SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

APPASAHEB BIRNALE COLLEGE OF PHARMACY, SANGLI

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Appasaheb Birnale College of Pharmacy, Sangli is built with deep vision. This institution is first pioneer institution in Shivaji University, Kolhapur which runs on no aid basis. The college has made pioneering efforts in providing the comprehensive education and training in pharmaceutical sciences to the students coming particularly from the rural areas.

The constant efforts, inspiration and motivation and support of management have brought a commendable progress in a short period of time. The college helps the students to achieve individual excellence.

Milestones of HEI

- B. Pharm Course. Permanently affiliated to Shivaji University, Kolhapur
- Recognised by AICTE, PCI, MSBTE, State Govt. & DTE Maharashtra
- Included under **2F** and **12 B** by the **University Grants Commission New Delhi**
- Accredited by **NBA** (2002-2005)
- Approved Ph. D Centre of Shivaji University, Kolhapur
- Awarded "**Excellent grade**" by MSBTE since 2011 to till date

Salient Features

- Diploma in Pharmacy in 1985 **(60 intake)**
- Degree course in Pharmacy was introduced in 1991 **(100 intake)**
- Post graduate courses in Pharmacy since 2002
    - Pharmaceutical Chemistry – 2002 **(15 intake)**
    - Pharmacology – 2004 **(15 intake)**
    - Pharmaceutics – 2005 **(15 intake)**
    - Pharmaceutical Quality Assurance – 2008 **(15 intake)**
- *State of Art Infrastructure facilities*, well equipped labs, Research Facilities, Digital library, etc. to meet the curricular requirements
- *100% Enrolment* each year and consistent record of good results.
- High faculty retention ratio around **ten doctorate faculties**.
- The HEI has *decentralised and participatory* governance.
- The HEI's efficient, *well-organized IQAC* and committees make recommendations for, carry out, and oversee the Quality Assurance System in all systems and processes.
- Good progressive growth and development has been ensured by the strategic plan, FDP, welfare measures, and prudent financial management.
- *Student Support systems* include, Government-sponsored scholarships, skill and capacity building programmes, placement and career advancement, and active student support activities (sports, culture, and literacy)

Many of our students have proved their skills and reached top position in academics, industry, and

entrepreneurship and brought name and fame to our college.

"Develop passion for learning. If you do, you will never cease to grow."

This is the main reason that continues success of our college.

Vision

"Emerge as a centre of excellence by synergizing knowledge, skill, research and technology in pharmaceutical care for the well-being of the society, by nurturing the students for professional integrity"

Mission

M1 – Providing knowledge for excelling in pharmaceutical education, research, and technology.

M2 – Developing critical thinking abilities for problem analysis to work effectively through proper organization and time management.

M3 – Developing skilled professionals for meeting current advancements in the pharmacy profession.

M4 – Providing unique profession to the society for health care, environmental care, effective communication and strive for continuing education.

M5 – Developing students for professional identity with ethical ground.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- One of the *Reputed* Institute in Western Maharashtra with a *stand of more than 30 Years*;
- Availability of *Sound Infrastructure*, *highly qualified, motivated, and extensively experienced faculty*;
- A *proactive management team* is ready to offer infrastructure, human resources, and other resources to create a setting that is ideal for teaching and learning.
- The availability *of modern, well-equipped* research labs with *Sophisticated Equipment*;
- *Good faculty retention* due to peaceful work environment & facilities of employee welfare schemes;
- *Exceptional Students' performance* in competitive tests;
- Strong *alumni network* with a global presence; Numerous alumni in higher positions in business; Many graduates are well-respected entrepreneurs.
- *Approved Ph.D. research centre* in Pharmaceutical Science affiliated to Shivaji University, Kolhapur.
- Equal emphasis on *co-curricular and value added programs* on Emerging Technologies
- *Eco-friendly and amicable* ambience for working

Institutional Weakness

- Institute is located in *Remote area with less industrial exposure*;
- As the number of Industries are less leads to *lack of functional collaborations* with industry and other organisations;
- Most of the students are from rural background hence *poor communication skills;*
- Shortage of ample opportunity for Research Activities due to *funding problem* by Govt., Non Govt. & External agencies
- Approach of Students and faculty towards innovations in research, incubation and startups is sluggish as are from rural background;
- A *lack of understanding* of the course in society
- *Space limitation* for further expansion of facilities

Institutional Opportunity

- Establishing a *centre of excellence* within the institution;
- *Generate funding* for research, project and innovative programsfrom various government agencies for infrastructure improvements, organising various FDPs, etc.;
- **Increasing** enrolment PG & Ph.D. students;
- Hiring Manpower that *Enhances Incubation, Innovation & Start-up Skills* amongst the students and faculty;
- *Interacting and collaborating* with businesses and leading academic institutions, and improving research publications and patents;
- Leveraging the wealth of *alumni experience* and their participation in the institution.

Institutional Challenge

- A *significant gap between the course curriculum and industry norms*, which we are unable to fix because of National Curriculum.
- *Keeping up* with the ongoing changes in technological technology

- Students come from a variety of vernacular and ethnic backgrounds, making it difficult to teach them English and help them *improve their communication skills.*
- To *inspire* faculty to pursue innovative ideas, research, R&D, and new products.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Appasaheb Birnale College of pharmacy is affiliated to Shivaji University Kolhapur therefore follows the Academic curriculum designed by Shivaji university Kolhapur and Pharmacy council of india, New Delhi. The institute constitutes various committees before commencement of academic year. IQAC, Program committee plays major role in academic planning and delivery of curriculum. Academic calendar of programme is prepared in accordance with academic calendar of Shivaji university, Kolhapur. College has good infrastructural facility, well equipped labs, digital library. The classrooms are equipped with blackboards, projectors, smart board with internet connections so that faculty can use ICT tools for their teaching.

Our institute offered add on courses for students on IPR, sophisticated instrument handling, live certification program on pharmacovigilance etc. The resource persons of respective area were invited to conduct the program in order to make student epitome of knowledge. As a part of curriculum enrichment and to improve the awareness of professional ethics, institute resourcefully arrange various activities like Pharmacist Day, Woman's day, Blood donation camp, Health check up camp, Eye check up camp etc. for the students. Social issues are shaped in students consecutively by activities like Swachha Bharat Abhiyaan, Aazadi Ka Amrutmahostav, Plantation etc. Institute competenced with solar and rain water harvesting system.

Our Institution arranges industrial visits and guest lectures every year to bridge the gap between industry expectation and Institution. Internship and industrial projects/ training are arranged for the students to avail practical exposure. Practice school, project work and industrial training are integral part of the curriculum. Project work is a planned and definitely formulated piece of study involving a task or problem taken up by the learner, either individually or in a group to supplement and apply classroom and laboratory transactions. Students are motivated to take part in field work activities to develop leadership skills, teamwork and a sense of social responsibility in students. The institution seeks feedback regarding its academic performance and institute ambiance from a variety of stakeholders, including students, teachers, employers, alumni etc. and a report on the actions taken in response to the stakeholder feedback has been published on the institution's website.

Teaching-learning and Evaluation

- Appasaheb Birnale College of Pharmacy imparts quality education since its inception as committed to quality enhancement and aims at excelling with balance in teaching and research. The college offers various programs viz: B pharmacy programme and four specialization for master in pharmacy programme. for the master in pharmacy programme. Student teacher ratio is17:1 , which facilitate the student centric teaching-learning process.
- College follows centralized admission process as per Directorate of Technical education that is transparent with well-defined percentage of seats for general and reserved categories. Advertisement is released in newspaper for the admission to institution quota seats and seats vacant against CAP rounds and it is done on the basis of merit.
- Teaching- learning process is facilitated by providing supporting infrastructure for use of ICT in teaching and Wi-Fi facility to access online education resources. College has adapted Vmedulife learning and management system for effective teaching-learning and for academic plan, individual teaching plans for smooth execution and effective delivery of the curriculum.
- The POs and COs are prepared for all the UG and PG programs following discussion with subject experts with focus on the overall development of students.
- College has filled 92% of sanctioned posts with full time teachers and having adequate PhD faculty.
- The college has good student's pass percentage since its inception which justifies effective teaching-learning and evaluation mechanism. The continuous assessment of learning capabilities is carried through tests, tutorials, seminars, group discussion, project works,etc.
- The internal and external assessment is transparent and student's Grievances if any are resolved by examination committee in association with concerned subject teachers.

Research, Innovations and Extension

Institute have received Rs.20,000 grant sanctioned by Shivaji University under research sensitisation scheme.

Our institute has well defined research promotion policy and facilities. Institution has created an ecosystem through MHRD's Institutional Innovation Council (IIC) to promote innovative research, IPR, and technology transfer. A prominent attention and efforts are taken to inculcate innovative thinking ability in students and motivate them to develop research environment. The institution has filed 5 patents, and conducted 9 IPR entrepreneurship sessions during last 5 years.

Faculty has published 3 books and 9 book chapters. Total 13 oral and poster presentations were presented in different conferences.

More than 50 research papers are published in various national and international journals indexed in UGC care list, scopus, web of science etc.

Different extension activities are carried out in neighbourhood community, such as Blood donation camp, Free Heath checkup camp and Oral hygiene camps.

Institute has created adequate facilities for research, innovation and extension activities. For holistic development of students, our college carried out sessions of Yoga and mindfullness acitivity For sensitization of students for surrounding and society we have also conducted like, tree plantation activity, Waste disposal management event Swacch bharat Abhiyan activities under fit india programme we have conducted workshops on Social awareness of youth". These activities helped students to inculcate good moral values. The institute has conducted program for gender equality issue like Beti bacho Desh Bachoa acitvity,n college skit on Mulagi zali Ho was performed to create awareness regarding empowerment of women

Under NSS activities 2 blood donation camps, 5 Swach-Bharat abhiyan campaign, and 5 health checkup camps as well as 6 plantation drives were conducted.

Institute is progressive towards collaboration with different institute and organizations. Institute have 21 MOUs with different industry and institutes and all are functional.

These MoU are functional for student exchange, faculty exchange, training and use of facilities. We are having 4 linkages with hospitals and Industry. Student carry job training in different associated Industry. Students from six different colleges has visited to animal house facilities of Institute for training.

Infrastructure and Learning Resources

Appasaheb Birnale College of Pharmacy was established in 1991. The college infrastructure and physical facilities are adequate as per the norms set by the apex bodies. The college has well equipped class rooms and laboratories. All class rooms are supported with ICT infrastructure with advanced instruments in the laboratories. College has an auditorium with a seating capacity more than 300 students is used for the cultural events while indoor gymkhana is used for indoor sports activity. We share the facilities of Yoga centre from our Ayurvedic medical college. From 1991 till date continuous advancement is going on in the infrastructure as well as the facilities provided to the students.

College has a state of the art library having a huge collection of text books and reference books. Our library is one of the renowned libraries from the Pharmacy colleges of nearby vicinity. We have adequate books, journals, e_books, bound journals, online subscriptions etc.

College also possess adequate computer facilities with its well equipped computer lab and the language lab. The computers are supported with LAN network too. Internet facility of 100MBPS is provided to the students for their research work as well as references. A set of computers are also provided in the library for their online references. Students can use these facilities any time during their college hours. We are continuously improving our computer facilities day by day for achieving the best students to computer ratio.

The sufficient budget is utilised for infrastructure development, maintanance and purchase of new equipments for its sustainable growth. We have continuously improved our academic and physical facilities. The institute have different highly sophisticated instruments in laboratories which are available for the students, teachers and researchers.

Student Support and Progression

Student support and progression activities refer to various initiatives services aimed at assisting students in their academic, personal and professional development. The student development officer assists the students in availing scholarships from government and non-government agencies. The college has organized various guest lectures for special guidance on competitive examinations, career counseling to explore career options, for future professions. Personality development program, Employability skills conducted to enhance their skills. Hands on training on instruments course and Live certification Training program (1 week) on Clinical research and Pharmacovigilance were conducted. Invited industrial resource persons to share recent industrial development with students to bridge the gap between academics and industry and fulfill industry expectations. Expert talk on Value education and environment sciences and professional ethics, stress management and celebration of pharmacist day, Teacher's Day, etc. are conducted to develop their moral values. A wide range of resources and programs tailored to meet the diverse needs of their students and facilitate their overall success. Training session by Yoga trainer are organized to sensitize students about keeping themselves fit for a successful career. The faculty of the institute conducts sessions for preparation of GPAT examination every year. The college has constituted Statutory committees like grievance redressal cell, **The Internal Complaint Committee,** anti-ragging committee, anti-ragging Squad committee as per UGC guidelines to ensure timely redressal of student's grievances. Every year college has organized orientation programme to create awareness about anti-ragging, sexual harassment. Institute has active training and placement cell. Training placement and Pool campuses were organized and College has provided placement to more than 80 percent of the students opted for jobs after graduation/postgraduation through campus/off-campus interviews. The percentage of students opting for higher studies has also improved significantly. Training placement and Pool campuses were organized. Students are actively participating in sports and cultural activities and have received recognition in lead college activities conducted under SUK. The college has registered alumni association and is active in providing support to the college for organizing co-curricular activities, guest lectures and support to the students for preparation of competitive exams/placement/API/excipients.

Governance, Leadership and Management

Governance, leadership, and management are essential components of organizational success. Good governance establishes the rules and principles that guide decision-making, leadership inspires and motivates individuals

towards a common goal, and management ensures efficient use of resources to achieve desired outcomes. When these three elements work together harmoniously, organizations can thrive and fulfil their missions in an ever-changing and complex environment.

Institutes governance system fosters stability, economic growth, social development, and the protection of individual rights. The policies, and procedures, promotes transparency, accountability, and ethical conduct, ensuring that decisions are made that creates an environment conducive to students. It also helps in establishment of clear goals, allocation of resources, and management of risks. Institute has adopted eGovernance system has also aids in prpoer administration.

The decentralisation of authorities helps in Leadership development. The decisions making ability fosters clear direction, making informed decisions, and motivating others to perform at their best. This fosters collaboration, cultivates a positive organizational culture, and empowers others to take ownership of their work. Leadership is not limited to individuals in formal positions of authority but can emerge at all levels of an organization.

The management has provided full rights to the principal and he has also shared it with the Vice Principal & HODs. The policy documents and decentralisation of authorities have helped in planning, organizing, and coordinating the activities at the institute. The various committees actively involves for the organisation of the different events like seminars, workshops, FDPs etc. Effective management helps in developing technical skills, such as budgeting and project management, as well as interpersonal skills, such as communication and team-building.

The Strategic Planning and Deployment Document (SPDD), envisions the path that the organisation should go in to attain its stated aims and objectives. The Managementis is having a proactive approach to achieve the same. IQAC is taking steps in accordance with the plan to contribute in achieving the stated Vision and mission.

Governance, leadership, and management are well interconnected and interdependent. Strong governance helps in developing the framework. Effective leaders help in continuous improvement in governance structures and processes, thus aiding the organization's mission and goals.

Institutional Values and Best Practices

Gender equity, sensitization, and the provision of facilities for women on campus are crucial for fostering an inclusive and empowering educational environment. Institution is actively working towards integrating gender perspectives into the curriculum, organizing awareness programmes, and providing necessary facilities and support systems for female students. By prioritizing gender equity, our institution plays a vital role in nurturing future leaders who are sensitive, respectful, and committed to achieving gender equality in all spheres of life. Efforts have been made to achieve gender equity among the teaching staff, with an average female-to-male ratio of 49.70 in the last five years. Female students are encouraged to participate in various events, as evidenced by the average female-to-male ratio of 54.56 in NSS activities.

The institute is committed to creating a green campus and fostering an environmentally sustainable environment. By implementing the policy for a green campus and environment and promoting responsible practices among the institution community, we strive to minimize our environmental impact, conserve

resources, and contribute to a greener and healthier future.

The institute has multicultural, multilingual students and faculty from different regions of the country and from different socioeconomic backgrounds. The institution is strongly committed to fostering an inclusive environment amongst students, faculty, and other employees. In order to synchronies these diversities, the institute created a solid management framework to stimulate concord among the students and faculties. In order to maintain harmony, the institute organizes various activities in which students and faculty participate enthusiastically. Activities organized include annual gatherings, traditional days, Shiv Jayanti celebrations, and Marathi Bhasha Gourav Din. Under NSS activities, various camps like eye check-up camps, blood donation camps, and health check-up camps were organized by the institute.

The institute follows "Use of ICT Tools" and "Purna Library Management" as best practices. The institute has distinctiveness in "Formulation and Evaluation of Herbal Pharmaceuticals" College, providing assistance in the formulation and development of herbal products like tablets, shampoo, crack cream, cold cream, etc. The college is assisting numerous Ayurvedic doctors in the development of herbal formulations. The institute is actively involved in the evaluation of different herbal pharmaceuticals.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	APPASAHEB BIRNALE COLLEGE OF PHARMACY, SANGLI
Address	South Shivajinagar, Sangli-Miraj Road
City	Sangli
State	Maharashtra
Pin	416416
Website	www.abcpsangli.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sanaulla Abdulrahim Tamboli	233-2320062	9730619191	-	abcpsangli@yahoo.co.in
IQAC / CIQA coordinator	Rohit R Shah	233-2324360	8805523004	-	rohitrshah@yahoo.co.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	Shivaji University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	10-09-2012	[View Document](#)
12B of UGC	10-09-2012	[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](#)	28-01-2023	12	EOA and Increase in Intake of PG
AICTE	[View Document](#)	03-07-2022	12	EOA

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	South Shivajinagar, Sangli-Miraj Road	Urban	0.85	5338.47

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm,Undergraduate	48	HSC	English	100	100
PG	MPharm,Post Graduate	24	B.Pharm	English	15	12
PG	MPharm,Post Graduate	24	B.Pharm	English	15	14
PG	MPharm,Post Graduate	24	B.Pharm	English	15	15
PG	MPharm,Post Graduate	24	B.Pharm	English	15	15

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	7				10				23			
Recruited	2	1	0	3	2	2	0	4	8	5	0	13
Yet to Recruit	4				6				10			
Sanctioned by the Management/Society or Other Authorized Bodies	7				10				23			
Recruited	4	1	0	5	1	4	0	5	12	11	0	23
Yet to Recruit	2				5				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				21
Recruited	18	3	0	21
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				11
Recruited	9	2	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	1	4	0	0	0	0	10
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	3	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	5	8	0	13
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	46	0	0	0	46
	Female	65	1	0	0	66
	Others	0	0	0	0	0
PG	Male	24	0	0	0	24
	Female	38	1	0	0	39
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	4	0	3	5
	Female	12	9	9	9
	Others	0	0	0	0
ST	Male	2	2	0	2
	Female	2	1	0	1
	Others	0	0	0	0
OBC	Male	15	10	2	8
	Female	8	18	17	14
	Others	0	0	0	0
General	Male	33	32	28	27
	Female	49	54	53	46
	Others	0	0	0	0
Others	Male	6	4	13	7
	Female	16	14	10	9
	Others	0	0	0	0
Total		147	144	135	128

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary and interdisciplinary education is emphasized by NEP 2020 in order to broaden the field of learning and develop students with a variety of skills. The institutes' declared vision is to create a center of excellence where pharmaceutical education, research, and skill-based education are prioritized in order to nurture students and ensure their overall development for the benefit of society. The institute is willing to partner with another institute to integrate the humanities, core, and allied science disciplines with STEM in accordance with statutory regulatory authorities and parent university rules. The institute may readily work with other institutes that have diverse fields, as it is located in a district place it has

	wide chances to get collaborated. The Pharmacy Council of India has set standards for Pharmacy profession, which began using a credit-based educational system in the 2017–18. In order to achieve a holistic education, institutions support educational activities like industrial visits, internships in industries and hospitals, and various social awareness camps and events. Multiple entry and exits at different level of graduation would be applied after appropriate changes in General regulation of PCI. The institute has created a virtual laboratory setup to undertake research in drug discovery and different types of formulation development.
2. Academic bank of credits (ABC):	With respect to adopt changes according to NEP 2020, The Institute is registered with National Academic depositories (www.nad.digilocker.gov) and ready to create Institutional framework for operating NAD service and planning to have Nodal NAD cell. However, implementation of it will only be initiated with clear and precise guidelines from affiliating University and Statutory Regulatory Authority. Institute has already implemented credit based curriculum hence adaption of ABC system can be done effortlessly. The faculty uses different teaching pedagogy too
3. Skill development:	The institute is bound to develop a skilled professional which are ready to take professional challenges. Institute prioritize formal education but additionally accentuate skill based education. Inculcation of technical expertise is imbibed by different modules created under course practice school as well as regular practical, research projects, industrial training, internship etc. The institute Innovation cell is functional and involved in different activities. Institute is always progressive towards value based education and imbibing universal values, which are evident by different social activities conducted under NSS, pharmacy week celebrations and different co-curricular and extracurricular programmes. The professional specialists like industrial professionals, experts of IPR, entrepreneurs are invited for guest lectures and seminars to overcome curriculum gaps.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Institute is governed by PCI standards, and all course material is delivered in English. However, in tutorial sessions and regular classrooms, native

	language is spoken. To highlight its rich legacy, culture, and customs, the institute observes various commemoration days, including Rashtriy Marathi Divas and festivals like Ganesh Festival and Shivaji Maharaj Jayanti. In the institute research on traditional medicine based on principles of Ayurveda is encouraged.
5. Focus on Outcome based education (OBE):	The National Board of Accreditation's programme outcomes have been acknowledged by the institute for the Pharmacy curriculum. There are prepared course outcomes for every course in the programme as well as unit outcomes for each of the course's several units. Programme result is used to map additional unit and course outcomes. The taxonomy of flowers is taken into mind when creating the question sheets, and each question has a CO connection. All courses' completion rates are assessed directly and indirectly, and where appropriate, corrective actions are performed. Gap analysis uses the Mapping of PO. To complete unmet POs, several co-curricular and extracurricular activities are planned. Institution operates with ERP with which application of Outcome based education (OBE) is functional and evident.
6. Distance education/online education:	The institute has sufficient infrastructure facilities like high speed internet, Wi-Fi, computers as well as having competent faculty trained to carry online lectures, practical, Assessments to offer ODL. The faculty is well aware regarding use of online platforms like Google Classroom, Zoom etc. The Use of ERP in the institute also avail facility to create and share study content for students of the institute and beyond.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, The faculty coordinators are appointed and the ELC is functional
3. What innovative programmes and initiatives	ELC has organized drive for student to get enrolled

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.	for Voter registration. The Faculty actively involved during election Process as polling officer, preceding officer etc.
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.	Institute organized the guest lecture on "Indian Constitution: & Amendments" which promoted awareness about Indian citizenship. Faculty and students actively participated in Electoral literacy rally organized by Collector office Sangli.
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.	we arranged a camp for Voter ID registration for eligible students who were not able to register on their own. This was possible by communicating with the authorities of election commission of India who had helped in getting student register.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
549	522	488	484	469

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: 39

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	33	34	34	33

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
126	88	106	78	88

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:

Curriculum Planning:

Appasaheb Birnale college of Pharmacy Sangli offers B.Pharm and M.Pharm programme which is affiliated to Shivaji University Kolhapur therefore follows the Academic curriculum (Syllabus), examination and evaluation pattern etc. designed by Shivaji university Kolhapur and Pharmacy council of India, New Delhi. The institute constitutes various committees before commencement of academic year. Major committees formed as IQAC, Program committee, Academic in-charge/class teachers, Examination Committee, Student council committee, ICC, Training & placement committee, Anti-ragging committee, Student grievance committee etc. As per the instruction of principal , All HODs discuss with the departmental staff regarding the subject allocations. Academic In charge then prepare the academic time-table according to the teaching workload distribution. Academic calendar of programme is prepared in accordance with academic calendar of Shivaji university Kolhapur. According to the subject allotment, individual teaching staff prepares course file which includes teaching plan, teaching material, question papers, question bank, MCQs etc.

Curriculum Delivery:

The curriculum delivery includes

Traditional teaching, collaborative learning, ICT enabled learning, competition based learning and supportive learning methods.

- Traditional teaching methods: It includes preparation of detailed lesson plans, question bank, lab manuals, lecture notes, tutorial, assignments and content beyond syllabus based on the feedback from industry, alumni and previous year academic performance of the students.
- Collaborative Learning: Our Institution arranges industrial visits and Guest Lectures every year to bridge the gap between industry expectation and Institution. Internship and industrial projects/ training are arranged for the students to avail practical exposure.
- ICT enabled teaching: This includes use of power point presentations, use of soft ware programs, webinars and seminars etc.
- Competition Based Learning: Students are motivated to participate in national, international poster and oral research presentations.
- Supportive Learning: Class Students are categorized as slow and advanced learners and preparing them to face university exams successfully by practicing different types of questions such as expected university questions, theory based questions, two mark questions and twisted

questions, problematic questions, case studies respectively.

The concerned committee members co-ordinate and monitor the curriculum delivery. Periodical reviews are taken by principal for effective curriculum delivery and corrective measures. During Implementation the various tools such as Subject Teacher Meeting, Class Teacher Meeting, Common Subject Meeting, Parents Teacher Meeting, Online feedback and Internal Assessments play a major role in effective curriculum delivery and evaluation.

Academic calendar and Conduct of continuous Assessment

In every semester different events, quiz, assignment, open book test, viva , sessional examinations are conducted as per the academic/event calendar. The evaluation of same is performed by the concerned subject teachers. After assessment of all examinations, individual subject teacher obtains useful feedback on what, how much and how well their students are learning. Faculty then uses this information to refocus their teaching to help students make their learning more efficient and more effective. Students feedback about teaching and non-teaching staff is conducted through Vmedulife platform every semester. Curriculum feedback from different stake holders like student, teachers, employers and alumni is conducted semester wise.

File Description	Document
Upload 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: 10

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](#)

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: 23.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
167	118	85	158	69

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:

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

Institute is affiliated to Shivaji University, Kolhapur. Here We track the curriculum of University. In the curriculum of University all points like professional Ethics, Gender, Human Values, Environment and sustainability are already included. The institute spotlight on valuable accomplishment of these issues, in teaching. The pleasurable programs are also planned concurrently.

1. Professional Ethics:-

In institute we scrutinize professional Ethics through-out education knowledge, investigational studies, student admissions, faculty recruitment and execution of government ,Pharmacy Council of India and University regulations. As a part of Professional curriculum, It is compulsory to all the students to wear clean Aprons ,Cap and Mask during Practical's. Vaccination camp ,Blood Donation and Health Check Up Camps are organized by the Institute for health awareness. Also institute organizes various activities on the occasion of World Pharmacist Day, 25th September. Pharmacists Oath is given to all students to

improve their responsibility, awareness and loyalty during day today activities. A particular system of manner is equipped by institution for all ventures. Facts of the term are replicated in curriculum of Bachelor and Master of Pharmacy.

2. Gender:-

Institute firmly hold to the government law 2013 of sexual harassment of women at work place and UGC guidelines for same 2016. Every year we organize genders sensitization programs, Seminars, Conferences and Workshops. Every year Institute organizes international women day on 8th March for girl students and lady staff members. We have ladies common room with necessary requirements like Vending Machine. Anti-ragging cell, Programme Committee and Internal Complaint Committee looks after the safety and sanctuary of girls.

3. Human Values:-

In addition to the Human Rights, We view human values in institution administration and through-out working of the institute. As per the curriculum ,Pharmaceutical Jurisprudence subject explores various laws and practices about the Pharmacy. Institute has NSS Cell under which Plantation ,Swachha Bharat Abhiyaan, Azaadi Ka Amrutmahostav, Republic day and Independence Day etc. activities are arranged. Add-on courses for human values organized in institute for students. Special guest lectures are organized.

4.Environment :-

Institute has its own green policy and environment policy. Botanical garden with medicinal plants helps students to study the species. We organize cleanliness drive Swachha Bharat Abhiyaan in our college. Environment related cross cutting issues are reflected in the University curriculum of B.Pharm. For First Year and Direct Second Year student's environment science is a compulsory subject offered by University.

5. Sustainability:-

The college has its own polices arranged as per the vision and mission statement of the college. We have separate waste management system for solid, liquid and e-west in the campus. We have rain water harvesting system and Solar System. Sustainability related cross cutting issues are included in the University curriculum.

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

1.3.2

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

Response: 71.95

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

Response: 395

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	143	143	143	143

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

2021-22	2020-21	2019-20	2018-19	2017-18
144	143	143	143	143

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 63.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	63	51	59	58

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	89	90	90	91

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 17.71

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:

Institute has accepted various advancements in teaching learning process and applied them to enhance teaching learning experience of student in the era of outcome based education.

A. STUDENT CENTRIC METHODS,

1.Experiential learning

Institute encourage experiential learning as it extends the level of understanding of theoretical concepts and practical application

1. **Practical course**- The Practical sessions allow student to actually perform the experiments where they applied theoretical knowledge to conduct practical**.**
2. **Simulation Based Learning** – with software and interactive module of Medimation, Calpharm etc.
3. **Project-Based Learning**- The student or group of students work on projects learns various facets of research and have hands on experience to accomplish project.
4. **Field Visit** and **Study tour to Industries**/ **Internship to industry/ Hospital** –With these students can actually experience working environment and analyze real time situations

2. Participative learning

 Participative leaning promotes students to get involved in teaching learning process and enhance level of cognition

1. **Seminars-** Students are assigned short seminars where they can actively involve in teaching learning process and deliver the carefully studied content in classroom**.**
2. **Poster/oral Presentations – A**ctive participation in various Poster or Oral presentation competition organized by itself or other institute helps to build competitive approach and self-learning
3. **Herbarium /chart/models preparations**
4. **Group Discussion /Group assignments- W**here students, in group involved in Topic and express their Point of view
5. **Journal Club-** Students prepare multimedia Presentation of Published Research Article and Present it in classroom.
6. **Practice School**-. In practice school skill based learning is encouraged.
7. **Guest lectures/seminars** –Institute organize guest lectures so the students get chance to explore different aspects apart from conventional learning.

3. Problem solving methodologies

1. **Case studies** / **Research Projects** Case studies are also assigned to augment their logical thinking and apply it for problem solving.
2. **Analysis and reasoning-**The preparation of questions papers are based on analysis and reasoning which promote critical thinking and problem solving abilities of students.
3. **Quiz/games** - students are given online assignments like MCQ, crosswords, Puzzles etc. which enhance their interest and uplift their thinking abilities

B. **TEACHERS USE ICT- ENABLED TOOLS INCLUDING ONLINE RESOURCES FOR**

EFFECTIVE TEACHING AND LEARNING PROCESS

In Appasaheb Birnale College of Pharmacy, Sangli the various ICT tools are used for effective teaching learning process and Management. Personal computers, Internet facility, Wi-Fi enabled campus, well equipped classroom with facilities of LCD projectors, Smart boards, e-journals, e-books, Subscription of Vmedulife ERP, are employed to enhanced teaching learning experience.

ICT tools are applied for…

- Curricular Planning and Implementation
- Effective curriculum delivery through a well-planned and documented process,
- Deliver course materials,
- Online assessment /Tutorial/Assignment
- Framing of Question Paper, result analysis and CO attainment
- Online tutorials, MCQ, Crosswords, Puzzles, Case studies
- Educational websites, e- books, journals
- Making Educational videos
- Online Lectures-Google classroom
- Interactive activities -Quiz/game
- Language lab
- Software-Cal pharm, Medimation.
- Smart board
- PowerPoint presentations with text, image audio Video.

File Description	Document
Upload 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: 90.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	38	35	34

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	**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: 27.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	10	7	8

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 awaeded by UGC recognized universities	**View Document**

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Appasaheb Birnale College of Pharmacy, Sangli is affiliated to Shivaji University, Kolhapur follows a transparent and robust mode of internal and external assessment as directed by affiliated university.

Mechanism for Transparency in internal assessment

- Examination committee ensures the smooth and transparent conduct of all the examination and assessment in coordination with respective subject teachers.
- The internal theory and practical examinations of UG and PG courses are planned and conducted as per the academic calendar and the guidelines laid by affiliating university
- Detail schedule of the examination is communicated to the student well in advance
- prevention of malpractices in examination hall is also ensure by vigilance of internal examiner and surveillance of CCTV system
- Continuous assessments are based on assignments, Open book tests, MCQs, student interaction and Activity-based assessments like Quizzes, Presentations, Model/chart , and Herbarium sheet preparation

Mechanism for Transparency in External Examination

- Time table for theory and practical end semester examination published on SUK website are displayed on the college notice board also.
- Transparency in examination is also maintained by appointments of internal and external examiners by university for all examination.
- Password protected question paper for all the university examination are provided online by the affiliated university to the institution 2 hours before the commencement of the respective examination to ensure confidentiality and avoid malpractices

Grievances in internal/external assessment

- To maximize the transparency in examination, institute have active grievance redressal committee at college level
- The code of conduct of examination system is displayed on notice board
- Sessional and continuous assessment marks are made available on the Vmedulife platform as well as the students can confirm from their respective subject teacher. All grievances related to internal examination, students can resolve their queries from the subject teacher.
- Grievances related to the end-semester examination student can request photocopies of the assessed answer book of any subject via the online portal of shivaji university Kolhapur within 7 days of the declaration of result. The result of re-evaluation or re-verification is updated on the student log-in portal within the prescribed time period.
- Grievances related to a spelling mistake or change in the name of student in the mark sheet and certificate received to the examination department with all necessary documents are forwarded to Shivaji University, Kolhapur.

Following best practices, examination committee assures students regarding transparent, time-bound and efficient process for grievance.

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:

PROGRAM OUTCOMES

Program Outcomes (PO's) are statements that describe what the students graduating from any program should be able to do at the time of graduation. PO's for the programs of our institute is structured as per National Board of Accreditation (NBA) guidelines as follows:

PO1 Pharmacy Knowledge

PO2 Planning Abilities

PO3 Problem analysis:

PO4 Modern tool usage:

PO5 Leadership skills

PO6 Professional Identity

PO7 Pharmaceutical Ethics

PO8 Communication

PO9 The Pharmacist and society

PO10 Environment and sustainability

PO11 Life-long learning

COURSE OUTCOME

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

Our institute follows the outcome-based education (OBE) practice. **Program outcomes** are statements that describe what the knowledge and skills that students should have at the time of graduation. Institute utilises various means of communication for circulation of POs among stakeholders.

Course Outcomes (COs) are what the student should be able to do at the end of a course. Cos defined well in advance by considering the syllabus, expected skills, knowledge and cognitive levels (based on

Bloom's taxonomy). The COs are prepared by faculty members keeping in mind the knowledge, skills and competencies required to be imbibed in order to excel in pharmacy profession. COs are further reviewed, modified and finalized by HOD and are approved by IQAC.

Programme Outcomes and Course Outcomes are stated and displayed on website and communicated to students. Detailed information about the programme outcomes and course outcomes is provided by the respective faculty member to students.

The same are widely propagated and publicized through various means such as display and/or communication specified hereunder.

- College Website
- VMedulife platform
- Department Notice Boards
- Parent meet
- Faculty meetings
- Alumni meetings

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of Course Outcomes

All the course outcomes are prepared in such a way that they are measured by means of written and oral skills, presentation etc. Attainment of COs can be measured directly and indirectly.

Direct attainment of COs can be determined from the performances of students in all the relevant assessment instruments.

Indirect attainment of COs (which is optional as per NBA) can be determined from the course exit survey. The exit survey form should permit receiving feedback from students on all the COs.

Weightage in terms of percentage is assigned to each tool. The attainment is calculated using rubrics on a scale of 1 to 3. The mapping of Course Outcome and Program Outcome is established in matrix form having 3 (strong), 2 (moderate) and 1 (weak) correlation. The level of attainment for individual PO is

defined considering the past performance of students. Justification of each CO-PO mapping is given in a separate column on Vm-Edulife software.

A. Direct Attainment

The attainment of course outcome is based on students' performance in the internal examinations (continuous mode and Sessional examination) and end semester examination conducted by Shivaji university Kolhapur. It is done by using direct assessment tools of VMEdulife software. Continuous mode evaluation is done through class tests, presentations, quiz competition, group discussion, assignments, student teacher interaction and attendance.

Internal Examinations: Two Sessional examinations are conducted for each year students in each semester. It is expected that a student should score at least 40% out of 25 marks (i.e. 10 out of 25) for the attainment of that course outcome.

End semester university examinations: The question paper for each course is set by the affiliated university. Since the answer scripts are retained by the university, the information regarding the attainment levels of each course outcomes cannot be ascertained. However, the marks scored by the students in the end semester examinations are used to assess the attainment level of the whole course and the same is transferred to each course outcome attainment level, while calculating the overall attainment level. It is expected that a student should score at least 50% of the maximum marks of the course (i.e. 38 out of 75) for the attainment of course outcomes.

B. Indirect Attainment

The assessment of program outcome is done by using indirect assessment tools of **VMEdulife software**. Indirect attainment is calculated based on surveys and feedback. After defining course outcome, CO-PO mapping is done followed by setting of weightages for the same.

Student Exit Survey: At the end of 4 years after graduation, a questionnaire is given to students to obtain feedback on the below mentioned parameters.

Awareness of POs

Effectiveness of Co-curricular and extracurricular activities

Effectiveness of Infrastructural facilities

Effectiveness of teaching and learning process

Suggestion for improvement

C. Final Attainment levels for each PO are calculated by summing up the 80% weightage of direct assessment and 20% of indirect assessment with respect to each course which is then averaged to obtain the attainment levels for the programme.

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

2.6.3

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

Response: 98.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
148	135	132	125	135

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

2021-22	2020-21	2019-20	2018-19	2017-18
151	135	132	130	137

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: 3.64

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

Online student satisfaction survey regarding teaching learning process

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.10	0	0	0.10	0

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, 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:

Appasaheb Birnale college of Pharmacy has well defined research promotion policy, facilities and created an ecosystem through MHRD's Institutional Innovation Council (IIC) to promote innovative research, IPR and Tech transfer. Institute pays prominent attention and puts efforts to inculcate innovative thinking ability in the young students and motivate them to develop research environment. Appasaheb Birnale college of Pharmacy filed 5 patent and conducted 9 IPR and entrepreneurship lecture during last 5 year.

The extensive emphasis has been given by the Institution for the development of ecosystem for innovation in transferring knowledge. Several professionally expert reputed personalities are continuously interacted through various seminars, workshops for creation of innovative ideas in the mind of students and staff. The institution is facilitating the students and staff with regular competition and events to discuss and support their innovative ideas. The institution is always encouraging the staff for

attending the seminar, conference, workshops, convention whether it is national or international.

IPR AND INSTTITUTE INNOVATION CELL

Along with teaching and extension activities, an educational institution need to encourage creativity, research and provide conducive environment. A booming research and innovative teaching approach necessitates Intellectual Property Rights (IPR). IPR plays a vital role in providing a competitive edge for an institution. Academic and Research Institutions are mainly concerned with managing projects and research initiatives successfully. The protection of their IP Rights will benefit all stake holders. Intellectual property refers to the property created and owned by a person through the virtue of human intellect. Intellectual property rights shall include patents, trademarks, copy rights, trade secrets and other species such as pharmaceutical process, any new and useful process, machine, life form, article of manufacture, pharmaceutical software, copyrighted work, such things as new or improved chemical compounds, drugs, genetically engineered biological organisms, or unique and innovative uses of existing inventions.

1. To create an awareness about IPR for faculties and students of the Institution.
2. To impart training on future endeavors regarding patent filing processes, procedure of IPR, screen projects, make drafts and file patents to the competing authority.
3. To conduct workshops, seminars and training course on IPR.
4. To promote better understanding of IPR.
5. To encourage faculty members and students to go patentable works.
6. Frame and keep updated IPR Policy of the Institution.
7. Communicate the IPR Policy to the various stakeholders and the Inventors of the Institution, students in general.
8. Identify prospective inventions, innovations, Service improvement ideas and Copy rights.
9. Study and recommend inventions etc for feasibility of converting to patents/Copy Rights.
10. Compensate the Inventors with due reward for encouraging inventions.
11. To promote technology advancements for improved quality of life and environment protection.

File Description	Document
Upload 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: 9

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

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

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	4	12	5

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](#)

3.3.2

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

Response: 0.21

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

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

File Description	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

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:

Extension Activities

Extension activities were conducted by our college for comprehensive development of students. These activities are conducted to raise standards of society with help of students who are the part of future society. It helps them to realize importance of natural resources like land and water, and importance of cleanliness.

For holistic development of students, our college carried out sessions of   Yoga is a spiritual practice that connects the body, breath and mind. It keeps us fresh reducing stress. These activities helped students to develop concentration in their routine work, It keeps them physically and mentally fit. We have conducted yoga classes for students and for society people in Yoga Hall in Aurvedic Medical College Sangli.

 For sensitization of students, we performed **"Waste disposal management event"** and "**Swacha Bharat Abhiyan**" activities

Swacha Bharat Abhiyan is a nation-wide campaign launched by our Prime Minister Narendra Modiji. We have conducted this abhiyan every year to inculcate cleanliness into students and society.

Blood donation camp, Free Heath checkup camp and Oral hygiene camps

For sensitizing students for social issues, our college has also conducted. We have conducted these activities in the society with help of students and staff. Blood donation camps we have conducted for almost every year for well-being of patients and society. Due to these camps which we have conducted with help of students in the society, students have understood that health is wealth for a human being in his/her entire lifetime.

Along with physical fitness mental fitness is also necessary. For health care of students under Fit-India programme we carried out activity "**Health by design**" and for Mental fitness of students. "**Atma-nirbhar Bharat**" and "**Road to success**" activity. Our college has also conducted seminars on ".

These activities helped students to inculcate good moral values. Students will get the ability to understand social and ethical norms of behavior and to recognize family, and community resources and supports.

Celebration of International Woman's Day

Our college has also celebrated International Woman's Day every year. On this day we have handled woman health problems by taking "**Menstrual Hygiene management and Cleanliness habits"** activity.

For safety of women, Ladies staff of our college discussed functions and composition of internal complaint Committee. Our college has introduced them with "Nirbhaya Pathak". Nirbhaya Pathak police have informed and discussed about their Nirbhaya Pathak activities.

Our College has conducted program for gender equality issue "Beti bachao-Desh Bachao" by Dr.Neha Surve. Our college has also carried out skit programs on the same day on "**Mulagi zali Ho**".

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

3.4.2

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

Response:

Our college has celebrated World Pharmacist Day (25th September) by taking Blood Donation Camps almost every year. Blood donation is a holistic activity useful for society. It provides different components of blood that can help up different people. The blood is collected in plastic bags and preserved in cold condition for wellness of patients and society. (Especially in cancer patients) We have performed this activity in collaboration and co-operation with Siddhivinayak Ganpati Cancer Hospital Miraj. Recognition received from Blood donation camps Health professionals working in this hospital visited our college with their whole team. In the camp students, staff and nearby people from society donated 55 units of bottles blood. That's why we have received a certificate of recognition from the hospital for performing such a holistic activity. Siddhivinayak Ganpati Cancer Hospital is a well-known

Charitable Cancer Hospital in South Maharashtra. The institute received another appreciation and recognition from M.S.I. Blood bank Sangli In year 2017 the blood donation activity was performed with collaboration and co-operation of M.S.I. Blood bank Sangli. In the camp students, staff and nearby people from society participated in blood donation camp. Recognition received from Covid-Vaccine drive In the 2021which is the year of covid-pandemic, we celebrated World Pharmacist Day by taking Covid-Vaccine drive in collaboration and co-operation with Akhil Bharti Vidyarthi Parishad, Sangli which is also a government recognized body. Number of students and teaching and non-teaching staff and people from surroundings who have not received vaccine has taken vaccine in this drive. This, vaccination provide us a shield against this deadly corona virus and its different mutations. Vaccine is the most successful public health interventions which help in reducing disease spread. It prevents complications and even death in case of covid pandemic. The success of vaccines in transmitting the covid from one to another is highly reduced In our vaccination drive, 300 participants were registered accordingly. Akhil Bharti Vidyarthi Parishad, Sangli and Appasaheb Birnale College of Pharmacy, Sangli has made necessary arrangements. Vaccines were given by trained health professionals. Blood donation camp and Covid-Vaccine drive were a big successful activity for which we have got recognitions in the form of certificates.

File Description	Document
Upload 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: 24

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	4

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

3.5 Collaboration

3.5.1

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

Response: 25

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

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:

- Adequate infrastructure facilities are keys for effective and efficient conduction of the educational programme. The growth of infrastructure thus has to keep pace with the academic developments in the institution. The other supportive facilities on the campus are developed to contribute to the effective ambience for curricular, extra- curricular and administrative activities. A provision of expenditure in the budget is made annually for maintenance and replenishment of physical facilities which will ensure their availability on a continual basis.
- Appasaheb Birnale College of pharmacy, sangli is stick to world-class infrastructure standard in education and training in order to maintain quality of education being imparted here since 1991. Opportunities for expansion of educational facilities are immense and quality consciousness is important.
- State-of-art facility at institute enhances teaching and learning are as under:

1. Learning Resources: The classrooms (06) are well ventilated and provided ICT enabled facilities viz smart board, LCD projectors, CPU, multimedia podiums and green boards to conduct academic by conventional and modern methods. The classrooms are under CCTV surveillance.
2. Adequate numbers of laboratories as per norms are provided with basic utilities. Fire extinguishers and exhaust fans ensures safety and ventilation. All instruments in laboratories are routinely maintained and operated as per the Standard Operating Procedures (SOPs).The log books are kept for all major equipment.
3. Central Instrumentation facilities were upgraded by inclusion of high-end equipment.
4. College has separate examination control room, SRPD strong room for smooth condition of examination and to maintain scientaty of examination
5. A CPCSEA approved Animal House has animal species for animal experimentation.
6. **IQAC - Internal Quality Assurance Cell** is a structure that would help educational institutions to improve their work processes and achieve learning outcomes & objectives.
7. A library with internet facility is enriched with 34737 books from 6411 titles, and 3045 hardbound journals/periodicals. All books are stacked in department wise color-coded racks for quick search. The library cards are issued to students for issuing books and journals. The library has subscriptions of DELNET M. Pharm. and Ph.D. thesis are stocked
8. Support facilities includes A separate girls hostel , Girls and boys common room, seminar hall, conference room, gymkhana, dedicated space for display of notices/circulars at student information Centre, examination section, library etc.

9. Utilities includes drinking water, washrooms on every floor along with sanitary napkin vending machine with incinerator in girl's toilet, power back-ups etc.
10. Having all necessary arrangements like lift, Ramp and wheelchair for physically handcuffed person.

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: 27.08

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.89	35.64	35.81	37.48	10.81

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](#)

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:

Library is established to cater the informational needs of undergraduate pharmacy students in 1991. Now institute has PG and PhD Programs too. So our library is serving as reference center to Pharmacy sector. Library activities are governed by a library committee, established by institute under the guidance of Principal.

Acquisition: Books and journals are purchased on the basis of syllabus as well as teacher's and student's recommendations.

Library books purchase is done to provide coverage of whole syllabus including e-sources as per the norms/guidelines given by the governing bodies' viz. PCI, AICTE and Shivaji University, Kolhapur. Library book purchased during last five year is as shown in the table…

Book Purchase:

Sr. No.	Year	Titles	Total Books	Amount in Rs.
01	2017-18	106	1100	489853.20
02	2018-19	116	1055	663322.00
03	2019-20	107	1001	568827.13
04	2020-21	113	1000	503436.00
05	2021-22	152	1004	569221.00

Journal Subscription:

Sr. No.	Year	Hard Copy Journals	Soft Copy Journals (e-journals)	Total Journals	Total Journals Required
01	2017	12	70	82	12
02	2018	12	130	143	12
03	2019	12	200	212	12
04	2020	0	200	200	12
05	2021	0	393	393	12
06	2022	12	393	405	12

* Due to pandemic situation hard copy journals are not subscribed for the year 2020 and 2021 but online journals are subscribed since 2015 from DELNET – Developing Library Network N. Delhi. These journals are made available on institutional network.

Library Automation:

Library Automation was started in 2003 at first NBA assessment. It was operated with software by the Deeksha Systems Pune.

Currently we are using Purna **Library Management Solution** for library operations. (Ver.3.1). Bar-coding of books is done. Library members are also allotted barcodes.

Year of Automation: 2014

OPAC: OPEC facility is made available to the readers through the library software.

Library Usage:

Accessibility to students: Students can reach to every reading material to select a reading material of his/her choice and issue. New editions of books are made available for references.

Book bank facility is available to all students without any deposit. Book circulation is done with library software.

Internet: Wi-fi and internet facility is available in the library for e_resources.

Resource wise Library Status:

Sr. No.	Particulars	Description
01	Carpet Area in sq.m.	321.12
02	Reading Space in sq.m.	137.74
03	Stack Area in sq. m.	137.74
04	Service Area in sq. m.	45.91
05	No. of users per day	100 to 210
06	Library Timing	9.00 to 18.00 Hrs
07	Number of library staff	4
09	Digital Library facility	DELNET
11	No. of Computers available	13
12	Xerox facility	Available

Facility wise Library Status:

Sr. No.	Particulars	Description/Amount
01	No. of Books	21211
02	No. of Titles	2156
03	No. of e-books	664
04	Total CD's	64
05	Total Journals/e-journals	386
06	No. of News Paper	8
07	Cost of Books in INR.	9334002.08
08	Subscription of journals/e-journals in INR.	37970.00

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 institute offers computing and networking facilities such as desktops, laptop, Internet in library, Computer Lab, Classroom, Laboratories and office computers. The requirement of computers and IT facilities are determined every year and procurement is by IT expert team.

G-suite:

Our Institute has subscribed for Google suit for education to provide e-learning platform which is easily accessible for students and faculty.

LAN facility:

All computers are coupled to the LAN and having internet facility in the computer laboratories, classrooms and Laboratories.

Wi-Fi facility – BSNL and JIO Fibre Optic Cable:

Internet facility is also provided in computer lab and all departments for students and staff. The entire campus is Wi-Fi enabled with internet connection since July 2022. This enables students and staff to stay connected with internet facility in the classroom as well in campus. Initially Our Institute had BSNL connectivity with 100 MBPS speed, but as a part of upgradation, we have JIO Fibre since 2019 with additional Speed 100 MBPS.

Antivirus and CCTV:

The campus is brought under CCTV surveillance. Antivirus software's are provided to the computer in Classrooms, Laboratories and Library.

IT Upgradation

Sr. No.	Computer Configuration	Year of update
1.	.Intel Pentium 4 (1.6 Ghz), 128 MB Ram, 40 GB HDD	04/12/2002
2.	Intel Celeron (1.7 Ghz), 128 MB Ram, 40 GB HDD	23/10/2003
3.	Intel Pentium Core i3 2nd Generation (2.93 Ghz), 4 GB (DDRIII) Ram, 500 GB HDD	08/12/2011
4.	Intel Pentium Dual Core 2nd Generation, 4 GB (DDRIII) Ram, 500 GB HDD	07/03/2013

5.	Intel Xeon E52403 Quad core processor (1.8 Ghz), 8 GB Ram, 500 GB HDD	07/03/2013
6.	Intel Pentium Dual Core 3rd Generation, 4 GB (DDRIII) Ram, 500 GB HDD	21/03/2013
7.	Desktop V530 I3, (8th Generation), 4 GB Ram, 1TB HDD	01/01/2019
8.	Desktop V530 I3 (9th Generation), 4 GB Ram, 1TB HDD	16/02/2021

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

4.3.2

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

Response: 10.56

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

Response: 52

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](#)

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: 76.93

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic**

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

2021-22	2020-21	2019-20	2018-19	2017-18
107.74	65.81	87.69	61.84	50.82

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](#)

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: 80.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
452	433	409	427	302

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

5.1.2

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

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

Response: C. 2 of the above

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

5.1.3

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

Response: 72.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
549	386	186	484	213

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: 62.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	81	102	87	56

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

2021-22	2020-21	2019-20	2018-19	2017-18
148	135	132	125	135

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

5.2.2

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

Response: 34.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	16	23	08	10

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: 5

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

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

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 5.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	7	8	6

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:

Appasaheb Birnale College of pharmacy alumni association was established in 2005 under Societies Registration Act, 1860. Alumni association contributes significantly in the overall development of institute. To promote and encourage friendly relations between all members of the alumni body, an interest in the affairs and well-being of the Institution. Alumni association develops relation with ex-students of institute and promote close relations between the institution and its alumni and among the alumni themselves.

Alumni Association plays an important role in awakening the students about opportunities available for career growth. Alumni association provides a platform to all pass out student, to remain in contact with all their batchmates, seniors & juniors, to share their experience with one another, to know about opportunities available, to help the needy through interaction and also help the institute for better growth. The Role of alumni of any college is very important for budding pharmacists. They support the students through interactive sessions, financial funding, carrier guidance, training, placement etc.

Seminar/Conference/Workshop: College organizes seminars, conferences and workshops where senior alumni from industry or from academia is invited to guide the students about recent developments and students update themselves to fulfill the present need of the industry.

Training and career guidance: Alumni of college help the students in industrial training during completion of degree and provide guidance regarding higher studies and develops other skills required for getting job.

Job assistance: Several of our Alumni have held prominent positions in sectors such as production, quality assurance, quality control, research and development, regulatory affairs, academics, clinical studies and so on.

Research activity: Teachers as well as students are involved in research activities. Alumni help in providing gift sample like API, excipients etc.

Industrial Visit: Every year college arrange industrial visit for students and Alumni contribution is important in arranging industrial visit.

Financial help: Alumni contribute in the form of books.

Curriculum enrichment: Alumni contribute for curriculum enrichment through their feedback during their visits to campus. They also help to mitigate the identified gaps beyond syllabus activities like trainings and guest lectures.

Extension   Activities

: Alumni are involved in various activities like NSS, Tree plantation, blood donation etc.

Guidance for competitive exams: Alumni of college provide able guidance to the students for and competitive exams like GATE, GPAT, GRE etc.

Placement assistance: Successful alumni who have become entrepreneur, are invited to the institute to guide students to become entrepreneur. They also provide assistance for placement opportunities to their juniors. Alumni provide placement assistance to pass out students as they are connected to active T.P.O. department as per vacancies available.

Mentorship: Our alumni always play an active role in voluntary programmes like mentoring students in their areas of expertise.

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

02-10-2023 12:47:44

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:

GOVERNANCE AND LEADERSHIP

The institute follows governance in democratic and participatory modes. All the stakeholder groups have been given authority and responsibilities and are actively participating in various committees. The Governing Council has delegated concerned authority to the principal, who has shared it with the vice principal, HODs, librarian, and office superintendent. The HOD and teaching faculty are actively involved in deciding institutional policies and their implementation in accordance with the vision and mission. The principal interacts with stakeholders regarding feedback throughout the academic year. All committee members are effectively involved in the implementation of the institute's objective to achieve its stated vision and mission. IQAC is actively involved in the planning and organization of various events and activities to achieve the same. The training and placement officer in charge organizes various training programmes for the students. The financial powers are decentralized and have given authority to the principal, head of department, and committee heads. The provision for financial assistance is made for staff and students to attend various programmes related to academics, research, and sports. The institute started in 1991 for B.Pharmacy with an intake of 30 students and subsequently increased in intake to 60 and 100 in 1993 and 2013, respectively. The PG courses were introduced as follows:

PG Course	Year	Intake
Pharma Chemistry	2002	8
Pharmacology	2004	10
Pharmaceutics	2005	6
QA	2008	10

The intake of all PG courses increased to 15 in 2022.The number of students qualifying for the GPAT (Graduate Pharmacy Aptitude Test) and NIPER (National Institute of Pharmaceutical Education and Research) is increasing every year. 30 students have been qualified for the GPAT in 2022, and 16 students have been qualified for the NIPER in 2022. Faculties are actively motivated to pursue higher education. (PG/Ph.D.) The vision statement involved nurturing students professionally in the pharmaceutical sector.

Short Term Goals

- To provide excellence in teaching and learning facilities
- To inculcate the students about their moral responsibilities and ethics of profession
- To motivate the students and faculty to develop inherent skills.
- To upgrade the human resources by motivating them to attend the various faculty development

programmes and keep updated.
- To provide/motivate the students and faculty for undergoing the hands on training so as to meet the industrial needs
- To inculcate the R & D capabilities culture amongst the faculty and students.
- To provide the students with the in-house facilities for preparing themselves for the different competitive exams like GPAT, GATE, MPSC, MBA-CET, etc.

Long Term Goals

- To establish an Industry institute partnership cell & Entrepreneurship development cell
- To develop a state of art research facilities in the campus for promoting research activities
- To attract research funding from the various funding agencies and develop the research infrastructure.
- To promote and foster IPR policies for publishing designs, patents, and other intellectual property under the institute's name.

File Description	Document
Upload 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:

Appasaheb Birnale College of Pharmacy, Sangli is setup in-accordance with the norms laid by AICTE. The administrative bodies Governing Council, CDC & Finance Committee are actively involved in preparing and implementing the policies for proper planning and development of the institute. In addition, it also involves in imparting the financial stability. The IQAC also plays an important role in setting the quality in teaching and learning. The Administrative Setup of the office along with the Principal, Vice-Principal, HODs, OS, involve actively in implementing the policies.

Numerous statutory and ADHOC committees have been established by the institute and work under the direction of the principal. The institute has decentralised the powers at different levels for proper functioning of these bodies.

Participative management is the key for the development of the institute. Strong policies have been enforced for proper recruitment of faculty, service conditions, leave policies etc.

Perspective Plan:

Strategic planning is crucial for an organisation to achieve its desired Vision and Mission. In this cutthroat environment, strategic planning is an ongoing activity with a particular focus on achieving institutional goals.

The Strategic Planning and Deployment Document (SPDD), which envisions the path the organisation should go in to attain its stated aims and objectives, is based on an examination of current barriers and potential possibilities in the future.

The institute development plan focuses on the overall development of the students, faculty and the organisation. This could be achieved by

- *Curriculum Enhancement*
- *Develop Effective teaching-learning process*
- *Faculty Development*
- *Infrastructure and Facilities*
- *Student Support and Services:*
- *Research and Innovation:*
- *Community Engagement:*
- *Accreditation and Quality Assurance:*
- *Financial Sustainability:*
- *Continuous Improvement and Evaluation:*
- *Establish Good Governance, leadership and participative management*
- *Emphasize on Institute – Industry interaction and partnership*
- *Promote entrepreneurship development*
- *Promote Internal revenue generation*
- *Increasing Alumni Interaction, participation and Outreach activities*

This will turn out to be the driving force behind ABCP Sangli achieving its objective of developing into an institution of academic excellence and supplying the society with Highly Skilled Professional Pharmacists.

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

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:

I. PERFORMANCE APPRAISAL SYSTEM

A.B.C.P. Sangli has concise performance appraisal system for Teaching and Non-Teaching staff to analyze the performance of person as well as identify scope for further development.

A] Performance appraisal system for teaching staff

The institution has effective mechanism to monitor Performance of faculty through Performance Appraisal form for Teaching Faculty. It is designed as per norms of UGC and affiliating University. The Form has Two parts, Part A-General information and Part B- Academic Performance Indicator. The performance Appraisal is calculating performance out of score 125. The faculty performance is evaluated on basis of score acquired in categories viz.

I. Teaching, Learning and Evaluation related activities,

II. Examination duties

III. Faculty Feedback and Course attainment,

IV. Research, Innovation, Academic Contribution / Curriculum Development / funded projects

V. Institutional Responsibilities,

VI. Self-development, Awards, Recognition, Member on the other institutes / universities, Academic Council / BOS/ Doctoral Guidance / Patent.

The submitted reports then analyzed by HOD/Principal gave necessary remarks for Recommendations, development, appreciations and suggestions. The faculty profile files are updated time to time and maintained.

B] Performance appraisal system for Non-teaching staff.

The Performance Appraisal Form of non-teaching staff has Part A and Part B. Part A- Includes general information, training, and skill development-related information and part B includes various parameters to monitor work performance on a five-point scale. The nonteaching faculty's performance is evaluated by allotting scores for Understanding job responsibilities, rules, and regulations, Execution of job responsibilities within time, etc. The report is evaluated by HOD /Principal and necessary remarks regarding appreciation, suggestions, and developments are given. Scoring system for Performance. used is as follows

Institute has various effective welfare measures for teaching and nonteaching staff support and care.

1. Teaching and nonteaching staff can avail of Leave facilities like Casual/Medical/On duty leave, leaves for official work as well as to attend conferences/seminars/workshops, etc.
2. The regular female employees are provided with 6 months of fully paid maternity leaves
3. The faculty is provided with Financial support to attend seminars/workshops/conferences / FDPs / poster presentations / oral presentations**.**
4. The institute has arrangements to provide full and partial financial assistance for filling patents and publication in indexed journals.
5. Institute has also initiated a reward system for motivating and encouraging faculty by rewarding them with cash prizes for contribution to paper/book/book chapter/ research paper Publication
6. The Regular teaching and nonteaching staff is provided with Provident Fund and gratuity
7. Institute provides laboratories, instruments, Books, Journals, Plagiarism check, internet facilities, etc. to Faculty to conduct research and academic work.
8. All the Non-teaching faculty are provided with a Uniform Expenses.

1. **AVENUES FOR CAREER DEVELOPMENT/PROGRESSION**

1. **Ph.D and research support-** Institute provides laboratories, instruments, Books, Journals, e-journals, Plagiarism check, internet facilities, etc. to conduct research for perusing Higher studies and Ph.D.
2. **Faculty Development Programme-**The panoramic development of faculty is encouraged by conducting Faculty development programme as well as providing financial support to attend various FDP and STTP programmes.

File Description	Document
Upload 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: 7.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	00	6	3	01

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

6.3.3

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

Response: 9.04

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development**

/administrative training programs during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	7	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	37	37	37	43

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The institution continuously assesses the effective and efficient use of the financial resources available for the infrastructure development to support the teaching and learning process. The primary source of funding for the Institute is the **tuition fees**. In addition to the tuition fee, resources for raising money include research grants from various public and private organisations, consulting jobs, and financing from alumni. All expenses, both Recurring and Non-Recurring, are covered from the fees. However, in case of Deficit budget funds are managed by taking advance from the parent trust.

OBJECTIVE

- To create an independent budget;
- To reduce reliance on others;
- To ensure the organisation and program's sustainability

The Institute has a clear system in place to track how well financial resources are being used to build the infrastructure necessary to support academic needs. All of the administrative and academic heads, as well as the coordinators of various cells (such as the NSS cell, sports, cultural committee, research committee, placement cell, library advisory committee for the purchase of books/journals), purchase committee (for repair and maintenance costs), printing and stationary, equipment and consumables, furniture and fixtures, etc.), will submit the necessary requirements and accordingly funds are allocated for the upcoming academic year's budget. The finance committee thoughtfully takes into account all submitted ideas as well as the principal's and management's suggestions when creating an annual budget estimate.

The Governing Body (GB) and finance committee of the institute together make all significant financial decisions.The institution follows the management-approved budget for administrative and academic costs.

The recurring expenditure budget focusses on

- Teaching and Non-Teaching Staff Salary
- Electricity Expenses
- Staff Training and welfare
- Student development and welfare
- Research and development

1. The institution carefully abides by the management-approved budget usage for administrative and academic costs.
2. The purchase process is initiated once the budget's final approval by the purchase committee. As a result, quotes are requested, and following negotiations, purchase orders are placed.
3. According to the terms and conditions stated in the purchase order, the payments are released following delivery of the relevant products.
4. Bills and vouchers make every transaction transparent. The testing and item verification results in the bill payments being approved. Only authorised individuals can use the bank to do the transaction.
5. The responsible faculty member makes sure that the right machinery and equipment are purchased.
6. At the institute level, the Purchase Committee and Principal, followed by the Finance Department, oversee the entire material acquisition process.
7. To ensure compliance, a chartered accountant conducts an internal audit each year and a financial audit each financial year.

The external audit system is also implemented by the institute. The Chartered accountant has his independent team which visits the institute once in 3 months and performs the audit of all expenses done. Timely suggestions are provided by the CA team. The management is actively involved in the financial auditing and participates actively in upgrading the systems.

The Funds received from external agencies both Governmental & Non Governmental are properly utilised for the purpose sanctioned. Any such expences are duly audited and utilization certificate for the

same is issued to the appropriate authorities .

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in ensuring quality assurance strategies and processes within the institute. The key aspects and strategies that IQAC implements to enhance quality assurance are;

1. *Strengthen IQAC;*
2. *Review Quality Policy and Objectives;*
3. *Develop Documentation and Processes;*
4. *Program and Curriculum Review;*
5. *Monitor Teaching-Learning Processes;*
6. *Student Assessment and Evaluation;*
7. *Feedback Mechanisms;*
8. *Continuous Professional Development;*
9. *Quality Audit and Review;*
10. *Continuous Improvement;*
11. *Accreditation and Regulatory Compliance;*
12. *Stakeholder Engagement;*

In order to promote quality assurance, IQAC has provided strong structural framework that guarantees effective policy development, implementation, analysis, and improvement. In order to foster an environment that is supportive of academic success, IQAC works tirelessly to uphold high academic standards, inputs, and instructions for effective governance.

Decentralisation of work enhances the effectiveness of all statutory and ADHOC bodies. The empowerment of HODs and Principal helps in coordination of the activity of all committees. IQAC cell encourages collaborative research and learning through its policies on research and development. IQAC endeavours the faculty to publish research in high impact journals, participate in seminar, workshop & attend FDPs.

IQAC Promotes new instructional methodologies and sophisticated pedagogy strategies for an efficient

teaching and learning by adopting different ICT tools. It is continuously striving for improvement of quality in teaching and learning. It has framed Documents for Academic record, Mentoring, Job card etc. So as to evaluate, the academic success and planning of each faculty on regular basis. IQAC felt the need of implementing OBE. Accordingly, institute subscribed for cloud-based management system (Vmedulife) from academic year 2019-20 for holistic development.

The system provides different modules for administration, academic, examination, etc. this in turn helps in e-Governance

A) Outcome Based Education;

The OBE is a student centric teaching-learning methodology that best determines the course objectives. It helps in measuring the student performances. It could be achieved through;

- Academic planning;
- Examination;
- Online feedback;
- Result analysis;

B) Teaching – learning Module;

The IQAC team focus on active learning of students through appropriate ICT tools. The effective planning and implementation aids participative, experiential and collaborative learning. IQAC fosters the use of different teaching learning methodologies. In order to achieve each student is provided with login credentials and a mobile app.

The Teaching learning module focuses on

- Learning Management system`
- Online Grievance Redressal;
- Training & Placement;
- Mentoring

C) Administration

The Administration module helps in maintaining the student and Staff data. It provides the facilities for

- Purchase and inventory,
- Library automation,
- Inward – Outward management,
- Leave management,
- certificate management,
- Event Management,
- Student & Staff Registration

Usage of Cloud Based LMS saves huge number of pages,

Thus aiding GREEN ENVIROMENT

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

File Description	Document
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](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

02-10-2023 12:47:44

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 equity, sensitization, and the provision of facilities for women on campus are crucial aspects of creating an inclusive educational environment. Educational institutions worldwide are actively working to address these issues and ensure a balanced and supportive atmosphere for all students.

Efforts have been made to integrate gender equity within the curriculum, focusing on adopting diverse perspectives, challenging stereotypes, and promoting equal opportunities. By revising course materials and introducing subjects like gender studies, institutions aim to deepen students' understanding of gender issues and foster critical thinking.

Co-curricular activities play a significant role in students' overall development, and it is essential to design them in a way that encourages equal participation and breaks down gender barriers. Workshops, seminars, and interactive sessions are organized to sensitize students and staff members about gender-related issues, stereotypes, and biases. These initiatives contribute to creating a more inclusive and respectful campus culture.

Providing adequate facilities for women on campus is equally important. Institutions strive to establish safe and comfortable environments by setting up dedicated women's empowerment cells, counseling services, and internal complaint committees. These facilities address the specific needs of women, including mental and reproductive health, as well as career guidance. Safety measures such as well-lit pathways, emergency helplines, 24/7 CCTV recording, and security personnel presence ensure the safety and security of women on campus. Hostel facilities are also tailored to provide a safe and comfortable environment, with emergency helplines, CCTV surveillance, and supportive staff.

Efforts have been made to achieve gender equity among the teaching staff, with an average female-to-male ratio of 49.70 in the last five years. Female students are encouraged to participate in various events, as evidenced by the average female-to-male ratio of 54.56 in NSS activities. The institution supports female staff members by granting paid maternity leaves, paid study leaves for higher education, and travel allowances for attending conferences and seminars. Additionally, male staff members are granted paternity leaves, promoting true gender equity.

In conclusion, gender equity, sensitization, and the provision of facilities for women on campus are crucial for fostering an inclusive and empowering educational environment. Our institution is actively working towards integrating gender perspectives into the curriculum, organizing awareness programs, and providing necessary facilities and support systems for female students. By prioritizing gender equity,

our institution plays a vital role in nurturing future leaders who are sensitive, respectful, and committed to achieving gender equality in all spheres of life

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

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

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (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:

Institute has a multicultural, multilingual students and faculties from different regions of the country and from different socioeconomic backgrounds.

The main objectives of the institutional efforts is to foster inclusiveness and tolerance through various activities, as under;

- Enhance the students' creativity and diverse cultural abilities along with academic knowledge / excellence.
- Strengthen their ability to function as a team.
- Increase their level of self-confidence in communicating with fellow students and peers.

Annual student fests and gatherings: Institute organizes cultural programmes annually for the students based on Indian Ethos, Art & Culture. Students/staff actively participate with joy and enthusiasm; promoting harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

Patriotic Initiatives:- On the occasion of Independence Day & Republic Day; our institute organises flag- hoisting ceremony that includes the faculty, non-teaching staff, supporting staff and students. Following the tribute to the national flag, the National Anthem is played. Students give speeches and sing patriotic songs to commemorate the occasion, which inspires emotions of patriotism and helps them grasp the significance of Republic Day and constitutional rights.

Linguistic & Regional Activities:-Institute celebrated the Marathi BhashaDiwas;

ChhatrapatiShivajiMaharajJayanti.

English & foreign Language courses are arranged to benefit the students.

Religious Activities: -Institute celebrates Ganesh Chaturthi, Traditional day which presenting different cultures from the different states by the students.

Institute declares academic calendar in advance every year to be availed by employees for celebration as per their faith and religion.Celebration of religious events or festivals teaches everyone to express their respect and value for one another. Furthermore both local and national events inspire everyone and uphold morality.

Communal and Socioeconomic activities:-Various NSS activities like Health Check up camp, Eye check up camp, Dental Check up camp, Blood Donation camp,are regularly organized by the institution.

Through these activities, students learn about the diverse cultures of our country and contribute to the growth of tolerance and peace towards differences in culture, region, language, community, socioeconomic status, and other domains. Additionally, it fosters an inclusive environment for both society and students.

Pharmacist Day-: We organise events to commemorate World Pharmacist Day, including street plays, awareness rallies and poster presentations on diverse subjects. Students are thus made aware of professional ethics and their duties and responsibilities.

Sensitization of students and employees to the constitutional obligations:-

Institute celebrated the "AZADI KA AMRIT MAHOTSAV". Programmes were organized by the institute which contributed to student sensitization for constitutional obligations in terms of values, rights, duties and responsibilities.

College organized a lecture on "Social responsibility of Youth,''which acquainted students with key responsibilities like value of time, discipline, presence of mind, character driven and goal orientation in them. Moreover institute organised the guest lecture on "Indian Constitution: & Amendments" which promoted awareness about Indian citizenship. Also we arranged a camp for Voter ID registration for eligible students who were not able to register on their own due to some reason..

File Description	Document
Upload 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: "Use of ICT Tools"
Objective of the Practices:
? To help students for effective learning.
? To help students develop new Skill.
? To help students improve their academic performance.
? To increase the interest of students in studying.
The Context: In this digital era, information and communication technology use in the classroom is important for giving students opportunities to learn and improve academic performance. In this context, the institute has taken the initiative to use ICT tools.
The Practices: All the faculty of the institute are using different ICT tools for teaching and learning process, like
? Vmedulife
? Google classroom
? Microsoft team
? Power point
? You tube
? Smart board
Evidence of Success:
Using ICT tools, students could perform well in academics, which is reflected in their result track record.

Problems encountered and resources required:
? Training of Faculty
? Limited accessibilities
? Insufficient interactive smart board
Resources required for this practice are smart board, computers, laptops, fast internet connectivity and software like Vmedulife, Google classroom, Microsoft team, Power point presentation etc

Best Practice -2
Title of the Practice: "Purna Library Management"
Objective of the Practices:
? To automate the library.
? To fetch the data of all library members.
? To reduce the workload of library staff.
? To manage all the function of the library.
? To eliminate extensive paper work.
? To make the database accurate and free from error.
? To control the entire operation of the library.
? To avoid duplication of work.
? To speedily dispose of library work.
The Context: Earlier libraries used card catalogues, the organization of libraries, circulation services, acquisition services, record management, and assigned due dates manually. This cause an error, and it is time-consuming. To overcome this library, we

need automation. In the context, the institute has initiated library automation with the help of Purna software. The library is automated for effective use of library resources, to reduce workload of library staff, and to maintain a data base.

The Practices: All the students and the staff are enrolled in OPAC (online public access catalogue). The book and journal given to students, the entry of students, circulation services, acquisition services, record management and assignment of due dates are recorded through Purna software.

Evidence of Success:

? It requires very little time for the maintenance of library book records.

? Students become aware of the availability of books in libraries.

Problems encountered and resources required:

? Time consuming process: It required time to migrate data to the new system. The data upgrade from manual system to an automatic system required the entry of all data into computers.

? Training: It is very challenging to train staff and all the students regarding the use of software.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Formulation and Evaluation of Herbal Pharmaceuticals

Herbal pharmaceuticals have been used for many diseases since ancient times. The demand for herbal pharmaceutical has increased in developed countries.

Objective:

- To help stakeholders for formulation of herbal product, as herbal pharmaceuticals containing natural ingredients are safer than synthetic drugs.
- To provide assistance to other stakeholders for evaluation of different formulations.
- To develop herbal pharmaceuticals for various diseases.
- To provide an inter- disciplinary research environment.

- To standardize various herbal pharmaceuticals.

Appasaheb Birnale College of Pharmacy is actively involved in formulation and development of different herbal pharmaceuticals. College providing assistance in the formulation and development of herbal products like tablets, shampoo, crack cream, cold cream etc. The institute is assisting numerous Ayurveda doctors in the development of herbal formulations. Appasaheb Birnale College of Pharmacy actively involved in evaluation of different herbal pharmaceuticals. The herbal pharmaceuticals are evaluated in terms of various parameters like ash value, extractive value, LOD, moisture content, sap value, acid value, iodine value, acid insoluble ash value, alcohol soluble extractive value and sulphated ash value. The College has evaluated various formulations received from Ayurvedic College in last three years.

- Avipattikar Churna
- Raktachandan Churna
- Sitopaladi Churna
- Ashwgandh Churna
- Shatavari kalpa
- Sukhsarak Churna
- Kantakari Churna
- Nagkeshar Churna
- Talisadi Churna
- Lodhra Churna
- Yastimadhuka Churna
- Hingwasthak Churna
- Shanthi Churna
- Gandharva Haritaki Churna
- Jatamansi Churna
- Trikatu Churna
- Guduchi Churna
- Triphala Churna
- Nagarmotha Churna
- Ayush Kwatha

Appasaheb Birnale College of Pharmacy is well equipped with instruments and equipments for formulation and evaluation of herbal pharmaceuticals.

- Tablet compression machine
- Fluidized bed Processor
- Humidity chamber
- Extruder Spherodiser machine
- IR moisture analyzer
- KF titrator
- UV- Visible spectroscopy
- High performance liquid chromatography
- Infra red Spectroscopy
- Gas chromatography

- CO2 Incubator
- Muffle furnace

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

5. CONCLUSION

Additional Information :

Since its founding in 1991 and affiliation with Shivaji University Kolhapur, Appasaheb Birnale College of Pharmacy has been committed to offering top-notch instruction in the study of pharmacy. The Pharmacy Council of India, New Delhi, developed the college's academic curriculum, which is followed by all students to ensure they obtain a thorough and useful education. The college has consistently made improvements to its physical facilities and infrastructure. There are modern classrooms, labs, an auditorium, an indoor gymkhana, and a yoga studio there. The library is a useful resource because it has a sizable collection of textbooks, reference materials, and computers with LAN networks and high-speed internet connectivity. The college constantly commits substantial resources to its long-term development and expansion.

Strong emphasis is made on industrial exposure through visits and arranging guest lectures regularly that provide insights into the practical aspects of the pharmaceutical industry. In addition, the curriculum includes mandatory training, industrial projects, and internships that give students the chance to put their classroom learning into practise and apply it to real-world situations.

It prioritizes student support and progression activities. A student development officer helps students apply for scholarships and offers advice for their career, personal, and academic growth. In order to improve employability skills, the college hosts guest lectures, career counselling sessions, personality development programmes, and training sessions. Additionally, it organises live certification programmes, hands-on training, and invites industry experts to give speeches on a variety of topics.

Sports and cultural events are aggressively promoted by the college, giving students a platform to show off their skills and get recognition. It continues to have an alumni association that assists the college in planning extracurricular activities, inviting speakers to speak, and helping students prepare for competitions, job interviews, and other career-related tasks.

The college is dedicated to promoting gender equity, raising awareness, and providing facilities for women on campus, fostering an environment that is welcoming and empowering. It strongly encourages environmental sustainability and a green campus. With a multicultural and multilingual faculty and student body

Concluding Remarks :

The college boasts excellent infrastructure, including state-of-the-art facilities such as well-equipped laboratories, a digital library, and classrooms equipped with modern teaching aids like blackboards, projectors, and smart boards with internet connectivity. These resources facilitate effective teaching and learning experiences for the students. The admission process is transparent and adheres to established guidelines

The institute has governance, leadership, and management. The robust governance system, embracing eGovernance and decentralizing authorities foster leadership development. The Strategic Planning and Deployment Document (SPDD) guides the college in achieving its objectives and continuously improving its governance structures and processes.

It has a highly qualified faculty made up of full-time instructors, many of whom have PhDs. The 17:1 student to

teacher ratio guarantees that each student receives individualised attention and efficient supervision.

Through the use of information and communication technology (ICT) tools and Wi-Fi connectivity, the teaching-learning process is further improved. To guarantee that the curriculum satisfies the highest standards, programme objectives (POs) and course outcomes (COs) are created in conjunction with the subject experts.

The institution hosts a number of events throughout the year, including Pharmacist Day, Woman's Day, blood donation camps, health check-up camps and eye check-up camps, to enhance the curriculum and promote professional ethics. These activities not only broaden students' awareness but also give them hands-on experience with actual healthcare scenarios.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)** Answer before DVV Verification : 12 Answer After DVV Verification :10
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* 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 Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>167</td><td>118</td><td>85</td><td>158</td><td>69</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>167</td><td>118</td><td>85</td><td>158</td><td>69</td></tr></table>
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 395 Answer after DVV Verification: 395
2.1.2	*Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years* 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>40</td><td>37</td><td>25</td><td>39</td><td>33</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

55	63	51	59	58

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	53	55	55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	89	90	90	91

Remark : Revision as per data template attached

3.1.1

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.10	0	0	0.10	0

3.3.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16	11	4	12	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
16	5	4	12	5

3.3.2	**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years** **3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	8	5	5	0

Answer After DVV Verification :

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

3.4.3	*Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.* **3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	4	7	4

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : 25 Answer After DVV Verification :25
4.3.2	**Student – Computer ratio (Data for the latest completed academic year)** **4.3.2.1. Number of computers available for students usage during the latest completed academic year:** Answer before DVV Verification : 52 Answer after DVV Verification: 52
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*

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

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
549	386	186	484	213

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
549	386	186	484	213

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**

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
98	81	102	87	56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
98	81	102	87	56

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

	Answer before DVV Verification:				
	2021-22	2020-21	2019-20	2018-19	2017-18
	152	137	136	137	130

	Answer After DVV Verification :				
	2021-22	2020-21	2019-20	2018-19	2017-18
	148	135	132	125	135

Remark : Revised values as per metric 2.6.3

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	16	23	08	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	16	23	08	10

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

5.3.2	**Average number of sports and cultural programs in which students of the Institution**

participated during last five years (organised by the institution/other institutions)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	0	23	32	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	7	8	6

6.2.2	*Institution implements e-governance in its operations*
	1. **Administration**
	2. **Finance and Accounts**
	3. **Student Admission and Support**
	4. **Examination**
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
6.3.2	**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**
	6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	00	07	04	01

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	00	6	3	01

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	52	56	61	51

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	7	0	0

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

Answer before DVV Verification:

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

6.5.2	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); 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.** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Revised values as per attached supporting documents by HEI
7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above
7.1.3	**Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following** 1. **Green audit / Environment audit** 2. **Energy audit** 3. **Clean and green campus initiatives** 4. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---| | 31 | 33 | 34 | 34 | 35 | Answer After DVV Verification: | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 31 | 33 | 34 | 34 | 33 |
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 148.03 | 95.75 | 120.56 | 95.65 | 99.44 | Answer After DVV Verification: | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | |---|---|---|---|---| | 126 | 88 | 106 | 78 | 88 |