



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

PROGRESSIVE EDUCATION SOCIETY'S MODERN COLLEGE OF PHARMACY (FOR LADIES)

**BORHADEWADI, DEHU-ALANDI ROAD, A/P MOSHI, TAL-HAVELI, DIST-PUNE
-412105, MAHARASHTRA**

412105

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Progressive Education Society's Modern College of Pharmacy (For Ladies), Moshi established in 2004 is a part of one of the most prestigious educational organization of Pune, namely **Progressive Education Society (PES)**. The history of PES goes long back into the pre- independence era, when education had overtones of patriotism and social obligations. PES was **established in 1934** by Late **Hon. Shankarraoji Kanitkar** and his devoted teacher colleagues. The distinctiveness of the society is that it is founded by teachers and run by committed and devoted teachers responsible for social transformation. PES is managed by the Business Council, which is led by **Prof.Dr. G. R. Ekbote** who, apart from being Professor of surgery, is a well-known academician.

The college offers B. Pharm (Intake: 100), M. Pharm (Pharmaceutics and Pharmaceutical Quality Assurance (15 each), Pharm. D (30), D. Pharm (60) and Ph.D (28) programs. The college is approved by Pharmacy Council of India (PCI), All India Council for Technical Education (AICTE), and Directorate of Technical Education (DTE), Government of Maharashtra. The college is affiliated to Savitribai Phule Pune University (SPPU) while B. Pharm Course has permanent affiliation. It is also recognized by University Grants Commission (UGC) under Section 2(f) and 12(B) of the UGC act, 1956. The college is accredited by NAAC (2014-2019, 2.85 CGPA) and NBA (2019-2025). It has also earned a "Gold Rank" in the AICTE-CII survey of 2018 and two times placed in band of 75-100 NIRF ranking.

Vision

"To develop proactive, pragmatic, devoted and talented women pharmacists at par with global standards".

Mission

1. To impart quality education in niche areas exploring newer vistas vis-à-vis ever-evolving landscape of pharmacy education.
2. To provide an ideal forum for technical, scientific and social deliberations for the benefit of learners, faculty and stakeholders of pharmacy education.
3. To develop linkages, tie-ups and academic rapport with pharma industry and academia to facilitate collaborative learning and interdisciplinary research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Progressive, supportive, educated, ethical and transparent management, Visionary and transformational leadership.
2. The first self financed College with all Pharmacy courses under one roof established for ladies in the state of Maharashtra.
3. Quality conscious, self-motivated, responsible and committed faculty and staff.
4. Approvals: The college is approved by AICTE, PCI and DTE, Maharashtra, Accredited by NAAC (2014 to 2019), NBA (2019 to 2025), Recognized and certified under section 2(f) and 12 (B) of UGC Act, NIRF ranking and AICTE CII Survey.
5. Infrastructure and academic ambience:
 - Qualified, competent and experienced faculty.
 - Well developed infrastructure for conducive and disciplined learning.
 - IT-enabled classrooms, well equipped laboratories with modern instruments, Wi-Fi enabled campus, spacious seminar hall.
 - Consistent and bright academic results with negligible dropouts.
 - Research Laboratories equipped with sophisticated equipments to carry out high end research.
 - State of art library enriched with reference books, textbooks, national and international journals, periodicals, book bank facility and modern facilities such as e-library, audio-visual room, internet and Wi-Fi.
 - Well developed Computer and Language laboratory.
 - Full furnished Ladies hostel with excellent amenities.
 - Yoga centre, sports ground and gymnasium.
6. Research and Innovations:
 - Environment supporting research activities.
 - The college has received total grants of around 55 lacks and has more than 300 publications.
7. Placements and higher studies: Average placement and higher studies percentage: more than 68 %

Institutional Weakness

1. Output of research in terms of patents, copyrights, consultancy etc.
2. Collaborations at international level with reputed research institutes.
3. Faculty quarters are yet to be constructed on campus.
4. The college has not garnered research grants from funding agencies like DST, ICMR, UGC etc.

Institutional Opportunity

1. To enhance research and development activities with international collaborations and tie-ups.
2. To provide academic leadership by conducting value added programmes and sharing domain expertise.
3. To broaden industry-institute partnership.
4. To garner more funds by performing research of commercial and societal importance.
5. To become an autonomous institution to adopt New Education Policy, 2020 efficiently.
6. Encouragement of employability of students in quality organizations.
7. Strengthen the contribution of Alumnae association.

Institutional Challenge

1. To provide 100 percent placement for students.
2. To design curriculum in tune with Industrial demands.
3. To provide academic flexibility as per the National Education Policy, 2020.
4. To garner research funds from non-governmental agencies.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college is affiliated to Savitribai Phule Pune University (SPPU). It follows the curriculum provided by Pharmacy Council of India (Statutory Regulatory Authority) and Parent University. For B. Pharm programme, syllabus designed by SPPU for 2015, 2018 and 2019 pattern is followed, out of which 2018 and 2019 include Choice Based Credit System (CBCS). The Principal, Prof. Dr. Dhole S. N. is a member of BOS (Pharmaceutics) since 2018 and plays an active role in syllabus design. Faculty actively participates in syllabus orientation programs organized by SPPU whenever the change in syllabus is implemented.

At the start of academic year, an academic calendar is prepared for planning of academic, examination, co-curricular and extra-curricular activities. Active involvement of students in various committees like Program Committee, Students Council, Cultural Committee, Sports Committee, NSS and NPW Committee etc. helps in effective planning and implementation of activities. Curriculum is effectively delivered by meticulous preparation of time-table, workload, course planner, course files, course outcomes and use of diverse pedagogies. Continuous assessments are well planned and conducted as per university guidelines. Curricular gaps are identified and bridged. Content beyond syllabus is covered by the subject teacher along with industrial visits, add-on/certificate courses, guest lectures, seminars, conferences etc. Active Mentor-mentee system is present and plays a vital role in successful conduction of curricular and extra-curricular activities.

Academic flexibility is achieved through offering various certificate/ value-added/add-on and online courses in efforts to improve students' graduate attributes and employability skills. Total 52% students had enrolled and successfully completed 36 such courses in the last five years. The college has established NPTEL local chapter. Students have successfully completed various NPTEL courses through local chapter. Academic flexibility is also offered to students by giving opportunity to select elective subject and research project during last semester. The success of the various value-added courses resulted in placement and progression to higher studies of more than 68% students.

The curriculum is enriched by inclusion of various courses on professional ethics, gender, human values, environmental sciences and project work/internship etc. SPPU has included additional subjects like Environmental Sciences (First Year B. Pharm), Democracy, Election and Governance (First Year B. Pharm) and Introduction to Constitution (Second Year M. Pharm) in the curriculum. Curriculum has mandatory six months project work at Semester VIII of B Pharm and one year research work at Second Year M Pharm. Training/internship of one month is desirable as per university guidelines but college has made it compulsory to students. In the latest completed academic year 42% students have completed project work and internship. Along with curriculum, co-curricular and extra-curricular activities contribute to integrate cross-cutting issues. The different cross-cutting issues are also handled by effective working of statutory committees.

Feedbacks are collected from different stakeholders like students, faculty, parents, alumni and employers on academic performance of the college, facilities, curriculum, activities conducted etc. Online feedback process is preferred through Vmedulife software. Offline feedbacks are collected from parents, alumnae and employers during their visit to college. Every feedback is analyzed, communicated to relevant bodies and necessary actions are taken for improvement.

Teaching-learning and Evaluation

The college runs different courses viz. B.Pharm, M.Pharm and Ph.D course. The college follows Centralized Admission Process (CAP) conducted by State common entrance test cell, Government of Maharashtra. Accordingly, 20% of seats are filled at the institute level and 80% of seats are filled through CAP. The distribution of seats follows the guidelines set forth in the Maharashtra government's reservation policy (for SC, ST, DTNT, OBC, and SBC). The average enrollment percentage for last five years is 96.69% (excluding supernumerary seats) and average seats filled against reserved category is 90.8%.

The college has appointed qualified and well experienced faculty as per norms of PCI, AICTE, and SPPU. For academic year 2022–2023, the college have 32 full-time faculty; eight of them serve as SPPU guides for postgraduate and six for PhD course. The student-faculty ratio is 1:17. Average of 31% of faculty members have completed PhD from UGC-recognised universities, while about 16 are presently enrolled in doctoral programme. For the past five years, the average percentage of full-time teachers against sanctioned posts is 106%.

For effective teaching-learning, faculty is consistently adopting student-centric learning methodologies like experiential, participative and problem-based learning. In experiential learning students are encouraged to participate in industrial/hospital/community pharmacy/CRO training, visits and hands-on training. Participatory learning is encouraged through guest lectures, webinars, workshops and scientific conferences. Students are provided with lecture-synopsis prior to lectures. Pedagogical activities such as flash-cards, summary-cards, play-cards, charts, models, quizzes, assignments, herbarium preparation, surveys and group discussion-based assignments are used in addition to audio-visuals, chalk-board and presentations. Additionally, students take

part in value-added/NPTEL/MOOC/Coursera courses. In order to stimulate self-learning and learning beyond the curriculum, students are motivated to participate in variety of academic events, NPW, NSS activities etc. Problem Based Learning encourages self-directed learning, prepares students to think critically and analytically in assignments, projects and practicals. All classrooms are ICT-enabled with projectors, audio-visual and internet. Students can access study materials via SlideShare, Google Classroom, YouTube, and Vmedulife LMS platform. Faculty uses various ICT-enabled tools like audio-visual presentations, demonstration softwares etc. To encourage critical and creative thinking, faculty and students use DELNET, N-Digital online library, e-books, e-journals, language laboratory and open education resources. Vmedulife is used for academic and exam-related tasks. Online platforms like Google Meet, Zoom and Cisco Webex are used. Additionally, faculty has attended FDPs related to use of various ICT tools.

Internal and external assessment is transparent, time-bound and efficient. The college follows set mechanism of grievance redressal for queries related to exam. Internal exam related grievances are resolved within four days, while those related to external examinations, are communicated to university immediately after receiving application. External examination is conducted as per SPPU time-table under supervision of external senior supervisor appointed by university. The COs are prepared for each theory and practical course separately as per curriculum. There are 11 POs for B.Pharm and M.Pharm course; additionally two PSOs are defined according to specialization. Each CO is mapped with PO and PSO on scale of 1 to 3 (Low-1, Medium-2, Strong-3) for preparation of CO-PO matrix. The POs which are not strongly mapped by course contents are mapped by indirect tools. The final attainment of POs is calculated. Due to well-planned academic activities, student-centric teaching and outcome-based education, average pass percentage for last five years is 97.19 %.

Research, Innovations and Extension

The college has created an ecosystem for innovation and acts as platform for creation and transfer of knowledge. The activity is comprehensively covered by Research and Development (R&D) Cell, Innovation cell, Entrepreneurship Development and Start-Up Cell. The college has well defined policy and facilities for research and innovation activities. Institution's Innovation Council (IIC) plays a role in motivating faculty and students for participation in various research and innovation activities. R&D cell has active role to support infrastructure and facilities to strengthen innovation activities. The college has upgraded research facilities with the purchase of advanced sophisticated instruments like HPLC, UV visible spectrophotometer, 6 stations Franz Diffusion cell, extruder spheronizer and upgraded aseptic area in last five years. The college provides contingency for UG, PG and PhD students to carry out research activities and has policy for financial assistance of 50 % reimbursement on hiring charges to boost research and innovation. The outcome of IPR activity includes 14 patents (13 published and 1 granted).

The college has PG and PhD research center approved by SPPU, Pune. Currently, eight faculty are approved as PG guides, six as PhD guides and 23 students are enrolled for the PhD. The faculty has received 05 grants worth Rs 16,97,404/- from Government agencies in last five years.

The college frequently conducts workshops, training, conferences related to research, IPR and entrepreneurship awareness. During last five years, college has conducted 75 workshops/Seminars/Conferences on Research methodology, Intellectual Property Right, Skill development and Entrepreneurship.

To inculcate research aptitude and healthy competition, the college guides the students to consolidate their ideas and bring out prototypes. The students and faculty are motivated to participate and present their research work in various international/national/university conferences. As an outcome, 21 students have actively

participated and presented their research papers in Avishkar and 05 students at IPC. About 55 students have participated or presented their research papers in various state and national conferences. Students have published/presented 95 abstracts in state and national conferences organized at college in last five years.

The faculty has 155 research publications in national/international journals indexed in UGC care/ Scopus/Web of Science and 14 patents in last 5 years. Faculty has published 2 books, 5 book chapters and 103 abstracts in conference proceeding.

The college has SPPU approved NSS unit of 100 students. The college conducts social and extension activities in neighborhood communities annually, aimed at fostering holistic student development and addressing societal issues. Students actively participate in initiatives aimed at social upliftment and equality awareness. The college has conducted cleanliness campaigns, tree plantation drives and participated in Swachhata Pakhwada, Nirmal Wari Abhiyan, emphasizing environmental conservation and community responsibility. During NSS camps, students are engaged in cleanliness campaigns to awareness rallies against female foeticide, medicine awareness rally for societal well-being. The college has conducted 52 social and extension activities aimed at holistic student development and societal well-being of neighborhood community.

The college makes a substantial contribution to the progress of society. Government/Non-government organizations have praised the college for its dedication to comprehensive education and active community involvement underscoring the significant and long-lasting effects of its efforts.

The college is progressive towards collaboration with institutes/hospitals/organizations. The college has such 22 functional MoUs and linkages for student exchange, faculty exchange, training, collaborative research activities, industrial/field visits and use of research facilities.

Infrastructure and Learning Resources

The College is expanded over an area of 4.35 acres in a green and unpolluted environment. The college has adequate infrastructure like administrative, instructional, amenities and circulation area as per norms to conduct teaching-learning, co-curricular and extracurricular activities. There are ten spacious, well-ventilated ICT-enabled classrooms to promote interactive learning and one smart board equipped classroom with high speed internet to acquire a dynamic and engaging education facility for both teachers and students. The college houses eighteen well-equipped laboratories, machine room and central instrumentation room to conduct comprehensive practical training and research activities. Laboratories are equipped with first-aid boxes, fire extinguishers and modern facilities. Central Instrument Laboratory is equipped with sophisticated instruments including two High Performance Liquid Chromatography (HPLC), three UV-visible spectrophotometers, Lyophilizer, Cooling Micro centrifuge, Probe sonicator, Digital Plethysmometer, Trinocular Microscope etc. along with UPS system.

A spacious auditorium having more than 250 seating capacity is well equipped with ICT-enabled audiovisual facilities to conduct different cultural activities, seminars, guest lectures and skill development workshops. Additionally, college has one more seminar hall of seating capacity 100 for conduction of various events. Facilities like to e-content development center, a medicinal plant garden and well-equipped gymnasium are available in the campus. Support facilities such as girl's common room, boy's common room, canteen, mess hall, sick room, meditation and yoga centre are available. The ramp and lift facilities are provided to physically challenged candidates for accessibility. The campus is Wi-Fi enabled and is under CCTV Surveillance. The college has well maintained play ground area for various outdoor activities and also provides resources for indoor games. The CCSEA (committee for control and supervision of experiments on animals) approved

animal house facility is available to conduct animal and research experimentation with permission of IAEC. Total 26% of funds used for infrastructure development and augmentation (excluding salary costs) underscores a commitment to enhance physical assets and systems, reflecting significant investment in improving facilities over past five years.

A spacious and well-furnished library offers dedicated areas for reading, reference materials, silent study, e-library and audio-visual facilities. The library utilizes integrated library management system (ILMS) of Biyani technologies. The library has 12,790 books including official books of latest edition, 31 national and 5 international journals, 400 e-books, CDs, video lecture links, and access to e-resources through DELNET, N-DIGITAL and Inventi. Total investment on books and journals from last five years is Rs.15, 98,447/- and the college also regularly purchase good number of text and reference books. The college library is enabled with IT facility and used by students and faculty for digital content and reference sources. The library offers reprographic facility and other services including memberships with Jaykar Library (SPPU), National Chemical Laboratory (NCL) Library, National Digital Library of India (NDLI) and British Council Library (BCL). The library facility is utilized by students and faculty with average percentage of 23.31 for academic year 2022-2023.

The computer center is IT-enabled with latest configurations and softwares. Internet connectivity with bandwidth speeds of 50 to 250 Mbps is maintained throughout campus. A balanced student-to-computer ratio (4.9:1) helps to ensure equitable access for computing resources.

The college has earmarked sufficient funds for infrastructure development, argumentation and its maintenance. The 35% of expenditure is utilized for maintenance of physical and academic support facilities. This allocation ensures crucial components are well-funded and maintained.

Student Support and Progression

In addition to Government scholarships and freeships, the college also helps the students to fetch non-government scholarships. During last five years, 1452 number of students are provided with Government and non-government freeships and scholarships out of 2013 students. The percentage of students availed such scholarship is 72.13% in last five years. The post metric scholarships from central government like SC, ST, Minority, physically disabled students, AICTE stipend for post graduate students, Tuition Fee Waiver Scheme (TFWS), Pandit Dindayal Upadhye Swayam and Swadhar Yojana and from state government OBC, SBC, VJNT, EBC, SEBC and Dr. Punjabrao Deshmukh hostel maintenance scholarship to open category are availed by students. The scholarships from Non-government agencies like Lila Poonawala, R. M. Dhariwal and Sarvesh etc. are availed to students. Moreover, college has offered private and research funding/scholarships to students for their research work.

The college has taken initiatives such as capacity building and skill enhancement including soft skills, language and communicating skills, life skills, hands-on training on sophisticated instruments and ICT/computing skills for students. Out of 56 such activities, 7 activities are of soft skill development, 9 activities are related to communication skill and 29 are of life skill including yoga, physical health and hygiene activities and 11 ICT/computing activities. The college has ICT facilities like language laboratory, smart class rooms, e-library and other sophisticated softwares.

The college has organized sessions for guidance to students about career opportunities and competitive examinations like GPAT (Graduate Pharmacy Aptitude Test), GRE (Graduate Record Examination) and

NIPER (National Institute of Pharmaceutical Education and Research) entrance examinations. During last five years, total 56 students have qualified competitive exam such as GPAT, NIPER and GAT-B. The percentage of students benefited by guidance for above competitive examination and career counselling offered by college is 70.53 % of students during last five years.

The college has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases. The college has constituted various committees such as Grievance Redressal cell, Anti-ragging Committee, Internal Complaint Committee as per the guidelines to provide safety to the students. The committees timely redressed the student's grievances and organized awareness programme on policies, rules and regulations. Additionally, the college has communicated the constitution, guidelines, mechanism for submission of online/offline grievance along with contact details of respective committees through displays/notices on college notice boards and website.

The college has constituted Training and placement cell to look after career advancement and provision of job opportunities to students by organizing placement drives in campus. Out of 450 outgoing students, 68.00% of students are placed in reputed organization or have pursued higher education.

The college students have participated in 104 no. of sports and cultural activities with average of 20.8 per year. In these activities, college students have achieved 12 state and university level awards during the last five years.

The college has a registered Alumnae Association that contributes significantly in the development of students and college through various means. It was established and officially registered in 2012 (Reg No. 02021781570/2012/Pune). An online alumnae web-portal of college has been developed for better communication. Alumnae are contributing in various ways and helping college students to find employment, guide them to handle professional challenges and achieve success through various activities.

Governance, Leadership and Management

The Progressive Education Society has a democratic setup and with its three-tier system plays a proactive role in streamlining overall governance. Business council (BC) is the apex body. Board of Life Workers (BOLW), and Board of Life Members (BOLM) forms a basic administrative structure. There is an adequate representation for the members of BOLM and BOLW in the BC. The Governing body (GB) and College Development Committee (CDC) provides the framework of policies and systems to accomplish the vision and mission. The members from students, faculty and staff are part of CDC and other college level committees.

Implementation of NEP is initiated through skill development among learners (Enrollment of 1039 students in total 36 programs during last five years), Outcome based education using Vmedulife software, registration and enrollment of students on academic bank of credit, multidisciplinary and online education.

The College has established the vision, mission by considering the suggestions from all stakeholders viz. students, faculty, alumnae, management and industrial experts. It is also in tune with current affairs in pharmaceutical sector. To accomplish vision and mission, perspective plan is formulated considering stakeholders expectations and quality policy. It majorly covers areas like academics, research, infrastructure, collaborations, extension activities and accreditation. IQAC plays a vital role in the implementation of perspective plan. The Principal conceptualizes various financial and administrative plans and policies including appointment, service rules and procedures which are finalized in BC. These are as per the statutory and parent society guidelines and are made available on college website. Principal delegates powers to HODs and faculty

through portfolio distribution. The HODs, faculty, librarian and administrative staff coordinate with the Principal for streamlining the governance. Active participation of students is ensured through their participation in various committees.

The College implements e-governance using softwares like Vmedulife LMS, Tally solutions for accounts and Biyani Technologies software for library use. Vmedulife software is used for administration, leave management, grievance redressal and teaching-learning, assessments, students supports, library management and Course-program outcome attainment reports.

Faculty and staff motivation is geared up with performance appraisal, welfare (EPF, Insurance, Gratuity, leaves, financial support for research and conferences, medical insurance etc.) and career development opportunities. In addition to self appraisal, confidential report of faculty is also prepared. Financial support is provided not only to faculty but also to staff for FDPs/MDPs. As an outcome, about 70.42% faculty and staff have completed FDPs of more than five days.

The mobilization and optimal utilization of financial resources is ensured via preparation of budget by accounts department annually in consultation with HODs and Principal. In the budget, financial allocation is made for non-recurring and recurring expenditures. The Principal is empowered to allocate and utilize budget under different heads. The College conducts internal and external audit during each accounting year to ensure financial compliance.

IQAC is nodal committee which consistently tracks administrative and academic performance of the College. Major quality initiative of IQAC involved institutionalizing the quality assurance strategies and processes, teaching-learning and evaluation process, curricular gaps, outcome based education, e-Governance, Research and Development, skill upgradation of faculty, training to staff, industry-academia collaborations, defining the duties of portfolio incharges, conduction of internal audits, facilitating the external audits, participation in NIRF, participation and preparation for accreditations. IQAC consistently records improvements needed based on analysis of feedbacks given by stakeholders and audits.

Institutional Values and Best Practices

The college promotes a socially responsible, ethical, and environmentally conscious educational environment, encouraging students to embrace sustainability, ethical behaviour and community engagement. The primary aim is to raise awareness and understanding among students, faculty and staff regarding gender-related issues. The college ensures gender equity by distributing portfolios and powers impartially among faculty. Equal opportunities in employment, training, sports, and extracurricular are provided, with a 30% women faculty quota. Despite being exclusively for girls, college has conducted 28 gender sensitization activities in five years, emphasizing women's importance and equity. Facilities such as a ladies' hostel, safety measures like safety audits, CCTV, and e-grievance platforms, and initiatives like "Damini Pathak" and "Nirbhay Kanya Abhiyan" ensure a secure environment. Annual safety audits gather student feedback to continuously enhance campus safety and support gender equity.

The college promotes energy-efficient technologies and encourage energy-saving practices like natural illumination in architectural design, LED bulb usage and rooftop solar plant (10 kWp). Waste management includes segregation, recycling, composting, e-waste, sewage treatment plant (STP) and collaboration with PASSCO Environmental Solutions for biowaste management. Water conservation measures include rainwater harvesting, water sprinklers, drip irrigation systems and STP. Green practices foster an eco-friendly campus

with less paper usage, restricted automobile entry, a ban on plastic use and landscaping. NSS-led tree plantations, clean-up campaigns and educational outreach promote sustainability. Facilities for disabled individuals includes lifts, accessible washrooms, wheelchairs, ramps, and railings. An authorized agency has conducted energy, environment and green audits annually.

The college fosters diversity and inclusion through admissions, activities, and industrial visits, promoting interaction and tolerance. NSS initiatives and scholarships support socioeconomic inclusivity, while National Days and events like Azadi Ka Amrut Mahotsav highlight constitutional values and civic duties. The Electoral Literacy Club emphasizes voting as a national responsibility.

“Innovative Resources and Tools for Academic Excellence,” this best practice aims to enhance education quality through diverse teaching aids, multimedia tools and robust LMS, addressing syllabus gaps and connecting theory with practical. Additionally, seminars, industrial training problem-based learning, hands-on activities and experiential learning boosts comprehension, critical thinking, and spatial reasoning. Success is evident from a 97.19% average academic result and a growing number of students succeeding in competitive exams.

“Cultivating Excellence: Integrated Skill Development for the College Community,” this best practice is achieved through specialized skill development programs for professional growth of students, faculty, and staff. It provides tailored certificate courses and collaborates with industries to enhance employability and interdisciplinary research. Faculty and staff are encouraged to participate in development programs for continuous improvement. Over past five years, more than 50% of the college's students have completed 36 value-added or certificate courses. Success is evidenced by a 68% average placement and a 70% faculty and staff have completed development programs in past five years.

The college empowers girls through quality education and focuses on various dimensions to support and develop girls. Health and wellness initiatives include gym, yoga, sports, hygiene education and mental health support. Personality development programs emphasize communication, leadership, and decision-making skills. Legal and ethical awareness lectures inform students of their rights and resources. Social responsibility is promoted through NSS activities like cleanliness drives, environmental and health awareness. Skill development is fostered through specialized certificate courses and MoUs with industries. Comprehensive educational opportunities, financial assistance, and research support empower girls to excel academically and professionally.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	PROGRESSIVE EDUCATION SOCIETY'S MODERN COLLEGE OF PHARMACY (FOR LADIES)
Address	Borhadewadi, Dehu-Alandi Road, A/P Moshi, Tal-Haveli, Dist-Pune -412105, Maharashtra
City	Pune
State	Maharashtra
Pin	412105
Website	www.mcpledu.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shashikant Nivrutti Dhole	020-7276078868	9922007322	-	pharmoshiwomen@yahoo.com
IQAC / CIQA coordinator	Vrushali Sachinkumar Tambe	020-9960709992	9960709992	-	vrushalitambe99@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	27-12-2019	View Document		
12B of UGC	27-12-2019	View Document		
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	12-05-2023	12	Approved

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	National Board of Accreditation
Date of recognition	01-07-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Borhadewadi, Dehu-Alandi Road, A/P Moshi, Tal-Haveli, Dist-Pune -412105, Maharashtra	Urban	4.35	8262

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BPharm, Pharmacy,	48	HSC	English	100	71
PG	Pharm D, Pharmacy,	72	HSC	English	30	25
PG	MPharm, Pharmacy, Pharmaceutical Quality Assurance	24	B.Pharm	English	15	12
PG	MPharm, Pharmacy, Pharmaceuticals	24	B.Pharm	English	15	15
Doctoral (Ph.D)	PhD or DPhil, Pharmacy,	36	M.Pharm	English	26	22

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	2				3				24			
Recruited	1	1	0	2	0	3	0	3	5	19	0	24
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				3			
Recruited	1	1	0	2	1	1	0	2	0	3	0	3
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				35
Recruited	12	23	0	35
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				12
Recruited	2	10	0	12
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.	2	2	0	1	4	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	5	0	7
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	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	16	0	19
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
		3	2	0

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

Self Study Report of PROGRESSIVE EDUCATION SOCIETY'S MODERN COLLEGE OF PHARMACY (FOR LADIES)

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	453	5	0	0	458
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	89	1	0	0	90
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	22	0	0	0	22
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	132	2	0	0	134
	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	0	0	0	0
	Female	12	14	11	13
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	6	4	2	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	54	40	47	59
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	57	64	56	33
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	16	13	14	2
	Others	0	0	0	0
Total		145	135	130	110

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The National Education Policy (NEP)–2020 focuses on imparting knowledge, skill, competencies needed for 21st century. It is aimed towards holistic development of learners with development of intellectual, social, physical and moral abilities. The management of the college has started alignment of education system as per NEP. The College is established by Progressive Education Society and the society runs various education programs in Engineering, Pharmacy, Law, Physiotherapy, Management, Arts, Science, Commerce etc. In view of NEP preparedness, management has also conducted series of workshops on NEP. Total number workshops/seminars attended by faculty on</p>
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NEP are 17. Our College is offering professional programme B. Pharm, M. Pharm in Pharmaceutics, and Pharmaceutical Quality Assurance, PhD (Pharmacy), Pharm D and a Diploma. There is scope for multiple/lateral entry viz., Diploma students are directly admitted to Second year B.Pharm. However, since the College is governed by PCI, as per their regulations there is no lateral exit. Pharmacy is an interdisciplinary field of science with integration of disciplines like Pharmaceutics, Pharmaceutical Chemistry, Pharmacognosy, Pharmacology and Pharmacotherapy. The college follows the syllabus framed by PCI with limited academic flexibility to the college. Still, current PCI syllabus involves more emphasis on application of concepts in practice school during seventh semester, project work and choice-based credit courses during eighth semester. Flexibility is also given to design the contents of Practice school wherein the College has given emphasis on inclusion of newer applications in Pharmacy. The College has already implemented choice based/elective pattern as per the guidelines of Savitribai Phule Pune University and the curriculum is competence and outcome based. For the integration of computer and information science, subjects like Computer application in Pharmacy, Computer Aided Drug Design, and use of simulations in Pharmacology practicals are offered as an alternative to animal experimentation. It also covers subjects like Microbiology and biotechnology which has given emphasis on plant tissue culture techniques, and vaccine studies. Subject like Communication skills is covering various concepts including barriers, perspectives, elements and styles of communication, listening, presentation and interview skills. Additionally, SPPU has also included add-on subjects like Introduction to constitution, democracy election governance (DEG) and environmental science to ensure holistic development of learners. M.Pharm projects have interdisciplinary approach such as: development and evaluation of novel drug delivery systems with newer methods of analysis and pharmacokinetic and pharmacodynamics estimation, converting phytochemicals in advanced drug delivery systems, Isolation of phytochemicals with their structural elucidation with modern analytical techniques, modernization of Ayurvedic formulations, use of softwares like molecular-

	<p>docking, Quality by Design and GraphPad prism in problem solving in various areas. The College conducts various skill development programs, hands-on training workshops, guest lectures to add multidisciplinary/interdisciplinary aspects. NSS activities like street plays, awareness rallies, celebration of commemorative days play a vital role in imbibing human values and environmental awareness. The human values are inculcated by organizing various competitions, debate, extempore, rangoli making etc. Additionally, collaborative research work in association with industries and academic institutes, various co-curricular activities enhance the scope of multidisciplinary approach.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>“Academic Bank of Credits” means an academic service mechanism as a digital/virtual/online entity established by University Grants Commission to facilitate students to become its academic accounts holder, thereby paving the way for seamless students’ mobility between or within degree granting HEIs through a formal systems of credit recognition, credit accumulation, credit transfer and credit redemption to promote distributed and flexible teaching learning. The college is registered with “Academic Bank of Credits” as per NEP 2020. In this regard, we had registered our college on www.nad.digilocker.gov.in site and identified one of our faculty Dr. R. L. Mhetere, Chief Examination Officer as a Nodal agent. Students can register by logging in at www.abc.gov.in. In addition, a complete user manual with step-by-step instructions and screenshots can be seen in the ABC portal's Resources section. As per the guidelines of the parent university, the students have been educated on the goals and significance of such efforts and the application process. The students will receive assistance in this regard from the exam section. Our College has started the ABC ID generation of students from academic year 2022-23 as per the guidelines given on the above portal. Also, the generated ABD ID is the mandatory field required on SPPU exam form which is linked with the academic data of the respective student.</p>
<p>3. Skill development:</p>	<p>Skill development is a process of enhancing specific skills to be more effective and efficient while performing a task. The College offers skill development courses to strengthen professional, soft,</p>

life skills and human values in students. The College has conducted various skill development programs/add on certificate courses on various domains like Clinical research, Pharmacovigilance, Medical Coding, Clinical Data Management, Interview skills and Clinical trials. The students were trained in sophisticated instrument handling like HPLC, Calibration of Instruments, Aseptic techniques, Computer Aided Drug Development softwares and Statistical methods. The College has Linkages/Tie-Ups/MoUs with various organizations like Elite Institute of Pharma Skills, Ingenious Healthcare, Step-Up Pharma, Royal Academy of Career Excellence for conduction of Value added/Certificate courses. The College has established a SWAYAM NPTEL local chapter. The students are also motivated to enroll and complete various online certificate courses through NPTEL. The NPTEL local chapter coordinator is guiding the students on enrolment, selection of course, examination pattern and their use. Students have successfully completed wide ranging courses from pharmacy to life skill like Psychology of stress, health and well-being, Leadership and Team Effectiveness, Developing Soft skills and personality etc. Faculty also designs and conducts various certificate courses and training sessions. Courses like Skill Development in Clinical Trial, Laboratory Safety, Aseptic techniques and Training on Calibration of Instruments, Pharmaceutical Design of Experiments (DoE), Computer aided Drug Design, Graph Pad Prism Software have been successfully conducted by the faculty. Multiple choice and/or descriptive assessments are conducted to confirm the outcomes of the course. The certificates are issued to students after successful completion of assessment and maintenance of attendance. More than fifty-one percentage of students of our college had successfully completed 36 online/value added/certificate courses in last five years. Students are motivated to participate in various inter-collegiate competitions to strengthen their skills. Our NSS team conducts street plays and awareness rallies which play a vital role in instilling human values and environmental awareness in our students. Students also acquire employability skills through Industrial training, Industrial and hospital visits and hands on training on sophisticated instruments in each department. Research project as a

part of curriculum, enhances research aptitude, critical thinking and planning ability in students. While working on research project, emphasis is given on social issues, patient compliance, environment sustainability etc. Value based education is provided to students through curricular courses like Democracy, Election and Governance, Introduction to Constitution, Environmental sciences etc. Green practices such as rain water harvesting, use of energy efficient equipment's, waste management, effective use of solar energy, green campus inculcates environmental awareness in students. Active participation of students in effective working of statutory committees like Anti-Ragging Committee, Internal Complaints Committee, Grievance Redressal Cell, Students' Council fosters citizenship values in students.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The college follows curriculum designed by PCI/SPPU and hence it is imperative that all pharmacy programmes adhere to the use of the English language as the medium of communication and for the conduct of course work. However, during content delivery in classroom, efforts are made by the subject teacher to explain the difficult concepts in regional/national language. Many courses, including Pharmacognosy-I, Pharmacognosy-II, Quality control and Standardization of Herbals, Herbal Drug Technology, Nutraceuticals and Dietary Supplements cover traditional systems of medicine. The college has medicinal garden flourished with various types of medicinal plants. The college library is enriched with books/journals on herbal medicines and Ayurvedic Pharmacopeia. The democracy, elections and governance (DEG), Introduction to constitution and Environmental sciences is taught as add-on courses introduced by Savitribai Phule Pune University. The college is taking substantial efforts to revive and popularize Indian traditional system of medicine by designing B. Pharm and M. Pharm research projects. Through this research work, the traditional medicines are scientifically explored for authentication and pharmacological studies. The college has organized two days state level workshop on Current Trends and Regulatory Requirement for Herbal Products and 69 delegates have actively participated as well 50 researchers have presented their work. Also, the college has sponsored and

	<p>actively participated in organizing International Congress of Society for Ethnopharmacology (SFEC-2021) based on Ethnopharmacology and medicinal plants-Approach towards product development at Pune, India. Our college magazine, “PHARMABEATS...The Rising Stars” covers special section in Marathi/Hindi languages which includes poems, stories, thoughts, articles etc. The college annual cultural festival includes a variety of Indian dances, regional dramas as well as musical performances which inculcate Indian culture among students. The students also perform various activities and street plays during National Service Scheme to promote Indian knowledge system. Celebration of Indian festivals, traditional days, International Yoga Day, Constitution Day etc. promotes diverse languages and cultures. Thus, various activities including education, research and outreach programs integrate Indian traditional knowledge for holistic development of students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Based on the Graduate attributes, the Program Outcomes (POs) for UG, PG program and Program Specific Outcomes (PSOs) for PG programs are defined. The Course outcomes (COs) are designed to accomplish POs and PSOs. The COs are statements of what a student should know, understand and/or be able to demonstrate after completion of a particular course. The faculty incharge has designed five COs for every theory course and four COs for every practical course taking into consideration Blooms taxonomy in consultation with Internal subject expert and HOD. The COs states the major skills, knowledge, attitude or ability that students will acquire after completion or learning of the respective course. The designed COs are then verified by an external member who is member of Board of Studies of the Savitribai Phule Pune University, Pune. Top-down approach is used which correlates POs with COs further down to learning outcomes. COs are mapped with POs on the scale of 1 (low correlation) to 3 (high correlation). Institute is using Outcome Based Education (OBE) software for designing of quality question paper, mapping of COs with POs and establishing attainment reports. All designed COs are uploaded into the software. The faculty ensures mapping of COs with POs and PSOs with appropriate teaching-learning strategies, varied types of</p>

	<p>assessments and resources at the course level. Faculty also prepares assessment planner to ensure attainment of all COs. Additionally, Skill development courses are designed to bridge the gap between curriculum and POs. For PO attainment, appropriate assessment tools like viva-voce, projects, surveys, open book test, quiz, objective tests, problem-based learning and seminars are used by faculty. The question papers for all internal assessments are designed taking into consideration COs, and Blooms taxonomy.</p> <p>Appropriate percentage of question of all difficulty levels (Blooms taxonomy level 1, 2: 40%, level 3, 4: 40%, level 5, 6: 20%) is maintained. The quality of question paper is also evaluated by HODs. The threshold level (55%) for assessments is set higher than passing standard of Savitribai Phule Pune University (50%). The attainment levels are set to achieve improved academic performance every year. The 80% or more students scoring more than threshold value is considered as attainment level 3, 70-80% as level 2, 60-70% as level 1. The attainment level of COs and POs is calculated after each assessment. Failure to achieve desired attainment level acts as an indicator for corrective actions. Such corrective actions at internal assessment level have helped to improve students performance in external examination. The attainment levels are calculated by direct (student performance in internal and University examination) and indirect (feedback) methods. The weightage of direct and indirect method is 80:20. Indirect attainment is based on feedbacks of various activities like guest lectures, Industrial trips, visits, Industrial training, NSS, Sports and extracurricular and graduate exit survey. For a batch of students, the CO, PO and PSO attainments are recorded and the analysis is used for further improvements in academic, co-curricular and extracurricular activities.</p>
<p>6. Distance education/online education:</p>	<p>The Savitribai Phule Pune University offers variety of online courses which students can complete as per their interest and pace. During pandemic, the college adopted online strategies of teaching-learning which was later followed by blended mode. Regular unhindered routine was followed even in online mode for teaching-learning, internal and external examinations. The faculty has completed training course for online teaching-learning process to tackle the situation efficiently. Institute is using Vmedulife</p>

learning management system (LMS). Study material and resources are made available to students through LMS. From 2022-23, the teaching and learning activities of the College have resumed in offline mode. Still, some online modes are integrated for better communication. Lecture notes and presentations are delivered to the students through LMS. Video lectures are uploaded on YouTube channel and Google classrooms. PowerPoint presentations are uploaded on the College website and SlideShare. WhatsApp groups have also enhanced communication with the students. Recent advancements in Pharmacy field are also delivered by organizing Webinars from industry and academia through ZOOM and Google meet. Students are encouraged to undertake online skill development courses through SWAYAM/NPTEL, Coursera and other Platforms. The College also is the Local Chapter for SWAYAM/NPTEL courses and students have actively taken up and completed various online courses. Also, the college faculty has proactively completed various courses, workshops, FDPs in online mode.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, our college has set an ELC in the academic year 2018-2019 with the objective of accelerating voter registration process. The composition of club gets revised every alternate year. Apart from the initiation of ELC, Electoral literacy is also promoted through NSS activities. Also, the college has organized awareness activities for registering new voters with the help of Pimpri Chinchwad Municipal Corporation (PCMC).</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes, the College has the functional ELC with the faculty and students coordinator. Principal Dr. S. N. Dhole is the Chairman and Ms. R. S. Aher is the faculty co-ordinator. There are also students members from each class of all programmes. The composition is valid for two years from the date of constitution. The club makes every possible effort towards registering new voters and acquaint them about the constitution, voting rights and responsibility as voter.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Club has taken the following initiatives to enhance Electoral literacy. 1)The club has surveyed the students for the inclusion of names in the voters list as a part of the voter awareness campaign and encouraged students for registration of their names as well as their family member's name in the voter list. The students were guided for online registration process through demonstration of https://voterportal.eci.gov.in web portal. 2) The students have participated in Voter Awareness Campaign in the nearby villages through NSS. 3) Conducting Street Play and Rally to create awareness and interest among faculty, students and citizens. 4) The ELC has also celebrated National Voters Day. 5) All the students have taken Voters Pledge in collaboration with PCMC officials. 6) Every year ELC celebrates Indian constitution day through reading the preamble of Indian constitution and by motivating students by taking the pledge to become responsible Indian citizen.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>During NSS camp organized by the college, students have organized a rally to create awareness about electoral literacy among the community. The students and staff members watched the video message by Chief Election Commissioner Shri. Rajiv Kumar, on the occasion of National Voters' Day. The College has organized poster making competition. The posters were displayed on the college campus to create awareness about importance of voting as national duty and voter registration process.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The democratic setup of India, rights, duties and responsibilities of citizens are taught through subjects like democracy, elections and governance, introduction to constitution. The College has organized awareness programs and voters' registration drives. ELC of our institute is committed to enroll students above 18 years as voters in the electrical roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	466	399	326	282

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: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	28	26	21	18

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
120.25	65.32	26.32	62.08	102.95

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:

The College is affiliated to Savitribai Phule Pune University (SPPU) and follows the curriculum designed by Parent University and Pharmacy Council of India for B Pharm and M Pharm Programmes. Currently, curricula namely Choice Based Credit System (CBCS, as per the guidelines of Pharmacy Council of India) for B Pharm and Credit Based Semester System (CBSS) for M Pharm designed by SPPU are implemented. The Principal, Prof. Dr. Dhole S. N. is a member of Board of Studies (BOS-Pharmaceutics) SPPU, Pune since 2018 and plays an active role in syllabus design. Faculty is also encouraged to participate in syllabus orientation programs organized by SPPU for effective delivery of the course content after updation in syllabus.

The College ensures effective planning and implementation of curriculum and continuous assessments through a well-set standard operating procedure for each programme. At the start of academic year, an academic calendar is meticulously designed by the program committee under the guidance of IQAC, in consultation with examination, extra-curricular and co-curricular committee and is in agreement with the SPPU guidelines. It summarises the teaching-learning, examination and other activity planning. Examination micro calendar is prepared by examination department includes the tentative schedule of sessional theory and practical examinations.

At the start of each semester, HODs and program committee coordinator decides workload by considering expertise, subject choices, previous year feedback and result. The workload is finally approved by the Principal. The program committee prepares the time table. Subsequently, academic calendar and time tables are displayed on notice boards and web-site. The curriculum is effectively delivered by preparation of teaching-assessment plan and course file of each course. Each faculty also designs course outcome (CO) for allotted subjects.

The College is using Vmedulife software for effective implementation and communication of academic activities to the students and parents. The planned syllabus is uploaded to Vmedulife web portal in the beginning of each semester. The College follows a novel method of display of the lecture synopsis prior to the conduct of lectures with references and displays on the notice board for the advanced information to students. Faculty uses different pedagogies including chalk and board, presentations, video, discussions, seminars, flash cards, summary cards, problem-based learning, charts etc. for effective curriculum delivery.

Continuous internal assessments are conducted as per the SPPU guidelines and time-table provided by the examination department of the college. Continuous assessments such as seminars, problem based learning, class tests, quiz, group discussion, multiple choice tests etc. are regularly conducted and the

performance is evaluated.

Program committee internally monitors the completion of syllabus and continuous assessment activities by collecting the partial syllabus completion report from the individual faculty and periodic meetings with the students. At the end of each semester, syllabus completion report is also sought from the individual faculty and students to ensure curriculum delivery.

Faculty identifies the curriculum gaps and are approved by HODs. Content beyond syllabus activities, are well planned to bridge curriculum gaps. Suggestions are also communicated to SPPU.

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: 33

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

Other Upload Files

1	View Document
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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: 24.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
154	186	138	0	22

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:

Cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability have been integrated in transacting the curriculum along with co-curricular and extra-curricular activities resulting in a holistic development of the students.

Professional Ethics

Courses like Pharmaceutical Jurisprudence, Pharmaceutical Regulatory Sciences, Regulatory Affairs, Quality Assurance inculcates basic knowledge on important legislations related to profession of Pharmacy in India and outside. Curriculum also includes courses based on communication skills, standardization, analysis, regulatory and pharmacopeial guidelines, Pharmacovigilance, toxicology etc. which contributes to promote the value of ethics in the students. Initiatives by College like celebration of National Pharmacy Week, participation in National Service Scheme, arrangement of guest lectures on professional ethics, industrial visits/training also imparts professional ethics.

Gender

Courses like Remedial Biology, Human Anatomy and Physiology, Medicinal Chemistry, Pharmacology and Toxicological Screening are included in curriculum to generate the awareness in regards to gender.

The College has constituted Women cell/ICC, Gender Sensitization cell, Antidiscrimination cell according to guidelines on sexual prevention in the workplace to create awareness regarding gender respect. International Women’s Day is celebrated every year to celebrate women’s achievement. Women empowerment activities are conducted to strengthen every aspect of the women. Guest lectures on “Women Empowerment”, Gender sensitization are arranged to encourage and fortify female staff and students.

Human values

SPPU has designed additional courses like Democracy, Election and Governance (First Year B. Pharm) and Introduction to Constitution (Second Year M. Pharm) which introduces the students to the democracy, philosophy of Constitution of India, freedoms and responsibilities respectively.

Study of Pharmacy Practice, Social and Preventive Pharmacy and Pharmacology acquires critical way of thinking on current healthcare development, realization of current health issues, national health programs, alternative ways of solving problems related to health etc. Also, students are prepared to do patient counselling in community pharmacy and trained for suitable safe medication, adverse drug reaction and over the counter (OTC) sales.

Participation in various co-curricular and extracurricular activities like cloth donations, rallies and street plays, celebration of national days enhances the fundamental goodness of human beings.

Environment and sustainability

SPPU has included additional subject, Environmental Sciences in First year B Pharm syllabus. It motivates learner to participate in environment protection and improvement. Courses like Pharmacognosy and Phytochemistry, Herbal Drug Technology emphasizes medicinal values of plants. The College also has well maintained medicinal garden with medicinally important plants which Guest lectures on Plastic free environment, cracker free Diwali and NSS activities like tree plantation, Clean India activity, Nirmal Wari Abhiyaan, Road safety awareness etc. were conducted to create sense of social responsibility in the students and to increase the awareness about sustainability of environment.

The College has also been certified for Green Audit by certified energy auditor. The college has participated in Vmedulife “Go Green” initiative by implementing the online platform. Green initiatives such as rain water harvesting, use of energy efficient equipment’s, waste management, effective use of solar energy, green campus are appreciated by the auditor.

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: 42.22

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

Response: 228

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
129	122	116	111	77

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
130	130	118	118	78

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 84.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	47	41	50	25

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	50	55	37

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.88

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:

Teaching and learning is a combined process where a teacher assesses understanding needs, establishes particular learning objectives, formulates teaching and memorizing strategies, enforces a plan of work, and assesses the outcomes of the instruction.

In experiential learning students are encouraged to participate in industrial, hospital, community pharmacy and clinical research organization training; hospital and field visits, and hands-on training sessions. Final year B. Pharm and M. Pharm students perform project work as part of the curriculum to hone multidisciplinary skills and proficiency with advanced instruments. The pharmacy course is taught to students through theory and practical (lab) modes. Individualized hands-on training and experimentation are practiced in all laboratories.

Student participation is encouraged through the organization of guest lectures, webinars, workshops, and scientific conferences under the framework of participatory learning. Students are provided with a lecture synopsis prior to the conduct of lectures. The faculty designs a concise and precise synopsis of the lecture with references and displays it in the classroom. In order to facilitate; participative and interactive learning, students are informed ahead of time about the subject matter of the lecture. Therefore, the use of relevant pedagogy is necessary to achieve these objectives.

To effectively impart more knowledge about the subject, pedagogical activities such as flash cards, summary cards, play cards, charts, models, quizzes, assignments, herbarium activities, surveys, and group discussion-based assignments are used in addition to audio-visual lectures, chalk and board lectures and power point presentations.

To acquire a variety of skills, students take part in value-added/NPTEL/MOOC/Coursera courses as well as contests. In order to stimulate self-learning and learning beyond the curriculum, students are motivated and encouraged to participate in a variety of academic events, NPW, NSS activities etc.

PBL encourages self-directed learning, prepares students to think critically and analytically in assignments, projects and practicals. It allows students to identify, locate and use appropriate resources. It can also provide opportunities for working in groups, finding and evaluating research materials and life-long learning.

Due to its capacity to raise educational standards, expand access to educational materials, and facilitate better contact between teachers and students, information and communication technology has grown in significance in the fields of teaching and learning. All classrooms are ICT enabled with projectors, audio-visual, sound system and high speed internet. Students can access study materials from faculty via SlideShare, Google Classroom, YouTube, and the Vmedulife LMS platform. Faculty uses various ICT-enabled tools like audio-visual presentations, demonstration software on animal experiments (Ex-cology, Ex-Pharma etc.), other softwares (Design expert software, Graph Pad, MS-EXCEL, HPLC, Dissolution software etc.). To encourage critical and creative thinking, faculty and students can also make use of DELNET, the NDigital online library, e-books, e-journals, language lab software, and open education resources like Swayam, Shodhganga, Shodhsindhu etc. The cloud-based learning platform Vmedulife is used by college for academic, ongoing evaluations, and exam-related tasks.

When necessary, a variety of online platforms are used for lectures, including Google Meet, Zoom, and Cisco Webex. Faculty have attended training programmes related to use of various ICT tools used for

teaching and learning.

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: 105.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	26	24	21	18

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: 31.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	8	8	6	7

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Principal appoints College Examination Officer (CEO) to ensure effective implementation of evaluation process as per norms and guidelines of SPPU and college. CEO further prepares Examination Committee.

CEO conducts induction program to familiarize First Year students with examination process and also attends meetings on evaluation reforms convened by SPPU. CEO designs plan for smooth conduct of sessional examinations and strictly adheres to academic calendar, then notifies the examination time table to faculty, staff and students.

Examination department has robust Examination policy reflecting rules and regulations of evaluation which helps students and faculty to understand examination reforms. Examination policy is made available on college website.

The internal assessment is completely transparent process comprising of two sessional exams and continuous assessment covering all Course Outcomes (COs). Continuous evaluation consists of day to day assessment, students' interaction with teacher and attendance for theory and practical sessions. Continuous assessments for B. Pharm involve open book test, quiz, problem based learning, MCQ based test, seminar/presentation etc. For M. Pharm regular record of attendance, seminar/assignment, journal club, discussion with the supervisor, research work presentation and dissertation is considered.

Question papers are set as per university pattern using Blooms taxonomy to frame high, medium and low difficulty level of questions. The question paper comprises of descriptive and objective/short answer type questions on stipulated syllabus. Before examination, question papers with model answers are submitted to CEO in sealed envelope after review by respective HODs. For sessional examination, seating

arrangement is prepared daily and displayed on notice board before examination. Exams are conducted under CCTV surveillance; students-supervisor ratio is observed adhering to university guidelines.

After sessional examination, answer sheets are distributed to respective subject teachers for evaluation. On evaluation, they are shown to students to maintain transparency in evaluation, along with feedback on student performance. Answer sheets of advanced learners are shown to slow learners for their reference and model answers are discussed. Discrepancy if any is immediately resolved. Assessed answer scripts are submitted within 10 days of issuance. The marks of all assessments are displayed on notice board, online platform and on Whats-App group. Final marks are then entered in internal marks' entry register and signed by students.

Students appear for re-examination to improve performance in sessional exam. Such re-conduct of sessional exam is completed before commencement of next end semester theory examinations.

Faculty utilizes Vmedulife digital platform for conducting online tests to prepare students for GPAT examination. Assignments are given for literature collection and to improve writing skills. They are evaluated for depth and presentation of script.

For practical examinations, students are evaluated for their ability to independently plan and perform experiment, viva-voce and journal writing. The practical skills, planning ability, problem analysis of students are evaluated during day-to-day assessment, sessional and end semester examination. The student's learning is evaluated through viva and synopsis. A record of objective, materials, principle, method, observations, significant findings, conclusion and references are maintained through journal writing. Final journal marks are given based on assessment of all experiments. At least 80% attendance is mandatory considering theory and practical separately.

The college follows set mechanism of grievance redressal for queries related to exam and/ evaluation. Internal exam related grievances are resolved within four days, while those related to external examinations, are usually communicated to university immediately after receiving the application.

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 college uses outcome based teaching and learning process to promote student-centric learning that

assists teachers to plan the delivery of courses, assessment and seek corrective action. It also helps in deciding other activities to fulfill graduate attributes. The college has created course outcomes (COs) for the efficient implementation of OBE. COs are the statements of Knowledge/ Skills/ Attitude that students are expected to know, understand and perform, as a result of learning experiences. The topics in each unit are taken into consideration when defining the CO statements. The keywords used to define CO are based on Bloom's Taxonomy. It also helps the faculty in designing suitable delivery and assessment methods to achieve the designed COs. Bloom's Taxonomy is frequently used in writing the course outcomes as it provides a readymade structure and list of action verbs. Based on the curriculum's content and in accordance with the course objectives specified by Savitribai Phule Pune University (SPPU), each faculty has independently designed COs for theory and practical. Five COs are created for the theory course, while four COs are designed for the practical course. The designed COs are further verified by Subject expert, HODs and member of Board of Studies, SPPU, Pune.

Program outcomes (POs) define the professional profile of pharmacy students. For pharmacy students, there are 11 POs. These are listed in the following order: **Pharmacy knowledge (PO1), Planning abilities (PO2), Problem analysis (PO3), Modern tool usage (PO4), Leadership skills (PO5), Professional identity (PO6), Pharmaceutical ethics (PO7), Communication (PO8), Pharmacist and society (PO9), Environment and sustainability (PO10) and Life-long learning (PO11)**. Program Specific Outcomes (PSOs) characterize the specificity of the core courses of a program. Together with 11 POs, two PSOs are defined according to the postgraduate (PG) program's specialization. These designed COs and POs are communicated to the students at the start of semester through Vmedulife online platform and during lectures.

Mechanism for Communication of the COs and POs:

The COs and POs statements are communicated to stakeholders as follows:

1. The College website
2. OBE Software (Vmedulife)
3. The student's laboratory journals and manuals
4. Display at prominent places in college campus
5. Notice Boards

Mapping of CO's with PO's

After CO statements are developed by the course in-charge, CO's are mapped with any possible PO's based on the relationship exist between them. Each CO is mapped with PO and PSO on the scale of 1 to 3 (Low- 1, Medium- 2, Strong – 3) for preparation of CO-PO matrix of all the courses. Question papers for theory and practicals are designed taking into consideration of Blooms Taxonomy level and further mapped with COs. The POs which are not strongly mapped by the course contents, can be mapped by indirect tools like, guest lectures, skill development/MOOC courses, seminars, industrial visits, extra-curricular activities, co-curricular activities, industrial training, NSS, students course feedbacks, students satisfaction survey, students exit feedbacks etc.

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:

The Pharmacy graduates are required to learn and acquire in-depth knowledge, necessary skills and attitude to take up various professional positions in the pharmaceutical sector. For practicing the pharmacy professional position, the student should be trained both in theory as well in practical. The Pharmacy Council of India (PCI) developed a curriculum that primarily emphasizes the development of skills in addition to information; on an average, about 60% of the curriculum is made up of practical's that aid in the successful completion of COs, POs, and PSOs.

Procedure for computation of CO-PO attainment

Direct and indirect methods as listed are used for computation of CO-PO attainment.

Direct Assessment: Internal sessional exam/ class test/ assignment/PBL/seminar/online test/Quiz/Practice School and External/end semester university exam.

Indirect Assessment: It includes Guest lectures, skill development/MOOC courses, seminars, industrial visits, extra-curricular activities, co-curricular activities, industrial training, NSS, students course feedbacks, students satisfaction survey, students exit feedbacks etc.

While deciding on overall attainment, 80% weightage is given to direct assessment and 20% weightage to indirect assessments.

The various internal assessment tools are in alignment with the COs for different courses. The question papers are set to map CO. The mapping of all COs is ensured through continuous assessments and sessional exams. The CO attainment is indicated by the marks obtained in assessments against each CO. The corrective action for each assessment is sought if CO attainment is less than 1.5 by personal counselling, assignment, extra lectures etc. A 50% target level (SPPU passing standard 40%) was established for academic year 2017–18. The PCI syllabus was implemented by Savitribai Phule Pune University from academic year 2018. This course structure has defined passing standard of 50% for theory and practical separately. The college has assigned the target value of 55% to achieve academic excellence.

To increase academic performance, the following attainment levels have been set:

Level 1: 60% students scoring more than 55% marks out of the relevant maximum marks is considered

to be attainment of “1”

Level 2: 70% students scoring more than 55% marks out of the relevant maximum marks is considered to be attainment of “2”

Level 3: 80% students scoring more than 55% marks out of the relevant maximum marks is considered to be attainment of “3”

Attainment is measured in terms of actual percentage of students getting set percentage of marks.

The college uses OBE software to calculate CO-PO attainment. Once the marks of each student in internal assessment as well end semester are entered, the CO-PO attainment can be measured for each course and various reports like desired CO-PO mapping with justification, direct attainment report, indirect attainment reports etc are generated. The final attainment of the program outcomes from the respective course is calculated.

To improve the attainment level of POs:

- The students are motivated for various activities like, participation/presentations in various scientific conferences, competitions, NSS activity, Inter-collegiate and Intra-college co-curricular activities etc.
- The college has organized various guest lectures, entrepreneurship development programs, seminars by successful entrepreneurs and industry professionals.
- In practical courses, more focus was given on continuous assessment of students like viva-voce, group discussion etc.
- Skill development program/MOOC courses intensified for learning of soft skills.
- Inclusion of Practice school course and Projects in the program is also beneficial for increasing attainment levels of PO’s.

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: 97.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	83	80	84	72

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

2022-23	2021-22	2020-21	2019-20	2018-19
139	87	80	84	73

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

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: 16.97

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)

2022-23	2021-22	2020-21	2019-20	2018-19
0.63428	0	12.83976	1.00	2.50

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college has created an ecosystem for innovation and acts as a platform for creation and transfer of knowledge. The activity is comprehensively covered by Research and Development Cell, Innovation cell, Entrepreneurship Development and Start-up Cell. The college has well defined policy and facilities for research and innovation activities. The college has developed state of art research labs for undergraduate, postgraduate and Ph.D research students. The college is approved Ph.D research centre of SPPU and has enrolled 23 Ph.D students. The college provides contingency for UG, PG and PhD Students to carry out research activities. The college has research policy for financial assistance of 50 % reimbursement on hiring charges for UG and PG students to boost research. To nurture collaborative learning and to inculcate a healthy competition among students, the college guides the students to consolidate their ideas and bring out the prototypes. It is further extended by providing support to the students to participate in various research competitions/conferences like Aavishkar, Indian Pharmaceutical Congress etc. As an outcome, 21 students and 5 students have actively participated and presented their research papers in

Avishkar and IPC respectively. About 55 students have participated or presented their research papers in various state and national level conferences. Students have published/presented 95 abstracts in state and national level conferences organized by the college in last five years. The outcome of research and IPR related activity covers 155 research publications, 14 patents (13 published and 1 granted), 7 books/books chapter, 239 PG research students, 23 PhD students enrolled and 1 PhD awarded by research center in last 5 years. The college has conducted 75 workshops/Seminars/Conferences on Research methodology, Intellectual Property Right and Entrepreneurship in last 5 years.

The institution has a Ministry of Human Resource development (MHRD) recognized Institution Innovation Council through which various activities on innovation are conducted throughout the year. Various activities includes model making competition, poster competition, guest lecture sessions etc are conducted to boost innovation. The institute has also arranged four state and national level conferences in last five years on the topics “Insights on emerging trends, challenges and avenues in pharmacology and allied areas, Polymer based drug delivery systems-Basic approaches and practical applications, Current trends and regulatory requirements for herbal products and Pharmaceutical validation”. The college has 22 functional MOU’s with various research labs, industries and institutes to promote research activities in the students and faculty through industrial visits, hospital visits and students in-plant training.

The Entrepreneurship Development and Start-Up Cell aids in the development of entrepreneurship ecosystem. The cell organizes various awareness sessions through which students are made aware of various areas to develop themselves as entrepreneur.

The college is taking substantial efforts to revive and popularized Indian traditional medicine system by designing B. Pharm. and M. Pharm. research projects accordingly. The college library is enriched with books/journals on herbal medicines and Ayurvedic Pharmacopeia. Celebration of Indian festivals, traditional days, International Yoga Day, Constitution Day etc. promotes diverse language and culture. Thus, various activities including education, research and outreach programs integrate Indian traditional knowledge for holistic development of students.

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: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	03	15	22

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: 2.87

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	36	30	15	7

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

3.3.2

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

Response: 1.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	55	0	0

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:

The college conducts an array of social and extension activities aimed at fostering holistic student development and addressing crucial societal issues. These initiatives encompass health promotion, community welfare, patriotism, environmental conservation, and social awareness. Through active participation and outreach, students are equipped with knowledge, skills, and values to contribute positively to the society.

Health and fitness promotion is a key focus of the college's initiatives. Events such as International Yoga Day, organized in collaboration with the Heartfulness organization, Pune, promoted physical and mental well-being through yoga and meditation. Additionally, the college conducts health campaigns, including a hemoglobin check-up campaign in collaboration with a government hospital, showcasing a commitment to community health. Students also engage in various health-related initiatives such as raising awareness about nutritional food intake, participating in basic health check-up camps for school

children and demonstrating a holistic approach to well-being.

Community outreach is an integral aspect of the college's activities. Students actively participate in initiatives aimed at social upliftment and equality awareness. For instance, they donate clothes to the needy at Snehchaya Orphanage on NSS Day, promoting social welfare and compassion. Furthermore, the college conducts cleanliness campaigns, tree planting drives, and participates in “Swachhata Pakhwada” and “Nirmal Wari Abhiyan”, emphasizing environmental conservation and community responsibility.

The college also endeavors to inculcate patriotism and citizenship values among students. Activities related to “Azadi ka Amrit Mahotsav” and Pharmacist Day; celebrate national pride and social responsibility. Through engagement in activities like taking photos with the national flag and participating in tree planting, students learn the importance of environmental stewardship and civic duty. These initiatives contribute to nurturing a sense of belonging and responsibility towards the nation.

Education and awareness play a crucial role in the college's social and extension activities. Workshops on human rights, the Indian constitution, gender sensitization, and online awareness activities about COVID-19 precautions as well as, AIDS awareness on International AIDS Day, enrich students knowledge and promote social consciousness. Despite the challenges posed by the pandemic, the college continues its engagement through vaccination drives, online awareness activities, and utilizing online platforms for competitions, awareness programs, demonstrating adaptability and resilience.

Environmental conservation is another area of focus for the college. Efforts to create a plastic-free environment, tree planting and participation in cleanliness campaigns underscore the importance of environmental sustainability and collective action. Through these initiatives, students learn the significance of preserving natural resources and mitigating environmental degradation for future generations.

During NSS camps, students engage in various activities that promote social responsibility and empathy. From cleanliness campaigns to awareness rallies against female foeticide, students actively contribute to societal well-being. Drawing competitions for school students foster creativity, promotes values like humanity and gratitude, nurturing a sense of social consciousness and empathy among participants.

In summary, the college has conducted 52 social and extension activities encompassing a wide range of initiatives aimed at holistic student development and societal well-being of neighborhood community. Through active participation and outreach efforts, students are equipped with knowledge, skills, and values to become responsible citizens and agents of positive change in their communities.

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:

The college is renowned for its persistent commitment to social engagement and overall student development in the context of higher education. Using an extensive array of outreach programs, the institution not only enriches the academic experience of its students but also makes a substantial contribution to the progress of society. Government and non-government organizations have praised the college for its dedication to comprehensive education, and active community involvement underscoring the significant and long-lasting effects of its efforts.

The college plans several initiatives each year intending to successfully tackle societal issues. Notably, the Moi village and Markal village Gram Panchayats praised the seven-day National Service Scheme (NSS) special camp, highlighting the college's proactive participation in improving local communities.

Furthermore, the faculty members of the college have received recognition for their participation in activities that transcend conventional academic limits. Their involvement in the graduate scholarship program, which is supported by the Lila Poonavala Foundation, demonstrates their dedication to providing students with a variety of forms of support and cultivating a supportive and collaborative atmosphere inside the institution.

By taking part in campaigns like the pulse polio, the college has had a major impact in the field of public health. The college's commitment to tackling public health issues at the local level and addressing national healthcare concerns is further evidenced by its recognition from the Moshi Government Hospital. In collaboration with Pimpri Chinchwad Municipal Corporation (PCMC), the college has actively participated in the Plogathon, an event that involves running while picking up litter. PCMC has expressed appreciation for the students' efforts toward cleanliness and environmental protection. This initiative not only promotes physical fitness but also develops a sense of responsibility towards maintaining a clean and sustainable environment. Additionally, Savitribai Phule Pune University' (SPPU) NSS department acknowledged the effective execution of workshop on 'Human Rights and Constitution of India' which demonstrates the college's dedication to providing students with the necessary skills for engaged citizenship. The college has been acknowledged by non-government organizations like the Snehchaya Orphanage. This organization's appreciation of the college's cloth donation activity on NSS day highlights, the good impact of the college's outreach initiatives on underprivileged parts of society. The college has received appreciation from Adishakti Hospital, Pune for conducting an awareness rally against female foeticide. The college was awarded an appreciation certificate from the Lions Club of the International District for participation and cooperation in a Health checkup campaign for teachers. PCMC has acknowledged the commendable efforts of the college for its dedication to environmental conservation and green practices. The college actively participated in the 'Mazi Vasundhara' initiative by organizing tree plantation drives, demonstrating a strong commitment to creating a sustainable and greener future. The PCMC's recognition highlights the importance of collaborative efforts in fostering environmental stewardship. These outreach programs give students the chance to put their academic knowledge to use in real-world situations, which promotes personal development. These programs also help to develop student's civic responsibility, empathy and compassion qualities. In conclusion, the college's recognition highlights its long-standing commitment to social justice and its significant contributions to community welfare. Through emphasizing community service and overall development, the college represents the transformative power of higher education in bringing about constructive social change.

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: 52

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	3	11	15

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: 22

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:

The college is situated in the industrial belt of Pimpri-Chinchwad Municipal Corporation, Pune over an area of 4.35 acres in serene environment with built up area of 8262 sq.m. The college has established infrastructure and facilities per the AICTE and PCI norms. It caters to curricular, co-curricular and extra-curricular needs. There are a total eleven classrooms to make the teaching-learning process effective and interactive. All classrooms are ICT enabled with facilities such as LCD projector, screen, CPU, CCTV and internet with speed ranging from 50 to 250 Mbps. The college has one smart classroom with a digital smart board for enhanced interactive learning experiences. The classrooms are spacious with proper lighting, ventilation and seating arrangement. The college also houses twenty well-equipped laboratories, each accompanied by a preparation room, meticulously adhering to established norms. These laboratories have well-maintained instruments and are operated according to Standard Operating Procedures (SOPs), with comprehensive logbook documentation. Safety measures such as exhaust fans, fire extinguishers, warning signs and first aid kits are readily available.

A spacious seminar hall, accommodating up to 250 individuals, is furnished with ICT-enabled audio-visual facilities to conduct seminars, guest lectures, workshops and cultural activities. The college has well furnished library enriched with ample number of reference materials, periodicals, journals, e-library and Wi-Fi access, enriching resources for both students and faculty.

Furthermore, the college is equipped with sophisticated instruments including two High Performance Liquid Chromatography (HPLC), three UV-visible spectrophotometers, Lyophilizer, Cooling Micro centrifuge, Probe sonicator, Digital Plethysmometer, Brookfield Viscometer, Electronic Balance (1mg), Dissolution Test Apparatus, Disintegration Test Apparatus, Friability Test Apparatus, Tap Density Apparatus, Trinocular Microscope, Deep Freezer, Stability Chamber, All Purpose Equipment, Double Distillation Unit and Rotary Shaker etc.

Facilities available in machine room includes R and D Coater, Tablet Compression Machine (Rotary), Tray Dryer, Liquid Filling Machine, Bottle Washing Machine and Extruder with Spheronizer. The institute has an aseptic laboratory of industrial standards installed with HEPA filters, LAF unit, centralized Air conditioner and UV cabinet.

Institution has a dedicated e-content development center for preparation of e-content for students. A variety of therapeutic plants can be found in the institute's medicinal plant garden. Support facilities

include girls common room, boys common room, canteen, mess hall, sick room, gymnasium, meditation and yoga centre.

Spacious, ventilated and well-equipped gymnasium is made available with instruments like a treadmill (running machine), exercise bike, and elliptical cross trainer. Yoga and Zumba related activities are arranged for the students and staff to maintain health and mental peace. Yoga mats are made available in room.

The college has well maintained girls hostel with capacity of 150 students and total built up area of 1,790 Sq.mtrs. Hostel accommodations provides well ventilated spacious and furnished rooms with essential amenities including RO drinking water, timely meals, laundry facilities, television and other recreational facilities. Safety features includes public announcement system, CCTV cameras, Fire extinguishers and first aid box.

Moreover, the college ensures basic facilities such as covered parking for two and four wheelers to students, staff and visitors, washrooms on every floor, sanitary napkin vending machines, and incinerators in the girls' toilets. The college has also ensured availability of facilities such as ramps, wheelchairs, lifts and modified toilets for physically challenged students.

Indoor and outdoor games facilities promote holistic student development, including chess, carom, table-tennis, badminton, volleyball, cricket, basketball and a playground.

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: 34.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
62.02	41.05	6.85	11.08	9.23

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The college has well maintained library, it provides a comprehensive and well-equipped learning environment for students, researchers and faculty including reading hall, stacking zone, silent area, e-library and audio-visual facility. The library has 12,790 books including official books of latest edition, 31 national and 5 international journals as per PCI requirement. It also has subscription for DELNET, N-DIGITAL and INVENTI. Library investment on books, journals and e-resources for last five years is Rs 15, 98,447/-.

The library has integrated library management system (ILMS) from Biyani Technologies for seamless inventory control and for issue-return of books. Unique barcode and accession number is provided for each book for easy tracking and to maintain a control on library book stock. Library utilizes Online Public Access Catalog (OPAC), allowing patrons to conduct swift and efficient search for resources. Library also provides e-resources facility by Vmedulife software. Vmedulife provides e-resources which include soft copies of books, videos and presentations of different subjects.

The college boasts a cutting-edge e-library equipped with 10 multimedia PCs offering internet and Wi-Fi access. This digital library provides a wealth of resources, including more than 400 e-books, CDs, video lecture links, and access to e-resources through DELNET and N-DIGITAL. Students can access online repositories like Shodhganga, Shodhsindhu and PG Pathshala.

The college library holds memberships with institutions like Jaykar Library (SPPU), National Chemical Laboratory (NCL) Library, and National Digital Library (NDL) and British council Library (BCL).

The library offers services such as reprographic facility, book lending services allowing students to borrow three books for a week and orientation sessions to guide students in utilizing the library resources effectively. Various additional facilities are available, including Book Bank, Add-on Book Facility,

Departmental Library, Hostel Library and services catering to physically challenged individuals. Special collections encompass a range of resources such as flash-cards, summary-cards, dissertations (PhD, M. Pharm and B. Pharm) and EVS/field visit reports enriching the academic experience for all library users. Library has also provided newspapers, magazines, books on Indian Knowledge system, motivational books and autobiography of renowned personalities.

The library offers a variety of resources to support students as:

Book Bank Facility: To motivate academic excellence, the top three students in each class for a semester receive books for all subjects.

Add on book facility: As per library policy every student can borrow 3 books from library on the library card for the period of 7 days. Recognizing that some subjects have a heavy workload or complex content, the library provides one additional book per semester for the students apart from this. This facility is provided for the students for various subjects including biotechnology, biochemistry, pathophysiology and industrial pharmacy.

Departmental Library: All departments have their own dedicated libraries with resources readily accessible during practical hours. This allows students to find materials relevant to their coursework in a convenient location.

Hostel Library: Textbooks are provided to the hostel for student use within the hostel.

The library also has a wide range of collections to support student learning, including books for competitive exams, regional languages, humanities and previous university question papers. This ensures that students have access to a variety of resources to help them succeed in their studies. The library facility is utilized by students and faculty with average percentage of 23.31per day for academic year 2022-2023.

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 consistently updates its IT facilities to support day-to-day academic, examination, research and administrative activities. There are two computer laboratories, occupying an area of 150 sq.m. All computers are provided with high speed LAN connectivity internet with 50 to 250 Mbps bandwidth (contention ratio 1:1), to ensure reliable internet access and wi-fi throughout the premises. The college has a total of 110 computers, including laptops that are regularly updated to meet the latest configurations. A balanced student to computer ratio (4.9:1) is maintained for adequate access of technology. Institute is ICT-enabled with computer, projectors and various softwares. Vmedulife software is utilized for academic management and administrative tasks. It streamlines features of defining learning outcomes, managing curriculum, assessment creation, online exam process and tracking student progress. Vmedulife also helps to meet accreditation standards and delivers effective education. Faculty members are provided with computer and internet connection to prepare computer aided teaching-learning materials. Printing facility is also made available in every department. The college has total 20 printers located in different areas. A well-designed and user-friendly website enhances operational efficiency by allowing users to find information quickly.

The IT facility is set to support Biyani Technologies for Library management system. It offers to manage library resources and operations. Biyani Technologies provides software services like digital language lab and college management system for smooth and efficient functional activities. The access to the digital library, Delnet Software resources and a variety of online electronic journals and e-books is also used through IT facility by the students and faculty to update digital learning experience. The college prioritizes operational continuity with reliable UPS (7 and 5 KVA) and generator set (82.5KVA) solutions to all computer systems and their associated components. It prevents interruption of electrical power supply for continuity in theory classes and practicals, research activities and administrative functions. IT facility supports to simulation experiments through Ex-Pharma a series software modules and computer-aided experiments in pharmacology to enhance pharmacological concepts in a safe and controlled virtual environment. IT activities provide a critical foundation for using software applications like Design Expert and Tally effectively. Design Expert is used for optimizing process and product settings during research. Tally software helps to accounting staff to focus on their core tasks.

The college has purchased Google Workspace (G-suite) offering features like large storage space, advanced security and video conferencing services for ensuring smooth operation and data security. A stable and secure internet connection is furnished to all classrooms including smart board. Laboratories are well equipped with internet Wi-Fi connectivity. The routers are placed at strategic points. Scanners are also made available in each department, office and computer laboratories. The college has installed CCTV cameras effectively throughout the campus including Building A, Building B and Girl's hostel. CCTV cameras are connected to a central recording system, which captures the video feed 24/7 with power backup. By implementing CCTV facilities with backup and online access provide safer environment for students and staff. Over the last five years (2018-2023), the expenditure on maintenance and repairs for computers, internet, and web development has amounted to 1,617,213 rupees. Maintenance and repair is provided by a team of experts. Coordinator and in-charge of computer laboratory are involved to co-ordinate the activities and ensure smooth conduction of IT facilities.

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: 4.91

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

Response: 110

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: 22.32

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)

2022-23	2021-22	2020-21	2019-20	2018-19
22.76	14.03	12.68	17.57	17.10

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: 72.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
399	334	273	232	214

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	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: 70

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

2022-23	2021-22	2020-21	2019-20	2018-19
440	288	172	297	212

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: 68

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	61	57	58	45

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

2022-23	2021-22	2020-21	2019-20	2018-19
131	83	80	84	72

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: 38.89

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.)

2022-23	2021-22	2020-21	2019-20	2018-19
23	14	6	9	4

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

5.3 Student Participation and Activities

5.3.1

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

Response: 12

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	1	4	4

File Description

Document

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 11.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	9	10	11

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

5.4 Alumni Engagement

5.4.1

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

Response:

The College has a registered Alumnae Association that contributes significantly in the development of the college through various means. The College has an active Alumnae network where Alumnae contribute in development of current students as well as college standards. It was established and officially registered in 2012 (Reg No. 1570/2012/Pune). Currently, Alumnae association consists of 11 members including president, vice president, member secretary, treasurer and external committee members.

Alumnae contributions are essential in maintaining the vitality and excellence of educational institutions, fostering a sense of community among past and present students, and enhancing the overall educational experience. The college has alumnae coordinator to facilitate and coordinate alumnae engagement and contributions. An online alumnae web-portal of college has been developed for better communication among alumnae and existing students of college.

Alumnae helps students to find employment, guide them to handle professional challenges, and achieve success through following activities.

1. Financial Contributions:

Alumnae contribute financially to their alma mater through one-time donations or ongoing contributions. These funds can be used for various purposes, such as alumnae meets or general operational expenses.

2. Mentorship for Job Placement:

Alumnae provide guidance and have interaction with current students, sharing their experiences into their career paths, industries and giving personal guidance and references for their further career routes.

Alumnae participate in events, creating job opportunities for current students to connect with their profession and referencing for any curricular activities.

3. Guest Lectures and Workshops:

Alumnae are invited to deliver guest lectures, talk in workshops or seminars and share their experiences /expertise with current students. These activities are useful for current students to get motivation and

direction to choose a right path for their career and future endeavor.

4. Support for Academic Programs:

Alumnae help the college in collaborating with their industry and extend the help in terms of research projects, skill development, industrial training and bringing real-world applications to the educational setting.

5. Community Engagement:

Alumnae’s volunteer their time and skills for community service projects or other initiatives that benefit both the institution and the broader community. Some alumnae take part in organizing alumnae reunions, gatherings, etc.

Alumnae have an interaction with faculty members for any suggestions or improvements. More than 900 students are officially registered in alumnae association. Financial contribution by Alumnae up to financial year 2022-2023 is near about INR 3,64,012/-

Alumnae meets are arranged yearly where all the alumnae participate and share their experience and giving their inputs on industry or other sector trends. Top of Form Some of our Alumnae have joined the college as faculty member and they are actively involved in the development of college.

The College has established communication with alumnae through various social media like What’s App, Facebook, Instagram, Twitter for circulation of news and events related to college. This platform also acts as media for connecting current student with alumnae.

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

“To develop proactive, pragmatic, devoted and talented women pharmacists at par with global standards”.

Mission

- 1.To impart quality education in niche areas exploring newer vistas vis-à-vis ever-evolving landscape of pharmacy education.*
- 2.To provide an ideal forum for technical, scientific and social deliberations for the benefit of learners, faculty and stakeholders of pharmacy education.*
- 3.To develop linkages, tie-ups and academic rapport with pharma industry and academia to facilitate collaborative learning and interdisciplinary research.*

The Vision and Mission statements underlines the implicit aim of imparting quality education in Pharmacy for empowerment of Women. These were framed by considering inputs from various stakeholders. The realization of Vision is echoed in mission statements. To fulfill mission, the Management and Principal ensure that students get knowledge in new domains through conduction of skill development programs, guest lectures, and promoting research. The management encourages the use of latest technology, upgrades the infrastructure and fosters innovative pedagogy. “Training the Trainers” is also one of the strategies adopted.

The college is under the governance of Progressive Education Society, Pune. Its foundation is laid down by Late Shri Shankarrao Kanitkar, a teacher and freedom fighter in 1934. It is a trust established and run by teachers. The Society is always ‘Progressive’ with implementation of ‘Modern’ techniques demonstrating its philosophy. The Society is lead by Prof. Dr. G.R. Ekbote, who is a dynamic leader, with more than 35 years of experience in the field of education and medicine. The Business council (BC), apex body of Society is formed by elected members, Board of Life Members (BOLM), Board of Life Workers (BOLW), and representative from its different colleges. The Governing body (GB) and College Development Committee (CDC) formed as per Maharashtra University Act 2016 provides framework and directions for efficient implementation of activities. The college is represented in the management through the Principal being a BOLM and BC member. The CDC has representative from management, faculty, staff and students. The visitor nominated by BC works as a bridge between management and college for effective governance. The Principal is authorized to delegate his powers to Vice-Principal, HODs, Office Superintendent, and portfolio incharges. Thus, the College has structured

hierarchical system wherein involvement of all stakeholders is reflected.

Implementation of NEP is observed through introduction of Multidisciplinary/interdisciplinary research, registration on academic bank of credits (www.nad.digilocker.gov.in), conduction of skill development programs (Enrollment of 1039 students in total 36 programs during last five years), and by promoting regional language (Marathi) in teaching, magazine, NSS and gathering. The outcome of all activities is monitored using Vmedulife OBE software. Distance/online education is imparted through LMS, SlideShare, you-tube, e-lectures and Google-classrooms.

To accomplish vision and mission, perspective plan is formulated considering stakeholders expectations and quality policy. Fulfillment of perspective plan is reflected through sustained institutional growth which is supported by quality initiatives of IQAC. The growth is seen with introduction of new courses (Pharm D, D.Pharm and PhD), increase in intake for B.Pharm course (60 to 100), increase in total intake (96 to 254), recognitions from UGC (2f & 12B) and NBA (Cycle1: 2019-2021, Cycle2: 2022-2025), NIRF Participation (placed in band of 75-100 in 2018, 2019), increase in PhD guides (one to eight) and research output, rise in built-up area (4,682 to 8262 sq.mtrs) with construction of additional infrastructure (Laboratories, classrooms, Ladies hostel) after NAAC accreditation cycle-I (2014).

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 institutional perspective plan is in tune with Vision and Mission of the college and is prepared as per guidelines of regulatory authorities (PCI, SPPU), accrediting agencies and recommendations of Governing body and CDC. It is approved by Governing body. IQAC plays a vital role in the implementation of the perspective plan which broadly covers academics, research, infrastructure, collaborations, extension activities and accreditations. **Strengthening of Teaching-Learning Process (average pass percentage of the students for last five years 97.19%)** is achieved through subject allotment on the basis of teacher's specialization and interest, results, faculty and infrastructure feedback, use of novel pedagogy, generation and provision of e-content to the students, arrangement of Industry/Hospital visits and skill development programs. Promotion of **Quality Research (Number of publications in last five years: 155, No of Patents: 14, Research grants garnered: 16.97 Lakhs)** is accomplished by provision of incentives to the faculty and students actively engaged in research and motivation to faculty to take higher education. **Employability of students (68%)** is improved via pool

campus drive by training and placement cell, Entrepreneurship and career counseling cell. The college has strengthened the **Liaisons with the Industry and Academic Organizations** via MoU's (**22 number during last five years**) for Industrial visits, training and Industry expert lectures. The value of **social responsibility** is nurtured among students by establishment and conduction of various activities of NSS cell. **Student welfare is achieved through** appointment of mentor, scholarships, implementation of Students welfare schemes, and with the provision of advanced software's like DOE, EX-Pharma and Digital library. The college has also developed **additional Infrastructure** like girls hostel, laboratories and classrooms. **Faculty Welfare** is ensured via EPF, medical insurance, gratuity, leaves, financial support for attending seminars and medical checkup.

For a more effective management of plan and policies to get desirable outcome, a well-defined organizational hierarchy and decision-making processes is established with the involvement of stakeholders. The BC, BOLM, BOLW, GB and CDC are tasked with creating a comprehensive development plan for the institution, encompassing academic, administrative, and infrastructural growth in accordance with different regulations. Furthermore, it is involved in setting academic and administrative goals, infrastructure development, funding and purchase of major requirements. The management, in collaboration with Principal, formulates policies and outlines future plans. As the Head of Institute, Principal holds ultimate responsibility for the advancement and success of the college. He also offers precise recommendations on effective utilization of ICT in governance. IQAC portrays diverse quality parameters used to monitor and ensure enhancement of quality. It also oversees the documentation of various academic and portfolio activities that indicate the institution's commitment to continuous quality improvement. The college has statutory and non-statutory portfolios to ensure efficient operations within college. The major portfolio includes Program committee, Examinations, Research and Consultancy, Training and placements.

The functions of various portfolios, policies, rules and guiding framework are made available on college website (https://mcpledu.org/wp-content/uploads/2024/06/FUNCTIONS-OF-PORTFOLIO_compressed.pdf, https://mcpledu.org/wp-content/uploads/2024/07/Institutional-policies-for-Faculty-and-staff_compressed.pdf; https://mcpledu.org/wp-content/uploads/2024/05/Rules-and-Policies-for-student-UG_compressed.pdf). The recruitment process adheres to the guidelines of SPPU and apex bodies, ensuring fairness and transparency. The college has ensured recruitment of quality faculty through demonstration lecture, aptitude test and interview.

The Management, Principal and faculty members work together for quality education. The leadership ensures monitoring and enforcement of policies and strategic plans.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Performance appraisal system

The annual performance appraisal report serves as a valuable assessment tool to map individual contribution towards continuous improvement. The College has well defined procedure for performance appraisal system for faculty and staff. It is in tune with AICTE regulations for faculty. The performance of the faculty is graded on the basis of Administration, Research, Teaching, and Extension activities. The individual faculty assigns his/her score in the form and submits to the HOD for verification. The reassessed forms are finally submitted to the Principal by HOD for further evaluation. The Principal rates the overall performance of the faculty and gives the final remarks.

In addition, confidential report is also prepared based on their performance against set target values. For this, performance in Academics (Syllabus completion, feedback, no. of lectures taken, teaching methodology, resources generated), Examination (Result, examination duties), Portfolio/institute activities/Contribution to area of work not assigned to faculty, Research, No. of conferences/workshops attended, Departmental activities and Consultancy is considered.

For nonteaching staff, structured self-appraisal form is prepared by the college. This is filled and submitted to the HOD/Higher authority, who verifies and puts his/her remarks and forward to the Principal.

The remarks of HODs and the Principal are further communicated to concerned faculty/staff. The corrective action sought by the faculty/staff is then monitored. Faculty is promoted based on their qualification and performance. Staff having excellent report gets additional increment.

Welfare measures

Welfare measures are essential to promote healthy and conducive work environment. These encompass a range of benefits that address well-being and professional development.

Examples of welfare measures are

- 1) **Salary** as per norms is applicable.
- 2) **Employee Provident Fund** helps faculty and staff to create sufficient corpus for retirement benefit. The college contributes towards it as per policy.
- 3) **Gratuity:** Every month additional 10% of salary of the faculty and staff is invested in corpus fund as a provision of gratuity. It is paid to the permanent staff as fulfilling the requirements.
- 4) **Leaves** (Earned, Medical, Casual, on duty and Maternity) have been sanctioned.
- 5) **Promotions to higher posts and increments in the salary after completing PhD**
- 6) **Fee concession to wards of the employee** is provided for their education in any college run by Society. They are also admitted on priority basis.
- 7) **Reward/Appreciation for remarkable contribution:** On Kanitkar Day/Foundation Day of the Society, the faculty and staff with noteworthy contribution is felicitated with Best teacher and Best employee award respectively. The faculty completing PhD is also rewarded.
- 8) **Financial assistance for Skill development program to faculty and staff**
- 9) **Support for higher education:** The research facilities and 10% fee concession is given to faculty pursuing Ph.D. at this centre.
- 10) **Financial support for uniform**
- 11) **Ex-gratia payment/Salary advance** is an incentive given to staff whenever required.
- 12) **Medical insurance** is opted from the Star Health Insurance Company. The college contributes towards employee's insurance.
- 13) **Work-Life balance:** This includes flexible work hours when feasible, paid time off, conduction of regular training programmes, leisure trip, gymnasium, canteen, health check-up.

For career development/progression, the college has defined policy for promotion to higher post including salary increments, provision of fee concessions to teachers pursuing PhD at college centre, on duty leaves to teachers pursuing PhD, provision of NOC for application of PhD at this/other centre and research facilities.

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: 17.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	0	1	9

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 / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 49.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	36	25	29	22

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	34	30	28

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

regularly (internal and external)

Response:

The college is self-financed and the main source of funding for this private college is fees collected from the students. The college has efficient mechanism for utilization of available resources. The requirements from all departments (equipments, chemicals, glasswares and labwares etc.); from sections like academics, examination, library, computer and from portfolio incharge are collected annually after stock verification. The requirements are forwarded to the store. The store department prepares final requirement and seeks for quotations from different vendors for preparation of budget.

The accounts division subsequently prepares annual budget in consultation with HODs, senior faculty and Principal considering the development plan. In the budget, financial allocation is made for non-recurring (fixed assets) and recurring expenditures (salaries, administrative expenses, repairs and maintenance, insurance, travelling and local expenses, educational expenses, staff and students welfare, research and development and other expenses etc.). Salary expenses include salary of faculty and staff, honorarium, PF contribution, provision for gratuity, Ex-Gratia etc. Administrative expenses cover stationery, printing, affiliation fees, taxes, advertisement and operational expenses. Repairs and maintenance of infrastructure, laboratories, equipments, computers, sports materials etc is also considered. Educational expenses include expenses on books, journals, chemicals, glassware, examinations etc. The budget is presented in CDC in the month of July considering the three months actual expenses and nine months projected expenses which is finally sanctioned by BC of parent society. The expenses are utilized as per the allocation of expenses head. The revised budget is also prepared in the month of January by considering the nine months actual expenses and three months projected expenses to confirm financial mobilization. There are provisions in place for any future capital need for emergency expenses. Any deficit is covered by the society's corpus fund.

The Principal is empowered to allocate and utilize budget under different heads of the account. He is empowered to spend 10,000 as petty cash for day to day expenses. However, the Principal can apply for ad-hoc sanction in case of additional requirements. All the HODs are sanctioned 1,000 to meet routine expenses of the department. HOD can also apply for ad-hoc sanction of funds in case of requirements. The accounts section maintains financial accounts on daily basis as well as prepares all financial statements as and when necessary.

The college conducts internal and external audit during each accounting year to ensure financial compliance. It is carried out by competent and registered chartered accountant appointed by the parent society.

Qualified auditors (R.R. Pethe and Co., Mugdha Pradhan and Co.) from external resources have been appointed for Internal Audit. A team of staff under it do a methodical verification on annual basis. The team verifies all receipts and payments. Balance sheet and income-expenditure statement are the key components of internal audit.

External Audit is conducted annually as per government rules by the Statuary Chartered Accountant (Shirish K. Indamdar, Pune). All information like receipts of fees, grants, returns on investments, payments to faculty/staff, vendors, government and service providers are screened.

The auditor submits queries, if any, to account section. The financial records i.e., income and

expenditures and balance sheet are certified. Audit of the research grants received from various funding agencies is carried out as per the guidelines laid down by respective funding agency. The college publishes audited financial statements on its website as information for all stakeholders.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC is constantly working to establish a robust quality system to ensure effective, student centric, value-based teaching-learning process through planning, guiding and monitoring. It is involved in establishment of accountable support functions and conscious continuous improvement. The IQAC ensures accomplishment of Vision and Mission of the college through various activities conducted. Some of the areas of quality improvement by IQAC are as given

Institutionalizing the quality assurance strategies and processes

IQAC has designed the guiding framework for working of portfolios, their functions and procedures, policies, code of conduct and rules for students. IQAC has set benchmarks for conduct of various academic and administrative activities/audits. Fulfillment of set goals is established through Academic and administrative audit conducted annually. This evaluates quality of processes and need of corrective actions.

Teaching-learning and evaluation process

IQAC has added inputs in areas like curriculum development, teaching-learning, examination and evaluation. IQAC monitors activities like preparation, display of academic calendar and its adherence, reviews the syllabus completion, creation of e-contents, conduction of student-centric activities, streamlining academic flexibility, student feedback on teaching-learning process and infrastructure and seeking corrective actions. It also lays stress on result analysis and necessary actions for advanced and slow learners.

Curricular gaps

IQAC also ensures identification and delivery of content beyond syllabus. Curricular gaps are identified by subject teacher, external subject expert, alumnae and industrial experts. The gaps identified by each department are communicated to Savitribai Phule Pune University. The identified content beyond syllabus is delivered by subject in-charge or industrial expert. The gaps are also covered in additional laboratory experiments, guest lecturers, seminars and workshops. To bridge the gap, college implements various skill development programs.

Outcome based education

IQAC also analyses the attainment of outcomes. Faculty is instructed to design Course Outcomes (COs) and map them with Program Outcomes (POs) and Program Specific Outcomes (PSOs) of the respective subjects for Theory and Practical separately. IQAC reviews and finalizes COs and CO-PO Mapping. The activities required to meet all POs are approved. IQAC monitors and conveys specific measures initiated in the areas needing the improvement.

e-Governance

IQAC has focused on the implementation of e-governance. The college has purchased Vmedulife LMS, Tally solutions and Biyani library software and it is utilized effectively for governing various activities.

Research and Development

The college promotes faculty to pursue PhD and supports them in terms of consumables, equipments, facilities, leaves etc. Additionally, incentives are also provided to faculty and students involved in research. IQAC also ensures additional research facilities are made available. The college has purchased major equipments like HPLC, UV-Visible spectrophotometer, Diffusion cell apparatus and all-purpose equipment.

Skill upgradation of faculty and training to staff

The IQAC lays stress on teacher's quality by adopting well structured recruitment process and encouraging them for self-development. The economic support is extended to supporting staff in addition to faculty.

IQAC is also involved in introduction of new programs/courses, augmentation and maintenance of facilities, revision of plans and policies as and when required, industry-academia collaborations, monitoring outcomes of various activities, in preparation of Self-Study/Assessment reports of various accrediting bodies as NAAC, NIRF, NBA, ARIIA, and CII etc, Preparation and submission of Annual Quality Assurance Report (AQAR), preparation for energy, green, and environmental audit, Preparation and revision of Vision, Mission, PEOs, policies and its communication to stakeholders etc.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender Sensitization and Gender Equity

Gender sensitization and equity are foundational for fostering an inclusive and empowering educational environment. The primary aim is to raise awareness and understanding among students, faculty and staff regarding gender-related issues. In view of gender equity, the College has distributed portfolios and delegated powers amongst faculty members without any gender bias. Equal opportunities are provided to both genders in terms of employment, training programs, sports and extracurricular activities. A 30% quota for women has been implemented in the College. Committees such as the Women Cell/Internal complaint committee, Anti-sexual harassment committee, Antiragging committee and Grievances redressal committee including student representative takes preventive as well as corrective measures and ensures timely redressal of grievances. Students are introduced to work profile of all committees during induction programme every year. Male and female common room are also available.

The College has organized about 28 guest lectures and related activities focusing on women's empowerment and leadership skills, women health and hygiene, safety measures, legal rights for women, carrier guidance, financial management, social issues and personality development in the past five years.

Students are encouraged to participate in awareness programs like street plays, rallies, and competitions to reinforce the importance of gender equity within and beyond the College premises. Annual gender audit and feedback mechanisms ensure the ongoing effectiveness of the gender equity/gender sensitization, striving to nurture a generation of empowered and socially conscious individuals prepared to contribute to a more equitable society.

Problem-solving, counseling, and mentorship schemes are also provided. Additionally, female students are encouraged to participate in NSS activities and regular cultural events, while a "No Discrimination Policy" is upheld across all academic and administrative matters.

Facilities for Women

Safety and security are paramount at our College. Essential contact numbers, such as those for the women's helpline and the nearby police station, are displayed on notice boards. Furthermore, the College has established a ladies hostel with comprehensive facilities and safety measures within the campus. The "Damini Pathak", a dedicated squad of lady Police for safety of women in society, further enhanced safety within the college. Safety audits are conducted annually to get the feedback from students to improve the

safety measures within campus. The College in collaboration with the Students Development Cell of SPPU has organized "Nirbhay Kanya Abhiyan" to raise awareness about laws and regulations and to provide self-defense training to students. In terms of counseling, the College recognizes the importance of mental health and has engaged the services of Dr. Rajeev R. Nagarkar, a professional counselor. Periodic counseling and mentoring sessions, both individual and group-based, are conducted to address students' emotional well-being.

Additional facilities are:

- Complaint and suggestion boxes, e-grievance platform.
- Common room with beds, lockers and a changing room.
- First aid with over the counter medicines at each department, laboratory and common room
- 24/7 CCTV cameras in campus
- Lady security guards
- A visitor in/out register is maintained to track entry and exit
- Uniforms and ID cards, is mandatory for students
- Fire safety measures, including fire extinguishers and alarms
- Public announcement system
- Government and private Scholarships
- Canteen, R.O. drinking water
- Ladies washrooms on every floor
- Sanitary napkin vending machine and disposal machine
- Ample parking space
- Sports facilities
- Gymnasium

Overall, these efforts have created a comprehensive approach to fostering an inclusive environment.

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance

and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The College consistently leads efforts to embrace diversity, dispel stereotypes, boost self-esteem, and foster a culture where students are empowered to voice their opinions and strive for academic excellence. The College fosters inclusiveness, harmony, and tolerance through various activities.

The College's admissions process, regulated by the state CET cell where 85% seats are reserved for regional and 15% for other states students. 15% supernumerary quota is also provided for tuition fees waiver scheme (TFWS) and economically weak section (EWS). For the regional students 50% seats are allotted to reserved category i.e. SC, ST, OBC etc. Freeship and scholarships are provided to the reserved category, minority (Muslim, Jain etc) and economically weaker/backward class. Thus, students from diverse regions, states, castes, religions, and socioeconomic backgrounds are admitted. The reservation policy of the state is also followed for the recruitment of faculty and staff. This diversity fosters harmony among faculty, students, and staff.

The College has established a Grievance Redressal Cell and a Women's Cell/ICC to ensure social protection, tolerance, and harmony. The code of conduct for all further ensures inclusivity. To facilitate interaction and understanding, students are encouraged to participate in diverse co-curricular and extracurricular activities where they can share their opinions and disagreements harmoniously. Industrial visits expose students to practical challenges, fostering adaptability and tolerance among individuals from diverse backgrounds.

The College magazine allows articles publications of regional and national language with different sections for each. These languages are also used during delivery of course content. Through various events students celebrate unity in diversity, with students from various linguistic and regional backgrounds participating to honor this value. Celebrations of festivals like Ganesh Chaturthi, Khande Navmi, Diwali, Navratri, and Dahi Handi teach students to respect and value each other's traditions, fostering ethics and unity within the community. Cultural programs prioritize the respectful representation of traditions from various regions.

The College organizes various NSS activities, including health check-up camps, awareness rallies on social issues, donations to orphanages, and cleanliness campaigns. The curriculum includes communication skills lectures to enhance effective communication among students from different backgrounds. These activities expose students to different cultures within the nation, fostering tolerance and harmony. Through inclusive communication and respect, students thrive in an atmosphere valuing various languages, ensuring belonging for all.

The College consistently undertakes initiatives to instill a deep understanding of constitutional obligations, values, freedom, rights, law, social justice, supremacy of the Constitution and duties of citizen among students, faculty and staff. The College commemorates Independence, Republic and Indian Constitution Day and has organized a mass national anthem and poster competition under Azadi ka Amrut Mahotsav to impart knowledge about citizen values, duties, and responsibilities. The Electoral Literacy Club, through various awareness activities, emphasizes voting as a national duty.

The SPPU has included two additional courses Democracy, Election and Governance (DEG) and Introduction to the Constitution of India (IC) to raise awareness and instill constitutional values in students, covering fundamental rights, duties, and responsibilities of citizens. These courses provide insights into the historical development of the Indian Constitution, the philosophy behind it, and an understanding of the theoretical and functional aspects of the Indian Parliamentary System.

Overall, the College has organized total 66 (54 for inclusiveness and 12 for constitutional obligations) activities like plays, skits, competitions and guest lectures during past five years.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice 1

Title of the Practice Innovative Resources and Tools for Academic Excellence

Objectives of the practice

1. To enhance education quality using diverse teaching aids, interactive multimedia tools, and efficient Learning Management Systems (LMS) to create an engaging and comprehensive educational experience for visual, auditory and kinesthetic learners.
2. To enhance the educational experience by identifying and addressing gaps in the syllabus.
3. To bridge theoretical knowledge with practical applications through experimental lab work and projects.
4. To enhance academic performance and eliminate dropouts.

The context

In today's dynamic educational landscape, traditional methods alone can't meet students' diverse learning needs. Higher education must integrate resources and modern tools to foster excellence. Utilizing technology and varied strategies creates inclusive, stimulating environment that enhances understanding, retention, critical thinking and practical skills, preparing students for the modern workforce's complexities.

The practice

The College utilizes various resources, teaching and learning tools to enrich the academic experience. PowerPoint presentations deliver content visually, with meticulously designed slides enhancing comprehension and retention. Audiovisual aids, including videos, animations and interactive simulations, offer dynamic multimedia experiences that cater to diverse learning styles and foster deeper understanding.

Problem-based learning emphasizes critical thinking and problem-solving skills over rote memorization. Charts and model-making provide hands-on opportunities for students to conceptualize complex topics, reinforcing understanding and developing spatial reasoning skills.

LMS revolutionizes education by providing centralized platform for course materials, assignments, discussions and assessments. Lecture synopses succinctly summarized key lecture points, aiding in revision and reinforcing learning objectives. Summary cards aid in quick review, helping students to consolidate information while flashcards test their knowledge.

Seminars encourage in-depth exploration of specific topics, promoting research, critical analysis, and oral communication skills. Experiential learning through industrial training, visits, and immersive experiences bridges theory and practice. Carefully designed content of practice school also offers novel experiential learning and updates the students with latest technologies. Additionally, project work fosters creativity, boosts research aptitude with problem-solving ability.

Faculty conducts syllabus gap analyses to identify areas needing enhancement. They design and teach additional content to deepen students' understanding, align with industry standards and ensure a comprehensive education.

Evidence of success

The overall average result across the five years is 97.19 %. This consistency in high results indicates a stable and effective teaching methodology with robust academic support system. The number of students qualifying in competitive exams has generally risen over the years, reaching a high of 22 in the 2022-23 academic year. This indicates a positive trend and highlights the increasing success of the students.

Teaching content beyond the syllabus, accompanied by its assessment and feedback, enriches students' subject knowledge.

In retrospect, the diverse array of teaching and learning tools employed in education enhanced engagement, deepened understanding, cultivated essential skills.

Problems encountered and resources required

During the gap analysis and the process of teaching content beyond the syllabus, teachers might have encountered problems such as few students' resistance to learning new content. Accommodating various learning styles requires careful planning and flexibility in teaching approaches. Time constraints limit the ability to cover additional material.

Best Practice 2

Title of the practice Cultivating Excellence: Integrated Skill Development for the College Community

Objectives of the practice

1. To offer specialized skill development certificate programs tailored to students' interests career goals and to make job ready professionals.
2. To expand knowledge beyond the traditional curriculum to develop proactive, pragmatic, devoted and talented women pharmacists.
3. To motivate faculty to attend FDPs and improve pedagogical practices, instructional technology skills, professional growth and continuous improvement.
4. To enhance the skill set of staff by providing opportunities for professional growth.

The context

This comprehensive initiative enriches the educational experience in the College environment. It aims to equip College community with diverse skills essential for personal and professional success. Against the backdrop of evolving academic landscapes and increasing demand for multifaceted skillsets, this practice emerges as a response to the imperative of holistic development. Complementing student-focused efforts, the initiative extends support to faculty and staff.

The practice

This holistic initiative aims to enhance student development and the professional growth of faculty and staff through a multifaceted approach. It addresses its objectives by offering tailored add-on courses for students and development programs for faculty and staff.

The certificate courses for students include Clinical Research, Pharmacovigilance, Medical Coding, Clinical Data Management, Interview Skills, and Clinical Trials, Regulatory Affairs etc. To promote collaborative learning and interdisciplinary research, the college has established MoUs with organizations such as Elite Institute of Pharma Skills, Ingenious Healthcare, Step-Up Pharma, and Royal Academy of Career Excellence. Additionally, the college has set up a SWAYAM NPTEL local chapter to encourage students to enroll in and complete online certificate courses through NPTEL.

Faculty design and conduct various certificate courses and trainings, such as Clinical Trials, Design of Experiments, Computer-Aided Drug Design, and GraphPad Prism Software. These courses are meticulously planned, assessed through multiple-choice and/or descriptive evaluations, and certificates are awarded upon successful completion. Over the past five years, more than 51.61% of the College's students have completed 36 online, value-added or certificate courses.

Students are encouraged to participate in inter-collegiate competitions and acquire employability skills through industrial training and hospital visits. The College has developed MoUs with industries like Cure Pharma NuLife Pharmaceuticals and start up like SynThera Biomedicals to facilitate interdisciplinary research. Students are prepared for industrial demands by developing communication skills, interview skills, professional ethics, and soft skills.

The initiative also supports faculty and staff participation in FDPs and quality enhancement programs through financial and related support, promoting a culture of continuous improvement and adaptation to evolving educational trends. The College allocates sufficient resources, prioritizes professional development initiatives, and establishes supportive policies and structures conducive to holistic skill development.

Evidence of success

This strategic focus on expanding educational offerings was likely contributing to the overall success of students, as evidenced by the impressive average placement rate of 68.23 % over the last five years.

FDP contributed to improvements in teaching methodologies by equipping faculties with new pedagogical techniques, integrating technological advancements and updating curriculum strategies. Non-teaching staff consistently participated in FDPs over five years, showing sustained interest in professional development. Overall, 70.42% faculty and staff have completed such programmes during last five years.

Problems encountered and resources required

Professional development programs necessitate effective time management and institutional support to attend the sessions. Furthermore, coordinating schedules, securing appropriate facilities and managing administrative tasks pose challenges.

File Description	Document
Any other relevant information	View 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:

Women Empowerment

We empower our students with quality education and provide knowledge to face the challenges ahead with the courage, confidence and happiness. The College focuses on following dimensions to empower girls.

1. Health and Wellness:

Under the umbrella of women's health, the College has provided facilities to support women well-being. This includes accessible gymnasium, yoga center and sports facilities dedicated to promote physical fitness and mental health. These facilities empower young women to engage in regular exercise, participate in sports, and access mental health resources, fostering a holistic approach to health. By integrating these resources the College has cultivated a supportive atmosphere where students have developed lifelong healthy habits, built confidence, and achieved their full potential academically and personally.

A clean canteen offering hygienic food ensures proper nutrition. Common room and clean washrooms exclusively for girls provide privacy and Sanitary pad vending and disposal machines offer sanitation during menstruation and other personal hygiene needs. Lectures on hygiene during menstruation are vital for educating girls about menstrual health and hygiene practices.

Celebrating International Yoga Day was aimed at promoting women's health holistically, fostering physical strength, mental clarity and emotional balance through the practice of yoga.

Awareness lectures on anti-addiction played a pivotal role in addressing substance abuse issues and raising awareness about the adverse effects of addiction.

COVID vaccination drive "Mission Yuvaswasthya" was organized with the utmost priority placed on safeguarding women's health against infectious diseases like COVID-19 and protecting them from potential health threats.

Lectures on "Importance of Healthy Diet" by Dr. Sarika Satav served as enlightening session, offering valuable insights into the significance of balanced nutrition for women's health.

"Poshan Pakhwada" orchestrated by NSS volunteers was dedicated to promoting nutrition awareness and combating malnutrition among women.

NSS volunteers organized Hemoglobin check-up drive in collaboration with Moshi Government Hospital wherein total 140 students and staff have participated. Anemic were provided with Folic acid tablets.

Webinars on Women's Health by Dr. Bhargavi Bade and guest lecture on "Prevention of Cervical Cancer" by Mr. Jignesh Patel were instrumental in disseminating knowledge on various aspects of women's health.

Mental health-related counseling sessions, including personal and group counseling, provided invaluable support and guidance in managing stress, anxiety and other mental health challenges.

2. Personality Development:

Personality development initiatives, such as guest lectures and workshops organized by the college, were designed to emphasize assertive communication, enabling women to express their thoughts and ideas effectively. Moreover, these programs focused on developing leadership skills, fostering critical thinking, and improving decision-making abilities, empowering women to drive positive change and overcome obstacles.

Additionally, curricular subject communication skills contributed to this holistic approach by encouraging adaptability, resilience and enhancing networking abilities.

In addition, annual guest lectures on interview skills and involvement in managing activities like NSS, street plays and extracurricular activities, as well as organizing various events played a significant role in enhancing women's personality, confidence, and skills. A guest lecture titled "Be the Best Version of You" by Mrs. Savari Khedkar, Clinical Psychologist, and "Positive way of Thinking and Character Building" by Dr. Preeti Joseph Victor was part of these initiatives, contributing to the overall development of women.

3. Legal and Ethical Awareness:

Legal awareness is crucial for women as it empowers them to seek justice. The college has organized awareness lectures on legal rights, informing women about their rights and available resources, aiding informed decisions in education, career, and health matters. Introducing the roles and functions of committees like anti-ragging, women's cell/internal complaint committee and anti-sexual harassment committee etc during the induction program establishes a secure and confident atmosphere. Students are also the part of these committees.

Street plays on "Beti Bachao Beti Padhao" based on gender equity raised awareness and encourage reporting, significantly contributing to violence prevention.

Additionally, guest lectures by expert Adv. Aditi Johrapurkar on women-specific laws and Cyber Security awareness further enhanced legal awareness.

4. Social Responsibility:

The college students have emerged as dynamic contributors to community welfare through active engagement in the NSS. Their commitment to social responsibility is evident through initiatives such as cleanliness drives and tree plantation, reflecting dedication to hygienic surroundings and environmental sustainability. The students actively spread awareness about pollution, organizing campaigns and workshops to educate communities on its detrimental impacts. Road safety awareness programs aim to reduce accidents and promote responsible behavior. Initiatives for social responsibilities include street play to save the girl child and awareness regarding nutrition and its importance, survey related to waste management practices followed by villagers, awareness program on environment conservation by Mr. Prashant Avchat, a drawing competition for primary school students on the topic of 'Mazi Vasundhara', pranayam and yogasan practice session for Ladies at Moi village, 'Mahilanche Arogya Prabodhan' Program was conducted at camp site, by Dr. Bhargavi Bade regarding health issues of women, Aushadhe ghetana ghyaychi kalji" a informative session, basic health checkup of school students, awareness about personal hygiene through community dialogues challenging stereotypes. Additionally, students also participated in polio vaccination programs.

5. Skill Development

Promoting skill development is pivotal in the realm of women's empowerment, offering them tools and knowledge to surmount challenges, explore opportunities, and contribute significantly to society. Beyond individual growth, enhanced skills improve employability, translating into better job prospects and career advancement.

These programs serve as catalysts for educational aspirations, establishing a direct connection between education, skills, and career opportunities.

A skill development certificate courses, including clinical research, clinical data management, medical coding, medical writing, pharmacovigilance, regulatory affairs, interview skills, etc., are offered through MoU with institutes such as Ingenious Healthcare, RACE Academy, and Elite Pharma. These institutes also provided placement. Additionally, various in-house add-on courses are available to students.

6. Empowerment through Education:

The college provides a comprehensive range of educational opportunities which include D. Pharm, B. Pharm, M. Pharm (Pharmaceutics, Pharmaceutical Quality Assurance), Pharm D and Ph.D. programs all under one roof, specifically catering to girls.

The college facilitates guidance from various experts, fosters industrial interactions to enhance practical knowledge and offers financial assistance for research endeavors. Additionally, the college ensures the provision of infrastructure and facilities essential for conducting high-quality research. During the last 5 years, 129 girls have received 5929700/-Rs. as Lila Poonawala Foundation Scholarship which is offered exclusively for women based on merit. By offering comprehensive support, the college empowers women to meet professional standards, thereby making a significant contribution to the nation's intellectual wealth.

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

5. CONCLUSION

Additional Information :

The Modern College of Pharmacy (For Ladies), Moshi, Pune is established by Progressive Education Society which is founded by teachers and run by committed and devoted teachers responsible for social transformation. The college is committed to provide knowledge, skills and value-based education considering ever-evolving landscape of Pharmacy education. It is a premiere Pharmacy College in Maharashtra dedicated to women education especially from rural area. The college promotes a socially responsible, ethical, and environmentally conscious educational environment, encouraging students to embrace sustainability, ethical behaviour and community engagement.

The college has an efficient multi-layered governance structure. The governance has progressively transformed the college with introduction of new courses (Pharm D, D. Pharm and PhD), increase in intake for B. Pharm course (60 to 100), rise in built-up area with construction of additional infrastructure (Laboratories, classrooms, Ladies hostel) after NAAC accreditation cycle-I (2014). It has established a ladies hostel with comprehensive facilities and safety measures within the campus. Special emphasis is also given to development of IT facilities, purchase of research equipments and creation of e-contents. The automated digital library is enriched with official, reference and text books, national, international journals and periodicals, books on Indian Knowledge system, competitive examinations, e-books, CDs, video lectures, e-resources etc. Moreover, the gymnasium and yoga centre is developed for Physical and mental well-being.

The College has defined procedures and benchmarks for various statutory and non-statutory committees to deploy perspective plan effectively. The information important to all stakeholders like, RTI, financial audited statements, policies, feedbacks, action taken reports, students satisfaction survey, AQAR etc. are made available on the college website to ensure transparency in the overall governance. IQAC plays a vital role in the implementation of the perspective plan covering academics, research, infrastructure, collaborations, extension activities and accreditations. It has also adopted e-governance strategies including grievance redressal system for improved operations.

The competitive examination cell guides the students to achieve success in NIPER, GPAT like national level examinations. The registered alumni association is dynamically involved in the development of students and college. The college publishes its own Magazine and Newsletters which are edited, reviewed and published by the students. It has conducted 75 workshops/Seminars/Conferences on Research methodology, Intellectual Property Right and entrepreneurship in last 5 years. The faculty have filed 14 patents, and 81 students have presented their research papers in conferences. The college has 22 functional and dynamic MoUs and tie ups which have resulted in about 80 activities. With the systematic plan, the college is also taking all possible efforts to implement National Education Policy (NEP 2020).

In nutshell, the college is successful in providing necessary platform for the students to upgrade their skill and explore their potentials in every aspect achieving graduate attributes.

Concluding Remarks :

Progressive Education Society's Modern College of Pharmacy (For Ladies), Moshi is established in 2004 and offers all Pharmacy (D. Pharm, B. Pharm, M. Pharm, Pharm D and PhD) programs exclusively for girls. It

provides student-centric environment suitable for girls to achieve their academic, professional, and personal growth.

It is self-financed, permanently affiliated to Savitribai Phule Pune University and is recognized by University Grants Commission under 2(f) and 12 (B) of UGC Act 1950. The college is accredited by NAAC (2014-2019, 2.85 CGPA) and NBA (2019-2025). It has also earned a “Gold Rank” in the AICTE-CII survey of 2018 and two times placed in band of 75-100 NIRF ranking.

It is located in urban area near the industrial belt of Pimpri-Chinchwad Municipal Corporation with a well-developed infrastructure for instructional, administrative and amenities in 4.35 acres land. It has 36 qualified and experienced faculty members with average SFR of 1:17. Among those, 10 faculty members have completed PhD from UGC-recognised universities, while 16 are pursuing doctoral programme. Additionally, it also has 05 visiting faculty with industrial experience to provide in-depth knowledge in pharmacy and allied subjects like computer applications in Pharmacy, Remedial maths etc. It has 35 technical and nonteaching staff to support other functional aspects.

The college has established academic excellence resulting in around 100% students enrolment with inclusion of elements of different socio-economic sectors and strata as per the framework laid down by Government of Maharashtra.

The college ensures planned delivery of curricula as per the guidelines of Pharmacy Council of India. Irrespective of limited the academic flexibility, it conducts various certificate courses and guest lectures. Additionally, it is supplemented with training programmes, co-curricular and extra-curricular activities to accomplish vision and mission of the college. Due concurrence is also given to inclusion of activities related to communication, IT, soft and life skills, professional ethics, human values, gender sensitization, environment and sustainability. These combined efforts along with examination reforms have contributed to fulfilment of program outcomes. Due to students’ centric pedagogy, attention and guidance to slow learners, academic results of college are consistently more than 95% since last 20 years. Development of perspective plan, setting of vision and mission, accomplishment of all activities nurturing learners abilities is entrusted via recommendations from auditing agencies, feedbacks from all stakeholders and subsequent actions.

The college has garnered a total of Rs 55 Lack grants and published 300+ research publications till date. It is an active SWAYAM/NPTEL local chapter. NSS unit of 100 students have actively involved in social deliberation with community engagement.

The TPO office provides dynamic placement support and career counselling to the students achieving the placement and progression percentage of 70%. About 72% students have received government and private scholarships due to guidance given by scholarship section.

Due to support extended by management, faculty and staff have upgraded their qualification, cadres and completed various development programs. There are well defined policies, guiding principles and procedures including financial support, outcome-based education, recruitment, welfare, augmentation and maintenance of infrastructure etc.

Institutional best practices are focused on development of skilled workforce and creating student-centric learning ambiance for academic excellence. The college promotes environment friendly practices using energy-efficient technologies, tree-plantation, waste management and water conservation.

In conclusion, the college is taking all necessary measures aimed towards supplementing national wealth of well-developed responsible citizens and women pharmacist.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>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)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :33</p> <p>Remark : DVV has verified data shared by HEI, after removing duplicate names and courses already part of the syllabus and not consider courses below 30 hours hence value changes accordingly.</p>																				
1.2.2	<p><i>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</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>467</td> <td>187</td> <td>138</td> <td>113</td> <td>134</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>154</td> <td>186</td> <td>138</td> <td>0</td> <td>22</td> </tr> </tbody> </table> <p>Remark : DVV has verified data shared by HEI, value changes as per metric 1.2.1.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	467	187	138	113	134	2022-23	2021-22	2020-21	2019-20	2018-19	154	186	138	0	22
2022-23	2021-22	2020-21	2019-20	2018-19																	
467	187	138	113	134																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
154	186	138	0	22																	
2.1.2	<p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>47</td> <td>48</td> <td>54</td> <td>29</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>49</td> <td>47</td> <td>41</td> <td>50</td> <td>25</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	49	47	48	54	29	2022-23	2021-22	2020-21	2019-20	2018-19	49	47	41	50	25
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	47	48	54	29																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
49	47	41	50	25																	

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	50	55	37

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
54	54	50	55	37

Remark : DVV has verified data shared by HEI, admission excess of earmarked seats of reserved category counted as general hence value changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	15	03	17	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
16	14	03	15	22

Remark : DVV has verified data shared by HEI, after removing duplicates value changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
22	46	32	32	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	46	32	32	23

41	36	30	15	7
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Remark : DVV has verified the data shared by HEI, DVV only consider papers having ISSN number and Calendar year Considered for publication (Jan - Mar) 2022 for 22-23, 2021 for 21-22, and so on hence value changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	1	55	31

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	55	0	0

Remark : DVV has verified the data shared by HEI, DVV considered publication with ISBN and calendar year Considered for publication (Jan - Mar) 2022 for 22-23 and so on hence value change accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
80.10	53.44	9.90	13.46	15.20

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
62.02	41.05	6.85	11.08	9.23

Remark : DVV has made the changes as per shared Expenditure for infrastructure development and augmentation, excluding salary , maintenance.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.705	37.41	23.69	53.04	44.68

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22.76	14.03	12.68	17.57	17.10

Remark : DVV has made the changes as per considered only Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities).

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	17	11	23	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	9	10	11

Remark : DVV has verified data shared by HEI, we have considered close date events as one hence value changes accordingly.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	16	5	11	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	8	0	1	9

Remark : DVV has made the changes as per considered financial supported teachers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
44	42	37	34	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	36	25	29	22

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	34	30	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
34	35	34	30	28

Remark : DVV has excluded less than 5 days FDP.

2.Extended Profile Deviations

ID	Extended Questions					
1.1	Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 25 Answer after DVV Verification : 45					
2.1	Expenditure excluding salary component year wise during the last five years (INR in lakhs) Answer before DVV Verification: <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

225.99	125.3	59.98	121.50	121.50
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
120.25	65.32	26.32	62.08	102.95