each level to increase participation of faculty in decision making, resolution of problems and accountability. We also have academic monitoring committee where students are also involved in the monitoring system so that continuous updating is done on the basis of their feedback.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ABHINAV EDUCATION SOCIETY'S COLLEGE OF PHARMACY (B. PHARM)
Address	Abhinav Education Societys College of Pharmacy (B. Pharm) S. N. 23/3/2/3 A/P Narhe, Tal. Haveli, Dist. Pune, Maharashtra.
City	Pune
State	Maharashtra
Pin	411041
Website	www.abhinavpharmacycollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Tuse Trupti Ashok	020-9309943728	8530200696	-	principal@abhinavpharmacycollege.org
IQAC / CIQA coordinator	Nerlekar Sudha Amit	020-9730837606	9730837606	-	iqac@abhinavpharmacycollege.org

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	25-04-2023	12	Approved

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Abhinav Education Societys College of Pharmacy (B. Pharm) S. N. 23/3/2/3 A/P Narhe, Tal. Haveli, Dist. Pune, Maharashtra.	Rural	5.2	6006.929

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Pharmacy	24	D. Pharm	English	40	22
UG	BPharm,Pharmacy	48	HSC	English	60	60
PG	Pharm D,Pharmacy	36	B. Pharm	English	10	5
PG	MPharm,Pharmacy	24	B. Pharm	English	15	9
PG	Pharm D,Pharmacy	72	HSC	English	30	30

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	8				7				16			
Recruited	0	2	0	2	0	0	0	0	0	9	0	9
Yet to Recruit	6				7				7			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				20			
Recruited	0	0	0	0	0	0	0	0	2	18	0	20
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				14
Recruited	4	10	0	14
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	27	0	29
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	43	0	0	0	43
	Female	39	0	0	0	39
	Others	0	0	0	0	0
PG	Male	18	0	0	0	18
	Female	26	0	0	0	26
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	3	5	1
	Female	6	8	5	3
	Others	0	0	0	0
ST	Male	2	3	1	1
	Female	1	0	1	0
	Others	0	0	0	0
OBC	Male	3	14	4	7
	Female	10	11	13	6
	Others	0	0	0	0
General	Male	22	33	16	13
	Female	24	23	7	14
	Others	0	0	0	0
Others	Male	2	7	9	6
	Female	8	5	7	5
	Others	0	0	0	0
Total		79	107	68	56

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Abhinav Education Society's College of Pharmacy (B. Pharm) is running various programs in the campus related to Health Sciences like B. Pharm, M. Pharm, Pharm. D, Pharm D (PB) and B. Pharm (Practice). This is an indicator of the interdisciplinary approach of the society. Apart from this, The Abhinav Education Society has D.Ed, B.ed, M. Ed., Law College, College of Computer Science and Management, B.C.S, B.C.A, B.B.A. Institute of Management and Research (M.B.A, M.C.A), College of Engineering and Technology. Thus the society has spread the wings in all technical and professional programs thus giving every opportunity to the aspirants. Due to this, the students studying in the
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	<p>Abhinav Education Society have every opening of interaction with other departments through various events. In addition to this, the common program conducted in the society is also an exposure to all the students for showcase their talents. For the same the staff members are also guiding the students and they also got the chance to know about the departments other than their domains. The overall Multidisciplinary / interdisciplinary slant of the management leads to complete progress of students and faculty as well. This is the first step in line with NEP 2020.</p>
2. Academic bank of credits (ABC):	<p>The Academic bank of credits (ABC) of all the students is created. This year the degree certificate of University is deposited in the student's login immediately after convocation. The ABC is implemented along with University as per the said guidelines. Very soon all the academic credentials of every student will be in the Academic bank of credits.</p>
3. Skill development:	<p>The Institute is continuously trying to upgrade the skill of the students. This is as per the current scenario and need of the students. In order to develop the skills, the institute is engaged in organizing various programs for the same like guest lectures of academicians and industrialists, industrial visits, interaction with alumni, hospital visits, special training for Pharm D. students, exposure to pharmacist shops from B. Pharm (Practice) students. Special emphasis is given to hands-on training. This not only leads to developing the skills but also facilitates the employability and helps to increase the placements.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Abhinav Education Society is taking tremendous efforts to make the students gain knowledge about our traditional and Indian culture. Even though the students are of technical and health science background but at the same time, it is necessary to have the integration of the Indian Knowledge system. Being a technical institute, even though it is not a part of curriculum, it can be fulfilled by conducting various activities related to gaining the knowledge of our culture. It includes celebrations of Shiv Jayanti, Mahatma Gandhi Jayanti, Mahatma Phule Jayanti, Savitribai Phule Jayanti, Ambedkar Jayanti etc. Along with this, students are also actively participating in cultural events where they perform</p>

	<p>our traditional, ancient and value-added activities that shape the personality.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The college is centering Outcome based education. This is achieved by computing the progress through Program outcome (PO) and Course outcome (CO). The program and course outcomes of all subjects are determined and decided. Workshops and Orientation sessions for teachers are conducted at the beginning of the term. Information about Program outcomes, course outcomes, and attainment calculation is provided to the faculty members. The course outcomes for every subject are described in three to five points for all courses by the respective subject teachers. All the subject teachers make sure that the course outcomes are detailed to the students before the commencement of each subject. All Program outcomes and Course outcomes are properly disseminated and conveyed to the students and staff during the Induction program and beginning of the course for every class. POs deal with the knowledge, skills, and attitudes of students after completion of program.</p>
<p>6. Distance education/online education:</p>	<p>Along with the traditional and conventional teaching, the college is also focusing on ICT based teaching – learning process. This not only helps to enrich the curriculum but also applies the technology to the curriculum. The contents can be delivered in a very simplified way and since students are well acquainted with technology this helps to complete things faster. This also enables the students to cope with the syllabus in case they miss any part due to some reasons. This is helping to groom the weak students by providing them the contents through online mode. The various platforms used for the same are Google classroom, in-house exam portal (Abhinav Education Society).</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
425	376	303	280	226

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: 43

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
26	21	21	18	16

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
155.01970	106.59161	130.21815	123.3364	113.49106

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:

For effective delivery of the curriculum, the Head of the Institute conducts a meeting of all faculty members at the beginning of every academic year. During the meeting, the planning for all academic activities is discussed. The action plans are outlined for the optimal and effective implementation of the curriculum. Also, various committees are formed in meetings, and roles and responsibilities are assigned to faculties thereof.

Academic calendar:

The college follows the academic calendar issued by Dr. Babasaheb Ambedkar Technological University, Lonere. The academic coordinator and all Head of Departments discuss and finalize subject distribution considering the specialization, experience, workload as per cadre, and results of previous examinations. The same has been circulated to all faculty members.

The timetable is prepared by the academic coordinator and academic committee members and is displayed on the Notice Board and also uploaded on the college website.

The Principal monitors the effective implementation of the Calendar through various meetings with all teaching staff.

Teaching Plan

Subject-wise teaching plan of theory and practicals is prepared by the respective subject teachers for effective delivery of the content.

Accordingly, the curriculum planning and delivery is designed which includes the conduction of subject-related seminars, workshops, value-added courses for the enrichment of student's knowledge, and faculty development programs for the staff.

Guest lectures by eminent academicians, scientists, and industry professionals are a valuable addition to the curriculum delivery process.

Syllabus completion reports and attendance records are submitted by faculties to the academic coordinator duly checked by HOD. The progress of each student is regularly monitored, periodically informed to the students, and communicated to the parents.

There is optimum utilization of well-equipped laboratories for curriculum delivery of practicals.

Teaching Aids:

The faculty uses charts, models, and specimens along with chalk and board, and PowerPoint presentations.

Various modes like seminars, group discussions, poster presentations, and case studies are conducted for effective delivery of the curriculum.

Study materials, notes, and question banks are provided in the class and through the google classroom platform. Educational field visits, industrial visits, and tours are organized.

Continuous Internal Assessment :

Students are continuously assessed for academic performance through several examinations.

As per the university; two internal sessional examinations are conducted for B.Pharm and three Sessional examinations for Pharm D. Three assignments are given for practice. There is complete transparency in the internal assessment. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. The internal assessment tests are conducted and the papers are evaluated by the subject in charge. The corrected answer papers of the students are distributed to the students and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are uploaded periodically on the university web portal along with their attendance.

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: 5

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

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: 7.27

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
20	35	18	21	23

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 Curriculum

Institute follows the curriculum pattern as prescribed by University for the conduct and smooth running of

the curriculum and examination of the UG and PG programs.

Pharmaceutical Jurisprudence course is included in the curriculum wherein the learners have been taught about professional ethics and code of conduct. Also, students are made aware of the "Pharmacy Code of Ethics" in the induction program. Pharmacy Oath is given to students every year to bring awareness about professional ethics.

Institute is actively involved in various activities of the National Pharmacy Week celebration. World Pharmacist Day is observed to show solidarity towards the profession.

Gender

For the prevention and prohibition of sexual harassment in the workplace for women employees and girls, the institute has constituted a Women empowerment committee and Internal Complaint Committee (ICC). These committees resolve the serious and sensitive issues related to the girl students and women staff at the institute. International Women's Day is celebrated to make female students realize their potential and rights. The issues related to gender, human rights, etc., are critically discussed in seminars, rallies.

Human Value

An '**Anti-ragging cell**' is constituted in the institute to curb the menace of ragging. The co-curricular committee arranges community service activities like Swachata Abhiyaan, health awareness campaigns of social service, and empathy in students. Moreover, as a part of community service, the college organizes blood donation camps to motivate students and employees to donate blood to help the needy. Staff and students are encouraged to help society through their visits and donations to the underprivileged which inculcates a sense of brotherhood in the staff & students.

Students celebrate Teachers Day & Gurupurnima to showcase their respect toward their teachers. It also makes the teachers realize that they are in a noble profession and should uphold the dignity of the same in words and actions. The human values of the student are also inculcated through invited talks. This part of the education makes the students feel comfortable and respect each other. It has also prevented ragging on and off campus.

Environment and sustainability

Students have an 'Environmental Science' course in the curriculum as per the syllabus. Various activities like cleanliness drives (Swachh Bharat Abhiyan), tree-plantation on and off the campus are organized by the institute to inculcate a clean and green environment among students and faculty.

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: 30.59	
1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 130	
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
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: 87.72

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
121	108	72	90	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
143	130	90	90	60

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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: 73.88

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
20	31	25	14	9

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
30	32	27	27	18

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

2.2 Student Teacher Ratio**2.2.1 Student – Full time Teacher Ratio
(Data for the latest completed academic year)****Response:** 18.48**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:**

In addition to the regular Teaching–Learning process, AESCOP always emphasizes various student-centric activities. It involves continuous enrichment of curriculum that helps to set the skills in the field of technology and clinical practice. It also highlights the methodologies like participative learning and problem-solving methodology. Student-centric activities encourage students to handle the instrument and participate in various activities, problem-solving sessions, case studies, research projects, and clinical practice.

Skill development: Handling instruments is the first step in the conduct of practicals in all subjects. Handling includes assembling, operation, cleaning, and calibration. Individual student gets an opportunity to handle the equipment during practical hours.

Participation in various activities:Based on students'interests, they participate in video-making competitions, poster presentations, projects, and quiz competitions at various levels. Students are also participating in the teaching-learning process, group discussions, seminars, Patient counseling, etc. Case studies, demonstrations, industry visits, and field trips are undertaken according to the subjects taught and requirements of the syllabus during the regular schedule for a better understanding of the curriculum.

Problem-solving sessions:Likely problems encountered in structure elucidation, formulation development, prescription studies,chemical kinetics, stability testing of pharmaceutical dosage forms, identification of organic compounds, factors affecting the calculation of the dose of the drug, etc are given to students to solve during practicals and are addressed by the respective teachers..

Research activities:Students of Final yearUG, Fifth year Pharm D and PG carry out theirproject work which provides them an opportunity to apply the knowledge they have learned.

Patient-centered learning:Patient-centered practice and learning is introduced to Pharm D and B.Pharm (Practice) students. They perform medication counseling, ADR monitoring, checking for drug-drug and drug-food interactions, and address any drug queries through Drug Information Centre. Hospital Pharmacy postings are also available for B Pharm and Pharm D students to train them in Pharmacy setup. Role play for prescription handling and counseling was conducted to mock the original clinical setup. A separate Model Pharmacy was established to train all Pharm D and B.Pharm (Practice) students for this purpose.

The classroom lectures are supplemented with audio-visual aids, especially in the form of PowerPoint presentations along with the traditional blackboard method. In addition to web-basedlearning, online lectures, and popular lectures are attended by the faculty and experts from other agencies to enrich the knowledge content. Assistance is given to the students for effective presentations in seminar sessions, which enables students toself-directed learning.

Online and offline sessions of ChemDraw, Quality by Design (QbD), and Computer Assisted Drug Design (CADD) are conducted for B.Pharm, Pharm D and M.Pharm students for upadation in their knowledge.

Use of other resources:Access to the Internet, Newspapers, and books and journals in the library enhance the quality of the learning experiences of the students. In addition the institute also provides a Wi-Fi facility to make easy access to learning material and a language laboratory to develop effective communication skills.

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: 89.09

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
30	24	22	18	16

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

2.4.2 Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)**Response:** 13.27**2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	4	2	0

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 awarded by UGC recognized universities	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 institute runs B. Pharmacy, Pharm D, Pharm D (PB) M. Pharmacy, and B. Pharm (Practice) programs, affiliated with Dr. Babasaheb Ambedkar Technological University (DBATU). The institute follows and implements the norms laid down by the authority of the University with respect to periodic assessment/evaluation processes. The main objective of the Continuous Internal Evaluation (CIE) system at the institutional level is to enhance learning opportunities, the ability to match learners' scholastic needs, improvement in educational quality and excellence, and flexibility for learners to complete the program in a specified period of time.

Mark distribution for B. Pharmacy and M. Pharmacy is according to the syllabus 25 marks for the internal theory examination and 75 marks for the external end-semester examination. The practical exam is of 50 marks which are divided into two parts 35 marks for the external practical exam and 15 marks for the internal practical exam. The marking system for internal exams is based on average marks of two sessionals, overall attendance for both theory and practical, average of academic activities like group discussion, quizzes, assignments and student-teacher interaction, practical record, viva-voce, etc. Pharm D is an annual pattern program with an internal examination of 30 marks as average and an external exam of 70 marks. B. Pharmacy (Practice) is an annual pattern program, with three sessionals of 40 marks and an external exam of 60 marks. Each subject has assignments of 100 marks.

After the paper evaluation of the internal examination, the evaluated answer sheets are shown to the students. If students have any query related to answers written, expected points in answers, and marks allotted, then these grievances are discussed and solved. Marks obtained by the students are entered in Mother Register which is duly verified and signed by students before final submission to the university.

The examination-related grievance is resolved by Internal Examination Committee (IEC) in the best possible ways within the stipulated period of time and in anticipation of the student's complete satisfaction. Thus, the institute's IEC mechanism is quite efficient, time-bound, and transparent to redress examination-related grievances satisfactorily in order to avoid any student's academic loss.

IEC also deals with student grievances regarding mistakes in a total of internal marks, subject code errors and missing subjects in hall tickets, photocopy, reevaluation, etc. which are time-bound activities.

Students apply online for getting enrolled for examinations. Any problems regarding filling out the online examination forms and Hall tickets are resolved by the College Examination Officer in coordination with the Examination section of the University. Students having grievances regarding evaluation in any subject for the end-term assessment may apply for reevaluation. The IEC assists the students in filing online applications on the DBATU web portal for the same

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:

The program and course outcomes of all subjects are determined and decided. Workshops and Orientation sessions for teachers are conducted at the beginning of the term. Information about Program outcomes, course outcomes, and attainment calculation is provided to the faculty members. The course outcomes for every subject are described in three to five points for all courses by the respective subject teachers. All the subject teachers make sure that the course outcomes are detailed to the students before the commencement of each subject. All Programme outcomes and Course outcomes are properly disseminated and conveyed to the students and staff during the Induction program and beginning of the course for every class. POs deal with the knowledge, skills, and attitudes of students after completion of programme. It is as follows:

- A. Pharmacy Knowledge
- B. Planning Abilities
- C. Problem Analysis
- D. Modern Tool usage
- E. Leadership skills
- F. Professional Identity
- G. Pharmaceutical Ethics
- H. Communication
- I. The Pharmacist and society
- J. Environment and sustainability
- K Life-long learning

The indirect assessment considers various tools implemented to achieve the POs by the students. The indirect assessment tools are Industrial visits, Industrial training, NSS activities, Grooming sessions,

National Pharmacy Week Events, Student exit feedback, Alumni feedback, etc. The correlation levels as defined above are assigned for Each PO with respect to these indirect assessment tools.

Method of assessment of COs:

The program shall have set Course Outcome attainment levels for all courses. The attainment levels shall be set considering average performance levels in the university examination or any higher value set as a target for the assessment years. Attainment level is to be measured in terms of student performance in internal assessments with respect to the course outcomes of a course in addition to the performance in the University examination. Target maybe stated in terms of the percentage of students getting more than the university average marks in the final examination. An example related to attainment levels

Attainment Level 1: 50% of students scoring more than the University average percentage marks or set attainment level in the final examination is considered to be the attainment of “1”

Attainment Level 2: 60% of students scoring more than the University average percentage marks or set attainment level in the final examination is considered to be the attainment of “2”

Attainment Level 3: 70% of students scoring more than the University average percentage marks or set attainment level in the final examination is considered to be attainment of “3”

Attainment is measured in terms of the actual percentage of students getting a set percentage of marks.If targets are achieved then all the course outcomes are attained for that year. The program is expected to set higher targets for the followingyears as a part of continuous improvement.

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:

Course Outcomes (CO) are well-defined and are prepared for each course.For example, CO for the subject Pharmaceutical Analysis I (BP102) is given below:

1. Understand the principles of volumetric and electrochemical analysis
2. Carryout various volumetric and electrochemical titrations
3. Develop analytical skillsand Methods of measuring the level of CO attainment

The students are evaluated through Sessional (Internal) and External examinations. The level of attainment of COs for both Internal and External examinations is set for all courses on a scale of 0 to 3. The marks obtained by each student in the sessional and external examination, of every course are mapped on a scale of 0 to 3 and the report is prepared and submitted to the exam section by the faculty members. The final course outcome attainment is calculated by making the correlation between attainment through the External exam (75% weightage) and internal examination (25% weightage).

Mid Examinations are conducted twice a semester and each of them covers the evaluation of the entire relevant COs attainment.

Semester End Examination is descriptive, and a metric for assessing whether all COs are attained.

Course Component: In this method, the course content of each subject is mapped with PO and the percentage of mapping is determined. By the above methods institute ensures the attainment of Cos and POs through well-defined assessment criteria. The indirect assessment is done through the course-end survey.

Rubrics

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar, and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels is given under.

% of CO attainment	$\geq 70\%$	$\geq 60\% \ \&\lt; \ 70\%$	$\geq 50\% \ \&\lt; \ 60\%$	
CO attainment level	3	2	1	

Assessment of Course outcomes of Lab courses

The course outcomes of a practical course should satisfy at least any one or more of the defined program outcomes. These describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of the said course. The percentage of students who score more than 75% marks in each measured criterion is taken for calculating CO attainment.

Attainment of Program Outcomes

All the courses which contribute to the PO are identified and these courses are evaluated through the Course Outcomes using direct [Internal (25% weightage) and External (75% weightage)] and indirect (Course end feedback) assessments. The overall results from the assessments of the PO are compared with the expected attainment. The PO is considered satisfied with the attainment of the expected level.

For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement. If the target criterion level is not reached, then faculty suggest for improvement to attain the same.

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: 95.77

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
77	86	55	61	38

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
83	86	57	61	44

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description

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:

The institution has created an ecosystem for innovations and other initiatives for the creation and transfer of knowledge. Today the buzzword for industry is innovation, the innovations are to be not only important but also these should be inclusive. The colleges are hubs for innovative thinking minds and it is important to nurture them and provide an ideal environment to incubate their ideas. At AESCOP we try to promote industrious thinking amongst the students through the Incubation of ideas, Entrepreneurship development cell, and Research advisory committee. At AESCOP we try to develop the skills of students needed for successful stints in industry and entrepreneurship alike. The training and placement cell organizes regular training sessions on personality development, and communication skills to make the students understand how to present and express themselves. The experts from the industry are invited to update students' technical knowledge and the latest happenings in the pharma industry. Efforts are undertaken to make them aware of the importance of Intellectual property rights (IPR) through lectures from experts. The intellectual property is generated through research work, we have a system of self-sponsored in-house research for undergraduate students, in last year's students participated in number of research projects. We also promote the research environment through the 'Research Advisory Committee' (RAC) of our college which consists of Principal and senior members from each discipline of pharmaceutical sciences. RAC monitors and motivates students for participation in various research competitions such as model making competitions, oral and poster presentation competitions. Our students also have excelled in Avishkar-Research competition and national research competitions. We had also conducted a seminar on how to

write research proposals where eminent personalities in field of research guided the students and also expert talks from eminent Pharma professionals and skill development workshop.

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: 10

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
2	3	1	3	1

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: 0.4

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
14	1	2	2	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
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: 0.12

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
4	0	0	0	1

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:

To fulfill the changing need of society, the institute continuously sensitizes the faculty members and students to get involved in various community outreach programs. These activities help in the holistic development of students. AESCOP has a National Service Scheme (NSS) unit that stands for forgetting and surrendering the self and rendering selfless service to others. The overall aim of NSS is to give an extension dimension to the higher education system and orient the students towards community services, while they are studying in an educational institute. NSS unit of AESCOP has developed a sense of social and civic responsibility among the student volunteers. The students gain communicative skills in mobilizing community participation, acquire leadership qualities and develop their overall personality. NSS makes the students responsible, confident, and dedicated citizens. The volunteers of AESCOP through a diverse number of programs understand the public and societal relationships, culture and heritage, needs of the needy, their problems, and the ultimate solutions.

The students develop a great sense of social and civic responsibility by participating in street plays and donations of required materials to orphanages. Tree plantation and Plastic Waste Collection Campaigns inculcates a sense of responsibility toward saving mother earth and the development of a green environment.

The students of AESCOP are connected with every aspect of the community by organizing blood donation camps, health checkups, Hemoglobin check-ups and conducting seminars on health and hygiene. Every year we have been conducting Blood donation camps with a high number of Blood unit collections.

The AESCOP organized a rally on the occasion of World Pharmacist Day to create awareness of social issues like AIDS, Malaria, saving the girl child, girl education, cleanliness drive, and eradication of superstition through street plays. A great sense of professional responsibility is developed among students by encouraging them to participate in various activities during National Pharmacy Week organized by The Indian Pharmaceutical Association; Pune Branch. The institute arranges guest lectures on sexual Harassment and knowing your rights as a part of women empowerment. AESCOP students actively participated in the voluntary contribution of labor (SHRAMDAAN) & financial help for flood-affected people in Kolhapur district. To inculcate social responsibility into the minds of students by donating some share of students' contribution to the "Sakal Relief Fund" for disaster management on the occasion of Dahihandi.

The impact of such activities on students is mainly for developing-

- Teamwork through team activities.
- Management skills within the available resources during camping in NSS Camp.
- Communication skills.
- Inculcating values for environmental issues.
- Awareness regarding health-related issues.
- Feel empathy towards less privileged
- Sense of sharing

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:

To fulfill the changing need of society, the institute continuously sensitizes the faculty members and students to get involved in various community outreach programs. These activities help in the holistic development of students. AESCOP has a National Service Scheme (NSS) unit which aims to give an extension dimension to the higher education system and orient the students towards community services, while they are studying in an educational institute. On the occasion of Children's Day, students of AESCOP visited Surhad Mandal's schools for children with Hearing Impairment and gave them stationary materials, and spent quality time with them. Blood donation camps organized every year from 2017 -18 to 2021 – 22 are recognized by Bharti Vidyapeeth University Medical College Hospital & Research Centre, Pune. Certificates of the same are issued by Bharti Vidyapeeth University Medical College Hospital & Research Centre, Pune as recognition. This engenders a sense of social responsibility and commitment. AESCOP students actively participated in the voluntary contribution of labor (SHRAMDAAN) & financial help of Rs.25, 000/- for flood-affected people in Kolhapur district, a news published in Punyanagari news dated on 31st August 2019. Students of AESCOP actively participated in National Pharmacy Week activities organized by The Indian Pharmaceutical Association, Pune Branch. Also got awards in various state level and national level research competitions.

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: 20

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
5	3	4	4	4

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: 7

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:

Provision of modern infrastructure as per the contemporary needs in the curriculum is the policy of the institution for the creation and enhancement as per PCI (Pharmacy Council of India) norms. The college has well-furnished and adequate infrastructure as per the norms of regulatory bodies. The college is spread over 2.5 acres area with about 6006.929 sq m. built-up area. The Principal upon discussion with the Head of Departments set a plan of the requirement of infrastructural facilities along with a tentative budgetary provision. The same is then submitted to the management for approval and financial viability. The college management and principal materialize the plan as per the needs and demands. The alterations may be made by the principal to comply with updated norms of regulatory authorities. Finally, it is approved by Governing body of the institute.

Details of the facilities available for

A) Curricular and co-curricular activities: As regard physical facilities, the college has 7 well-furnished classrooms equipped with LCD, collar microphone, speakers, and provisions for visual aids, one classrom with smart interactive panel, one seminar hall, 15 laboratories and a machine room to meet the demands of UG and PG courses as per PCI norms. Moreover, the college has an air-conditioned central instrumentation laboratory with Wi-Fi with a power backup facility enriched with sophisticated instruments like HPLC, UV-visible spectrophotometer, Brookfield's viscometer, etc.

B) Extracurricular activities: The college has infrastructural facilities to carry out indoor and outdoor games. The college has a well-furnished auditorium to carry out various extracurricular activities like a fashion show, antakshari, rangoli, mehendi competitions, and musical chairs.

C) Sports: The college provides indoor and outdoor games facilities to the students. Students actively participate in all competitions.

D) Public address system and other facilities including a language lab are provided to develop communication skills; the institute has a well-equipped gymnasium for the physical health of students. The college has an auditorium with 250 seating capacity equipped with an audio-visual system. National Service Scheme (NSS) Unit is available as per Dr Babasaheb Ambedkar Technological University, (DBATU), norms. Students are motivated to participate in elocution and debate competitions etc. Regular yoga classes are conducted by the college, for the same Prof. H. M. Washimkar is appointed as Yoga Teacher.

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: 8.93

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
9.20	23.02	6.61	14.25	3.04

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:

Institute has deployed many ICT and other tools to provide maximum access to the library collection. It has updated the Online Public Access Catalogue system for students and staff for quick access to reference books and textbooks. Institute has purchased DELNET, a library-developing network. The institute has purchased DigiLib software which is based on Integrated Library Management System (ILMS). That is an

advance searching tool to search articles in multiple databases. College has subscribed to DELNET which contains many e-journals. DELNET provides remote and in-house access to e-publication.

Library day-to-daywork is fully automated for the issue and return of books by way of bar-coding. There is a classified huge stock of books in DigiLib. There are five computers for public (staff and students) access. The library is provided with high-speed internet that is 100 Mbps. The library has registered for National Digital Library (NDL) which is accessible to students on a regular basis. The college has a Book Bank scheme for meritorious students.

The library has an advisory committee that includes the principal, a faculty coordinator, a faculty member, a librarian as member secretary, and three student representatives.

A total of rupees 9.54 lakhs was spent on the purchase of books and journals in the last five years. Daily around 130 books are issued and returned to the students. The average number of walk-in students per day is more than 150.

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 adequate computing facilities for students, faculty, library, and office staff. The faculty and students have been provided with internet facilities, LAN, and Wi-Fi. User-friendly modems and 66 computers of the latest version are available for students. Institute carefully planned to make inter-departmental connectivity, virtual classrooms to collaborative studies and interdisciplinary research.

The college is very keen to apply ICT methodology at various levels of pharmaceutical study. Students are also trained in software like plagiarism, Lexicom for Pharm D, ChemDraw for organic chemistry, etc. The library has an OPAC system which is a part of DigiLib software, which is used by students for locating books. In the language laboratory, Wordsworth software is made available to improve language skills. Students frequently use ICT resources like online resources, e-books, e-journals, and video lectures to enhance their learning potential. Moreover, all classrooms and seminar rooms are equipped with LCD projectors and an audio-video facility to enhance learning and conduct co-curricular activities.

Students are provided with the facility of online learning resources like NDL (National Digital Library), to promote independent and self-learning. The college has an independent computer laboratory with an internet facility (100 Mbps). The library has e-learning resources like pharmacy educational CDs and video

lectures to boost digital and self-learning. The Institute has a well-equipped, dedicated smart classroom with a smart interactive panel.

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: 6.44

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

Response: 66

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: 19.96

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
24.30	16.70	35.72	25.40	23.36

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: 52.3

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
249	197	166	152	78

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

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	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: 15.53

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
45	53	58	59	35

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: 79.86

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
45	46	53	57	33

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
65	74	55	61	38

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: 25.42

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
4	6	4	1	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

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: 3

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
1	1	0	0	1

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

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
15	1	15	17	08

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:

Abhinav Education Society's College of Pharmacy (B.Pharm) is established in 2007, and several alumni got an education from this reputed institution. Though this institution is located in a remote area, it has a

great contribution to the educational development of the students. Many alumni of this college are well known in the Pharma fields.

Institute has a registered Alumni Association under the Societies Registration Act. It was formed on 5th March 2016 at The Registrar of Society, Pune Region. Registration No: Mh-389/2016/Pune under Societies Registration Act 1860.

Abhinav Education Society's College of Pharmacy (AESCOP) and the Alumni Association jointly believe in creating and maintaining an association with its alumni. Our Alumni Association works for the overall development of students as well as the institution. It helps our institution not just financially but in terms of academic planning, placements of students, career guidance, and technological guidance.

The Alumni Association Contribution through various means:-

1. Book Donation: Contribution by donating Books.

2. Alumni Interaction: Alumni of AESCOP give inputs to aspiring Pharma graduates. They are invited as resource persons at various events, guest lectures, and panel discussions. They provide inputs and share their experiences regarding skills, recent technologies & trends in the corporate world, application of knowledge, and corporate working culture.

3. Placement & Career Guidance Assistance: Alumni are working in organizations in various capacities. They keep the faculties and the placement officer abreast of the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

4. Referral recruiters: Alumni recommend and promote students of AESCOP to their employers for placements.

5. Entrepreneurship Awareness: Some of our Alumni have established startups in different sectors, and many of them are first-generation entrepreneurs. They have decided already to become an entrepreneur during their academic tenure at AESCOP. Through the journey as an entrepreneur, they learned various skills & knowledge. They enlighten the students with their success stories and challenges faced.

6. Alumni Meet: We at AESCOP have a tradition of inviting alumni for an Alumni Meet once in three years. In this meet the alumni get a chance to reconnect with their Alma mater, teachers, and old friends. This is the best platform for networking and sharing new trends and current happenings in the corporate world. These inputs are helpful to academicians in molding aspiring students.

7. Institute Social Responsibility: Our Alumni in association with AESCOP are engaged in conducting social activities for the welfare of society through Donations in the form of Books, stationery, visit for a cleanliness drive in a flooded area etc.

Our Alumni Association plays a very supportive and constructive role in the overall development of the college.

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

We want to see our students as competent, compassionate, and confident pharmacists, committed to implement the highest ethical standards of the pharmacy profession to serve humanity.

MISSION

1. To carry out a teaching-learning process to develop the technical skill required for the pharmacy profession.
2. To create a positive environment to enhance social awareness to promote health care in society.
3. Organize events and participate in various professional and social activities to build confidence and make the personalities of our students.
4. To discuss the ethical issues related to the pharmacy profession by creating an impact of professionalism in the mind of students.

The Management, Principal along with stakeholders play a vital role in policy making. Through quality policy, we aim to make students responsible enough to help society in regard to better healthcare services. We think that our students may achieve their full potential through excelling in academics, co-curricular and extracurricular activities. We seek to enhance each individual on an academic level and this is achieved by programmes offered by the institution.

The college authority believes in the principle of decentralization as it is helpful in achieving the vision and mission. The college constitutes various committees at the beginning of the academic year. The principal meets the faculty members periodically to ensure the proper implementation of the activities planned in a given academic year through these committees. The recommendations are pursued by the principal and are forwarded to the management for necessary actions and implementations. All functional committees are given authority to conduct the activities independently and resources are provided by the management. The administrative work is delegated to the office superintendent. This is an important step in aligning the activities of the college with the Institutional Vision and Mission.

The governing body consists of President, Secretary, industrialist, academician, and other stakeholders. The principal of the college is the Member Secretary in governing body. Along with other staff members,

the governing body takes decisions on policy matters, financial and budget management, faculty recruitment, admissions, examinations, and regulatory aspects. For effective management and regular working, the institution constitutes several committees such as College Development Committee, IQAC, Anti-ragging Committee, Grievance Redressal Cell, Examination Co-ordination Committee, Examination Grievance Redressal Committee, Academic Co-ordination Committee, Training and Placement Committee, Library Committee, Finance Committee, Research Advisory Committee. In order to inculcate the qualities mentioned in the vision and mission, the institute conducts various co-curricular activities such as seminars by qualified professionals, an induction program, alumni meetings, annual gatherings, and prize distribution organized by the cultural committee, sports week organized by the sports committee.

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 a well-defined organizational structure that is governed by Governing body (GB) and is structured in accordance with the regulations of the authority. The GB collaborates with relevant statutory bodies to define and implement administrative and academic policies for the overall development of stakeholders. The roles and responsibilities of the GB, CDC, IQAC, and other academic and administrative committees are well-defined.

At the college level, the College Development Committee is constituted. It is consisting of representatives from management (Chairman & Secretary), the Principal of the College as Member Secretary, teaching and non-teaching staff, and local members from the fields of industry, research, education, and social service of whom at least one is an alumnus.

The College Development Committee is:

- 1.To consider, review and decide the issues regarding academic, administrative, and infrastructural development.
- 2.Prepare an overall comprehensive development plan for the college regarding academic, administrative, and infrastructural growth, and enable the college to foster excellence in curricular, co-curricular, and extra-curricular activities.

Administrative rules and regulations include recruitment policies for both Teaching and non-teaching staff, Eligibility criterion, Teacher-to-student ratio for UG/PG, Faculty cadre ratio, and Selection and appointment of Principal/Teachers/Administrative Personnel in accordance with the job description.

Service rules and regulations include the following: promotion policy, pay scale as per AICTE/PCI, probation policy, service book, procedure for assessing teachers' work, increment and promotional policy, seniority and retirement policy, rules for terminating employee services, code of conduct, disciplinary proceedings, and their implementations. Academic activities, research, and consultation are all part of a teacher's job.

Institutional Strategic/ perspective/development plan:

1. To achieve and maintain excellent academic results: various academic committees have been formed to ensure proper academic planning, conduct, and monitoring. Implement and review feedback on teaching learning/teachers and actions to be taken, address the needs of slow/advanced learners, and plan activities to meet those needs.
2. Increase the percentage of faculty with a Ph. D. : Infrastructure facilities are provided to carry out the Ph.D. /and other research activities.
3. Instilling research aptitude in faculty and students : Encourage faculty to pursue a Ph.D., organize or attend seminars/workshops/webinars/conferences/FDPs under QIP, research publications, etc.
4. Improve students' communication/presentation skills: by organizing personality development workshops, model making, poster presentations, elocution competitions, etc.
5. Improve placement through industry-institute interaction: by organizing Guest Lectures/ Seminars/ Workshops, industrial/hospital visits, and campus interviews for students.
6. Increase student participation in community pharmacy and extension activities: Through various NSS unit activities such as health check-up camps, Swatch Bharat Abhiyan, women empowerment and gender equity programs, and so on.

The college develops plans to comply with the broad guidelines issued by the Affiliating University and the government from time to time for the successful conduct of academic programs.

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

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

During their time at Abhinav Education Society's College of Pharmacy, Narhe Pune, teaching and non-teaching personnel are provided with welfare benefits.

The policy document takes into account a variety of factors for overall employee development.

The policy is applicable to all the staff including teaching and non-teaching. The Institute Management provides/implements a variety of welfare measures for teaching and non-teaching personnel.

The welfare schemes available for teaching and non-teaching staff are:

- **Provident Funds:** The teaching and non-teaching staff of the college have been brought under the Employees' Provident Fund (EPF).
- **Higher education:** The institute provides support for faculty members who wish to pursue Ph.D. and higher education. The institute is also concerned with employee development, encouraging them to do research. Apart from publishing, employees are encouraged to attend seminars, workshops, and SWAYAM and NPTEL courses for personal and professional development.
- **Self-development programs:** Teaching staff is being deputed to attend workshops, seminars, and conferences organized by other colleges by providing them financial assistance and duty leave.
- **Leave considerations:** Medical Leaves/ Casual Leaves/ Compensatory off facility are given to the teaching and non-teaching staff of the college. Variety of leave options for both teaching and non-teaching staff which employees can take if they meet the eligibility criteria and policy.

- **Group Insurance:** Management provides group insurance facilities for teaching and non-teaching staff.
- **Emergency medical service:** In case of a Medical emergency, the vehicle is provided by the college to reach the nearest Hospital.
- **Permission/Movements:** The institute permits the faculty members to leave early thrice a month in case of emergency for personal reasons.

The institution has an effective Performance Appraisal System for teaching and non-teaching staff:

The institute has performed an appraisal system for teaching staff. The college IQAC addresses all the issues related to the appraisal of the staff and regularly evaluates it. The performance of staff is assessed on a yearly basis. Every teacher submits his/ her duly filled appraisal form along with supporting documents to the IQAC. The IQAC cell scrutinizes and assigns scores under various categories. Teaching staff performance appraisal is based on the parameters such as innovative teaching-learning tools, mentor-mentee system, number of publications (research contribution, publication of projects/books/articles), co-curricular/extra-curricular participation (organization of guest lectures/seminars/workshops), feedback by students. The Principal of the institute appeals to the entire teaching faculty to fill out the performance appraisal form with supporting documents referring to various activities carried out in the academic year. The assessment is carried out by the Principal, HOD, and the performance appraisal report is submitted to IQAC. Many members of teaching and non-teaching staff have displayed excellence in various fields.

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: 15.69

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
1	0	5	6	4

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

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: 8.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	4	1	0

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

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

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

6.4 Financial Management and Resource Mobilization

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

Response:

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ non-government organizations):

The college is working under the control and supervision of Abhinav Education Society, Pune. For financial activity, DIGIMIS software is used centrally. It has a systematic policy for the mobilization of funds and ensures the optimal utilization of resources, this ensures that every year the budget is prepared well in advance after taking into consideration the income and expenditure. It is expected that every year all departments of the college should provide a list of requirements such as equipment, computers, books, stationery items, etc. required for the next academic year. According to the necessity, Abhinav Education Society makes a provision for funds whenever needed. The management and the Principal are in charge of generating/ managing the financial resources effectively. The main source of funds is the admission fees collected from the students.

The Principal, Head of Department, and store in charge then finalize the proposal before submitting it to the governing body and management for approval. The budget is then approved and distributed to the various departments. Purchase requirements are established according to budget requirements, and the purchase is made after careful examination of invoices from several vendors. Management keeps track of revenue and expenses and a financial audit is done at the conclusion of the financial year. Additional financing is sought through admissions/lab/library fees, bank interest on deposits, and collaboration with industry. If extra funds are needed for unplanned activities such as attending seminars, workshops, conferences, or technical competitions, the concerned faculty must apply to the Principal with details and produce a receipt of fees paid as well as an attendance letter/certificate as per the policy document. The Principal then forwards it to management for final approval.

Institute conducts financial audits regularly (internal and external):

The major source of college funding is from the students' fees and from the trust. The college conducts internal and external financial audits regularly. The college has Specific norms and rules for the utilization of funds aligned with the rules laid down by the government and the trust. The internal audit is done by the internal auditor on a regular basis. The institutional accounts are audited regularly by the internal auditor. The auditor ensures the evidence supporting the amounts, disclosures in financial statements, accounting principles used, and significant estimates made by management. The internal auditor conducts audits and performs scrutiny of all payments receipts, vouchers of the transactions, cash books, ledger accounts, and all bank accounts in a respective financial year. The external auditor submits audit reports and audited financial statements to the college authorities. Necessary compliance is done by the college from time to time as and when required. So far there have been no major findings or objections since the institution follows the system of internal controls like calling quotations, comparison of rates, preparation of purchase orders, placing the order, etc.

File Description	Document
Upload 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 Internal Quality Assurance Cell (IQAC) was established in the year 2018-19. The established IQAC has adopted several policies and implemented the following quality measures in the college. Through a feedback mechanism, IQAC gathers and reviews input from all stakeholders by obtaining feedback from different stakeholders and its analysis. The IQAC is actively involved in the submission of the Self-Study Report for Assessment and Accreditation of the college and in preparing the college for the Peer Team Visit. IQAC collects information and reports on a regular basis from all the departments and committees of the college. IQAC monitors various activities like the admission process, preparation of work plans, examination process, and co-curricular, extra-curricular activities.

IQAC ensures:

1. Progressive, efficient, and timely outputs in academics, administration, research, and innovation.
2. Academic/administrative and research activities of high quality.
3. Integration of traditional and modern teaching and learning approaches.

4. Some of the activities planned and carried out under IQAC such as

1. Academic Activities

1. Slow and advanced learners were identified and activities were planned to meet their needs.
2. For several courses, remedial/tutorial classes/assignments were organized for slow learners.
3. Advanced learners received encouragement to engage in research competitions.
4. Identified curricular gaps and hosted guest lectures/seminars/workshops/certificate courses on a variety of topics

2. R & D (Research and Development)

1. Encouraged students and teachers to enter the "AVISHKAR" research project competition.
2. Faculty members were encouraged to enroll in a Ph.D. program.
3. Faculty members are encouraged to submit their findings to peer-reviewed publications for publication.
4. Organize a seminar/webinar for the institute's faculty/students and encourage them to attend.

3. Student Training and Placement:

1. The College has signed memorandums of understanding to assure student training and placement. The college has organized and performed industry tours.
2. Campus drives were conducted, with over 80% of students being placed within two years.
3. Workshops on Personality Development are well-organized.

IQAC constantly reviews the teaching-learning process, structures & methodologies of operations, and learning outcomes at periodic intervals through IQAC setup as per norms. The issues that generally come up for discussion are as follows:

1. Completion of the syllabi adhering to the academic calendar.
2. Quality in the delivery of courses.
3. Examination reforms and conduct of theory and practical examinations.
4. Student's performance in internal and semester examinations.
5. Feedback from students, Alumni collected by the IQAC.
6. The decisions and recommendations of the meeting are communicated to all the faculty members, and issues that require further deliberations are discussed in staff meetings.
7. Visible improvement in students' performance.
8. Meticulous internal evaluation.
9. Substantial reduction in student grievances in respect of internal assessment.
10. Methodology and Improvement in attendance.

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: B. Any 3 of the above

File Description	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:

Women's empowerment and gender equity are of the primary concerns at Abhinav Education Society's College of Pharmacy (B.Pharm). We practice bringing a positive change in the attitude and support equity among genders within the institute and in our outreach. The gender sensitization cell of the institute work on to create an environment of justice and maintain positive values so as to erase biases in the young developing minds as they progress towards a fair and unbiased society. This cell appreciates the fact that the rights of every woman are equally important. The function of the cell is to create an open-minded society; familiarize students with their constitutional rights and safeguards.

Facilities Provided to Girls Students:

- College provides facilities for safety and security to the students
- Security personnel are available 24 X 7 and CCTV cameras are installed to ensure the safety and security of students and employees
- Grievance redressal cell/Anti-ragging committee is constituted for timely redressal of grievances
- The campus is proven as zero tolerance for ragging
- Common Rooms: There are separate Common Rooms for boys and girls, which are equipped with lockers, drinking water facilities, and washrooms with female security personnel for girls' common room
- International Women's Day (8th March) & International Day of the Girl Child (11th October) are celebrated every year in college
- Grievance Redressal, Gender Sensitization, and Internal Complaints /Women empowerment cell are active
- Faculty and staff are trained in the implementation of Vishaka Guidelines

Activities Related to gender sensitizations are as follows

- Workshops that promote diversity and gender-sensitive communication for students and staff alike
- Guest lecturers related to health, nutrition, self-defense, and entrepreneurship among the female students
- College runs the Mentor-Mentee scheme where faculty and students can approach gender-related issues. It was Monitoring and evaluation mechanisms for implementation and their follow-ups

Institute also celebrates /organizes national and international commemorative days, National commemorative days are celebrated like

- Republic Day (26th January) :The institution celebrates Republic Day every year spreading the message that India is one of the largest democratic countries in the world.This day is to remind students about the constitution of the country and the need to abide by it all time.
- Independence day (15th August): Hoisting of the national flag and spreading a warm message of nationalism and patriotism. This day marks the sacrifice of our national heroes who sacrificed their lives for the freedom of India from British rule.
- Gandhi Jayanti (2nd October) :A time of need to make understand or inculcate the preachings of Mahatma Gandhi's values of non-violence, humanity, and truth for the prosperity, and peace of our nation. We also practice Swacch Bharat Abhiyan on this day, students clean the college campus.
- International yoga day (21st June): Expert in yoga conducts yoga sessions and shares the importance of yoga for the health of staff and students

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
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

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

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:

Abhinav Education Society's College of Pharmacy (B.Pharm) provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic, and other diversities. Different sports and cultural activities organized in the college promote harmony towards each other. Commemorative days like Women's Day, Yoga Day, Voters Day, Human Right Day, and Constitution Day along with many regional festivals like DahiHandi, Navratri, and Dussehra are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. World health day is celebrated by creating a Flyer that is displayed on social media. The

purpose of flyers for World Health Days is to create awareness about health care and working conditions, and through training and support, aims to better equip health practitioners to provide better health services. For the past five years, College has aimed to create awareness in students about climate change, health security, and health practitioner solidarity. College is focused on emergency health care, and the safety and ability of health workers who treat emergency patients, through this awareness campaign. This will enable facilities to offer emergency services in times of disaster, and encourage all facilities to implement internal safety systems. There are different cells in the institute like the grievance redressal cell, Internal Complaint Committee which deal with grievances without considering anyone's racial or cultural background. Institute has a code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic, and other diversities.

Women's empowerment and gender equality are of the primary concerns at Abhinav Education Society's College of Pharmacy (B.Pharm). We practice bringing a positive change in the attitude and support equity among genders within the institute and in our outreach. The gender sensitization cell of the institute work on creating an environment of justice and maintaining positive values so as to erase biases in the young developing minds as they progress towards a fair and unbiased society.

File Description	Document
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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:

The two best practices implemented are

I. Mentorship for students' development

:- Understand the problems students encountered in day-to-day life and reduce mental stress. Motivate them to excel in their studies and take part in regular co-curriculum, extra-curriculum and cultural activities which help them to build their Personality and inculcate leadership qualities.

:-Since, students are quite new to the professional environment and come from different social and economic backgrounds, and face mental, physical, academic, social, and personal stress. A mentor-mentee interaction bridges the gap between students and teachers which reduces the percentage of dropouts and

suicide rates and increases the overall development of students and imbibes personal confidence to face the challenges of life.

The Practice:- Each faculty member is assigned students for the complete duration of their study. The student-teacher meeting is conducted at least twice each semester. Counseling is done by the mentors on any problems related to academics, institute, faculty, facilities, emotional, personal, etc. Mentors motivate the students to participate in cultural, extra-curricular, co-curricular, sports, etc. activities and keep records of their academic and other activities to know their progress. Mentors take special efforts with slow learners and help them to overcome their problems regarding the concepts with the help of respective faculty members. The faculty members discuss students' problems with the department heads and necessary actions are taken.

Evidence of success:- It is observed that after implementing this Mentor-Mentee system there is overall development in students. It is observed that the students fare well in the examination, improvement in weaker students, and increased confidence level. An increase in attendance and in participation in co-curriculum, extra co-curriculum, cultural activities, etc is also seen. Students have become disciplined; the relationship between teacher and students has been strengthened. An increase in the overall personal, academic, and holistic development of students is observed.

:- Constraints faced during the implementation of this system are

- Some of the students were hesitant to come up with their problems easily and require constant motivation and make them comfortable discussing their problems.
- Parents are not easily approachable easily many times. This lead to delays in conveying the message to parents in a few cases.

II. Skill Development

Objectives of the Practice:To update with the current trends in the industry,give hands-on training through seminars and workshops which would bridge thegap between the industry and academics and enhance the employability of graduates.Inculcate and increase problem-solving capability, critical thinking and enhance the learning experience of students and develop them beyond the curriculum

The Context: In order to bridge the gap between academia and industry, eminent personalities from the industry are invited at AESCOP to deliver seminars or webinars to address students on the current trends in Pharmaceutical Industry. Workshops and training programs are conducted for students. Various personality development training sessions and mock interviews are conducted in college to prepare students to face job interviews.

The Practice: Today is a world of technology and skills, so it's essential that our today's generation should be well acquainted with the current trends in technology and the skills required for the same. It's a need of the hour to bridge the gap between industry and academics, so eminent personalities are invited to deliver lectures on the current trends in the Pharma field.

Today is an era of IT and the pharmacy profession has also come down to this corporate world. There are many giant companies like TCS, Cognizant, Synapse, Aquity, etc. who are now in the Pharma field. Students who are interested in these fields are trained. Short courses are run and MOU with some of the institutes are signed to train our students in Pharmacovigilance, Medical Coding, etc.

Guest lectures on regulatory affairs, Regulatory Bioanalysis, cGMP, Regulations in Pharma and Biotech industry and marketing, training on Personality development, communication skills, Positive Attitude, etc. by experts are arranged for students.

Faculty members and other experts conduct mock interviews for students department-wise to prepare them for their job interviews along with our Training and Placement Officer. This leads to the overall development of our students

Evidence of success: It is seen that students gained a good confidence level, enthusiasm, and eagerness to participate in any event being conducted.

Problems encountered and resources required:- At the very beginning there was quite a resistance from the students but eventually, they understood its importance. The main problem lies in finding out a good resource person.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

The Abhinav education society's College of Pharmacy, relentlessly but wholeheartedly pursues its vision of creating responsible citizens. The priority of the institute is to make the students successful in every field which naturally leads to distinctiveness. The Institute located in Maharashtra, recognized by one of the greatest warrior kings Chhatrapati Shivaji Maharaj known for his excellent military and guerilla warfare, is often cited as Maharashtra's pride. Chhatrapati Shivaji Maharaj is not only the Icon of youth but also of every citizen of India. He is adored for his Strategic war system, Management skills, fighting against the overwhelming odds, and resilience which lead him to success. He is also greatly known for his impartial justice.

The main motto to celebrate this is to imbibe the values of Shivaji Maharaj. To motivate our young dynamic generation who is our today's future India to read more, understand our literature, learn from the past, work not only for the betterment of ourselves but also towards our society, also inculcate leadership qualities, loyalty, and truthfulness values in students to prepare them to face the challenges, build in confidence, critical thinking which will boost in building their future.

Every year Shiv Jayanti is celebrated in February at Abhinav Education Society's College of Pharmacy, Narhe. An Intercollegiate, Intra Abhinav Education Society's Shiv Jayanti Elocution competition is conducted. Elocution competition is held on the theme based on the current scenario of that year, saying "Aaj Shivaji Maharaj aste tar" (If Chhatrapati Shivaji Maharaj would be there today). This helps their minds to think about the critical aspects of life and improve their skills, and leadership qualities by learning from the past and grooming for their future. It also helps them to think about what and how this situation can be handled in a better way. A good confidence level is built in students to face their life which is without depression and frustration which our today's youth are falling prey to.

The contestant has to give a deep think about it and relate it to Shivaji Maharaj on what he would have done in this situation.

After topic selection which is done with the permission of our management and President Sir, the meeting is called for all the Principals under Abhinav College. About 12-15 topics are selected and one topic is allotted to each Principal for the respective Institute. The same topic is passed to the students of that institute and then small chits are made out of them the principals are then asked to choose one chit for their college. Each trades one contestant. The topic written on that chit is then disclosed and passed over to the students and then the students are supposed to narrate it on Shiv Jayanti. Topics such as :

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The competition is conducted in the presence of chartered professionals. The professionals are selected based on having an in-depth knowledge of Shivaji Maharaj and his literature. These topics are also discussed with them to give a proper insight into the completion and to give a good thought on these topics.

At the time of the competition, every contestant is given five minutes to speak on the topic in any of these three languages Marathi/ English/Hindi. A contestant is evaluated based on the quality of speech, oration, presentation, body language, and time management and confidence.

The winner and runner-up get a book by a famous personality, with the intention that they would keep up with their reading habit, increase their vocabulary and broaden their spectrum of reading and thinking. Appreciation certificates are given to all other participants as motivation.

The reason behind celebrating these types of competitions is to make students think differently, build confidence and a positive attitude, have farsightedness, and do it with determination. This would help the student to face future challenges.

During the pandemic, a flyer of Shivaji Maharaj on the occasion of Shiv Jayanti was prepared and circulated on our online platform. Every teacher who conducted the first lecture in that particular class spoke for about fifteen minutes on Shivaji Maharaj to motivate our students.

Due to the approach of overall Development, Abhinav graduates are found to work relentlessly while taking their responsibilities on passing out while being proven to be intellectually competent, morally upright, spiritually inspired, and socially committed – They leave footprints of their own, wherever they go.

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Any other relevant information	View Document
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5. CONCLUSION

Additional Information :

No additional information

Concluding Remarks :

The management of Abhinav Education Society's College of Pharmacy (B.Pharm) is committed to justify the objectives envisaged in the Vision and Mission by way of creating, executing and disseminating the knowledge in the area of Pharmacy.

The college always encourages innovative practices in the field of teaching-learning process and also engages in upgradation and uplifting the faculty and students by organizing workshop, seminars and training. The institution provides holistic education that enables the students to actively participate in community life. The alumni of the institute are good reflection of its quality.

Awareness programs on health hygiene and personal sanitation, electrical safety, cleanliness campaign, energy and environmental conservation campaign and tree plantation are regularly conducted and will be continued. The college accepts competence enhancing strategies through skill development programs, enrichment programs and creation of new forums for the advanced learners. Support and promote faculty to take up research work, Motivate and depute teachers to orientation courses and refresher courses, Promote faculty exchange programs. Develop smart rooms for supporting e-learning, Encourage students and faculty to participate in MOOC courses.