



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

AMRUTVAHINI SHETI AND SHIKSHAN VIKAS SANSTHA'S AMRUTVAHINI COLLEGE OF PHARMACY

AMRUTVAHINI COLLEGE OF PHARMACY, AMRUTNAGAR, P.O.
SANGAMNER (S.K.), TAL. SANGAMNER, DIST. AHMEDNAGAR,
MAHARASHTRA

422608

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The vision, untiring efforts, and multidimensional thinking of a humble farmer, freedom fighter, social worker and the doyen of the cooperative movement Sahakarmaharshi Hon'ble Shri. Bhausaheb Santuji Thorat alias Dada laid the foundation of "Amrutvahini Sheti & Shikshan Vikas Sanstha" in 1978 at Sangamner. The philanthropic vision and aspiration of Dada were to start and propagate higher technical education to the students of rural areas and create long-lasting imprints of Sangamner. Amrutvahini College of Pharmacy was established in 2004 more than 1300 students have completed their Pharmacy education under the roof of Amrutvahini. The President Hon'ble Shri. Balasaheb Thorat took upon himself the difficult task of translating the vision of "Dada" into concrete realities by imbibing the virtue of hard work and honesty to achieve excellence in the sphere of Education. The college offers four years B. Pharm. degree Program and two-year PG course in Pharmaceutics, Quality Assurance Technique and Pharmacognosy approved by the Pharmacy Council of India, New Delhi, All India Council of Technical Education, State Government of Maharashtra and affiliated to SAVITRIBAI PHULE PUNE UNIVERSITY (SPPU), PUNE. The Governing Body comprises members who are Academicians, Industrialists, and Businessman, committed to quality education. The institute was accredited by the National Board of Accreditation, New Delhi up to June 2022. The institute aims to augmentation of physical infrastructure in the form of Sophisticated Equipment as well as state-of-the-art facilities and infrastructure to boost students' confidence and competence levels and thus groom industry-ready graduates. The college offers skill development, seminars, workshops, and personality development programmes. Industry-Institute Interactions are visible through MoUs with reputed industries for training, projects, consultancy, R & D are indispensable for student and faculty development. Co-curricular and Extracurricular activities complement the holistic development of students. Feedback from various stakeholders is regularly taken to enhance the teaching-learning experience in the institution. The institute has a proper mentoring system for counselling and student-centric learning, fully equipped laboratories for a conducive atmosphere for research even at UG and PG levels for the overall satisfaction of all stakeholders.

Vision

Our college will be recognized as socially cautious centre of excellence in innovative education through its contribution in training, scholarly research in pharmacy profession and services to society.

Mission

For translation of our vision into reality college striving to:

M1: Provide value based student centric and sustained quality pharmaceutical education.

M2: Foster advanced and innovative research that benefits pharmaceutical industry and community.

M3: Encourage and strengthen leadership, competitiveness, ethical reasoning and intellectual curiosity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A visionary, educated, experienced and supportive management in terms of governance and leadership dedicated towards academic excellence.
- B. Pharmacy program was accredited by National Board of Accreditation, New Delhi (Academic year 2019-20, 2020-21, and 2021-22)
- Experienced and dedicated teaching faculty with good retention ratio involved in student-centric activities and mentoring.
- Recognized as an approved Ph. D. Research Centre in Pharmaceutical Sciences by Savitribai Phule Pune University (SPPU), Pune.
- Received permanent affiliation for B. Pharmacy program by SPPU, Pune.
- The college believes in fully decentralized governance approach and it is visible at ground level.
- Developed high standard infrastructural facilities viz. sophisticated equipments and instruments, industrial laboratory, class rooms, laboratories, CPCSEA approved animal house, separate hostels for boys and girls with transport facility for girls play ground, canteen etc.
- The green and clean campus with more than 15 acres area, noiseless, calm and cool environment.
- Higher ratio of girls: boys enrollment and safe and secured environment for girl students.
- Higher percentage of B. Pharmacy students to enroll for higher studies in reputed academic institutions.
- Actively involved extension and outreach activities, strong NSS Unit for social empowerment of society.
- The results of college is consistently above average result of SPPU, Pune.

Institutional Weakness

- Institute located in rural area away from the city.
- In spite of several efforts, institute has limited success in attracting major research funding.
- As the location of the institute is rural we face obstacle in student and faculty exchange.
- Lacking in major tie-ups with Pharma Industries and international institutes/Universities.

Institutional Opportunity

- The college has applied for recognition under 2 (f) & 12 (B) of the UGC Act, 1956.
- Have sufficient scope to strengthen industry-institute interactions in the form of MoU for academic, research, IPR activities and commercialization.
- For benefit of students add on courses/certificate programs would be initiated.
- National and international Faculty Development Programs, international conferences would be arranged for the career development.
- Teaching as well non-teaching there is opportunity for increase in digital literacy and AI tools.
- We have opportunity to further strengthen student's placement in major Pharma companies.
- Strengthening research and Incubation cell activities to inculcate research culture amongst students and staff.
- Strengthening of alumni network for consistent and better opportunities.

Institutional Challenge

- Students are coming from rural area with poor communication skills.
- Major Industrial collaborations.
- Challenges in getting government funding for research and development.
- Increased number of Pharmacy Colleges in nearby region.
- Institute face challenges in getting out of state student admissions.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Amrutvahini College of Pharmacy, Sangamner (AVCOP) running programs of B. Pharmacy, M. Pharmacy and Ph.D. is affiliated to Savitribai Phule Pune University (SPPU), Pune, regulated by Pharmacy Council of India (PCI), New Delhi. The College has a process to ensure effective curriculum and delivery which has input from different committees including the Program committee. The college prepares an academic calendar and timetable by referring to the University academic calendar before the start of the academic and circulates it to stakeholders. The course faculties prepare 'teaching plans' and adhere strictly to the academic calendar, academic timetable, and all examination schedules. The program committee in frequent meetings collects feedback and the mentoring system ensures the effective delivery of the curriculum. Also, classroom teaching is supplemented with seminars, workshops, expert guest lectures, etc. as well as Online, experiential, participative and ICT-based learning for effective delivery.

Academic flexibility in the college is attained through additional courses, MOOC and certificate courses for improving students' employability where maximum students got benefitted. The academic achievements so far, are the outcomes of a well-established academic policy, well-planned and documented mechanism for effective curriculum planning and execution.

The curriculum enrichment is achieved through experiential learning where students have participated in project work, fieldwork, Industrial visits etc. Other activities like Guest lectures, training sessions, seminars, and workshops are regularly organized to inculcate a research attitude and keep them shoulder to shoulder with the latest industrial developments.

The college integrates crosscutting issues related to professional ethics, gender, human values, environment and sustainability in transacting the curriculum through regular curriculum, co-curricular and extra-curricular activities and the college facilities. Participation in any co-curricular and extra-curricular activities like seminars, conferences, cultural events, and sports and unbiased representation of students in college committees is offered equally which also inculcates crosscutting issues.

The effectiveness of all the activities is regularly monitored by a feedback system to get feedback from stakeholders. Feedback is collected, and analyzed and action-taken reports are made available to all stakeholders for continuous improvement in the quality of education at the college. Really, the college abides by building and developing pharmacy professionals through excellent education.

Teaching-learning and Evaluation

Amrutvahini College of Pharmacy is affiliated with Savitribai Phule Pune University and regulated by the Pharmacy Council of India. Student intake sanctioned by these two authorities is considered for admission. The admission process is conducted by Admission Regulating Authority with due consideration to the reservation of seats framed by the Government of Maharashtra for SC, ST, OBC, General and other category. The college has almost full admissions every year.

The college has highly qualified, experienced and skilled full-time faculty members. The total faculty strength is 29 out of which 11 faculties are PhD qualified. The average percentage of PhD faculties at the college during the last five years is 42%.

College recruits sufficient and well-qualified staff which focuses on student-centric learning with the utilization of ICT tools.

The internal assessment is transparent and follows the timeline received by the affiliating University guidelines. The college adheres to the academic calendar for the conduct of examinations. Students are made aware of the examination process in the induction program. Evaluation of assessment is done by faculty and answer scripts are shown to students to analyze their performance. Examination grievances are handled by the examination committee.

Faculty and students are made aware of POs and COs through the college website. The attainment of POs and COs is measured using direct methods and indirect methods.

The average pass percentage of final year B. Pharmacy students is more than 97% and final year M. Pharmacy is 100% which is above than average University result.

Research, Innovations and Extension

The College has well-defined research and innovation ecosystem, having well established Institutional Innovation Cell (IIC), Entrepreneur Development Cell (EDC), and Research and Development Cell (RDC) for promoting research and research-related activities in the college. Our college also conducts several conferences, seminars and workshops on IPR, Research Methodology, and entrepreneurship for the improvement of the quality of research and develops innovative ideas in the students with professional ethics. The college has received three AICTE- MODROB grants during 2019-2021, two QIP grants from SPPU, Pune during 2018-19 and 2019-20 and four BCUD minor research project grants in 2016-2018. Our faculty members have published International patents. During the past five years, faculty members have published 34 research and review articles in renowned National and International journals listed in UGC care, as well as published 4 books, 03 book chapters and 01 proceeding in the national conference. The college has signed MoUs with 28 organizations for conducting collaborative research, consultancy services, industrial training, industrial visits, soft skill development etc. As a result, the college actively participated in numerous collaborative research and services resulting in joint publications.

As a part of extension activities, the generation of social sensitivity among the students and faculties is essential. The college takes social accountability by promoting various activities like Swatch Bharath Abhiyan, World Pharmacists Day, AIDS Awareness campaigns, Cancer Awareness campaigns, Female foeticide campaigns, Water literacy campaigns, General Health checkup camps, Dental, haemoglobin, blood group detection camps, blood donation camps, vaccination drive, Dandakaranya Abhiyan, Cleanliness programmes, family survey, covid 19 awareness etc. for extension activities in the neighbourhood community, warning

students to social issues, for their holistic development. Thus the institute always takes proactive initiatives to contribute to the social uplift of society and rural people through its dedicated efforts in this area. For the extension and outreach activities students and college have got several appreciation letters from Village Panchayat offices and appreciation from Sub Divisional Officer (SDO) Hon Dr Shashikant Mangrule for active participation as **"Corona Yoddha"** during COVID-19 Pandemic. Arpan blood bank honoured the college with a letter of appreciation and a trophy for excellent contribution to donating blood.

Infrastructure and Learning Resources

Amrutvahini College of Pharmacy campus is a 15-acre area with 5700 SQM college buildings. The college has well-developed and furnished infrastructure with ICT facilities which support teaching and learning along with student progression.

The college library has a collection of quality reference books. To ensure efficient library functioning Integrated Library Management System is operational. The library also has an electronic resources section with computers that allow users to access e-journals, e-books, and e-resources such as DELNET, K-Hub, Shodhganga, Shodhsindhu, and more. Additionally, the library offers reprographic tools like scanning, printing, and photocopying.

The college has an e-learning centre that is integrated with a computer and language laboratory equipped with EWL software.

The college has LAN and Wi-Fi facilities connected with 50 mbps leased line internet. Students are using 41 computers available in computer labs for routine work and projects. During the pandemic, the institution utilized the ZOOM platform and Microsoft Teams for online communication.

The college is always working towards the development and augmentation of infrastructure as well as maintenance of it. A provision of the budget is made annually for the augmentation and maintenance of infrastructure including physical facilities which will ensure their availability on a continual basis. The expenditure for infrastructure augmentation spent during the last five years was with an average of 22.84%. Academic and physical facility infrastructure average expenditure of 42.89 % has been spent during the last five years.

Student Support and Progression

Amrutvahini College of Pharmacy strives hard and focuses continuously on student-centric- welfare, development, and co-curricular and extracurricular activities.

More than 80 % of students are benefited from government scholarships, free ships and GPAT scholarships.

Efforts for capacity development, guidance for competitive exams and career counselling include guest lectures, seminars, webinars, interactive sessions and training from expert and eminent personalities from Industries and academia which enhance the all-round development of students and help them decide on career paths. More than 55 % of students are benefited from guidance to excel in their careers and more than 45 % of students are qualified in competitive examinations.

· College adopts the efficient online and offline mechanism for the redressal of student grievances including sexual harassment and ragging cases and a strong mentoring and counselling system results in no cases to date. The college caters for awareness among staff and students regarding the nonoccurrence of grievances and takes all safety measures in this regard.

Training and placement cell works efficiently to place students in industries and academia as well as guide them to opt for higher studies and more than 65 % of students are benefited.

College provides opportunities for students to participate and enhance their qualities by organizing extracurricular activities which include World Pharmacist Day, Teachers Day, Birth Anniversaries of great national icons, celebrations of Indian traditional occasions, Independence Day, Grand cultural festival-MEDHA including an array of on stage, off stage and sports events. More than 20 events in a year are conducted.

College has a registered alumni association which plays a vital role in student development through interactions, placement assistance, training, social association-ship, and guidance in career & research activities.

Governance, Leadership and Management

The vision and multidimensional thinking of freedom fighter and philanthropist Hon'ble Bhausahab Thorat laid the foundation of "*Amrutvahini Sheti & Shikshan Vikas Sanstha*" in 1978 at Sangamner. The legacy is flourishing under the support and guidance of Hon'ble Shri. Balasaheb Thorat. Amrutvahini College of Pharmacy was established in the year 2004 to provide value-based student-centric and sustained quality pharmaceutical education. Institute has constituted Governing body (GB), College Development Committee (CDC) and other institutions working committees that are working symbiotically to achieve our set vision and mission. Decentralization, participatory management, and good retention of experienced staff contribute to the achievement of the vision, mission and perspective plan, and building the organizational culture. The academic and administrative planning, step-by-step adoption of e-governance at different levels, and its implementation reflect the efforts of the organization in realizing its vision. A well-defined Organogram for effective monitoring and implementation of strategic plan and policies are laid which is in line with our Quality Policy. The Grievance Redressal system, internal complaint committee and anti-ragging committee function at ground level for safety and security. The institute follows PCI/AICTE/DTE/SPPU norms for staff recruitment. Teaching and non-teaching staff members attend national and international conferences, seminars and workshops and are trained to enhance their professional competencies through various staff development, orientation and skill gradation programmes. Staff welfare schemes are implemented at the ground level. The major sources of income are fees and proper actions are taken for its optimum utilization for salary, purchases, operational, administrative and student expenses. The accounts are audited by hired auditors, internally and externally once annually. So far there are no major errors pointed out by the auditors. Performance appraisals and feedback mechanisms are the key tools, which help in assessing the performance of the staff and provide insight into the improvement plans to be adopted. The institute has constituted Internal Quality Assurance Cell (IQAC). IQAC is involved in setting up quality parameters and process quality sustenance necessary for the development of the institute. The management in conjunction with IQAC puts consistent efforts into overall improvement and invites external agencies like NAAC/NBA to assess the quality standards.

Institutional Values and Best Practices

Amrutvahini College of Pharmacy upholds institutional values and follows practices that are best for the holistic development of our students. The College has a very healthy gender ratio that has shifted towards the female gender, which shows our commitment to providing a gender-inclusive and safe ambience on the campus.

The College is conscious of its constitutional obligations and respects the diverse cultural values of all our stakeholders. As a Pharmacy College, we are sensitive towards the health and well-being of society, which has been reflected by our response during the COVID-19 pandemic. The College strives to inculcate professional values in our students by engaging them in activities like blood donation, haemoglobin checkups, health awareness through NSS activities, etc. The College has a lush green ambience surrounded by a variety of plants including a medicinal garden. The College has created facilities to ensure a clean and environmentally friendly atmosphere, which is symbiotic with nature. These facilities include solar power supply and solar water heaters, biogas, vermin compost, rainwater harvesting, etc. The College gives high priority to making our students “Saksham” (Capable) as well as “Samarth” (Competent). The College follow best practice called Study Circle (Saksham), which develops attitude and aptitude to compete confidently in various competitive examinations. The College also follow best practice of skill development through industrial collaboration (Samarth) by engaging with industrial experts, organizing hospital and industrial visits, promoting training, etc. The fruits of these best practices have been shown by the qualification of our students in various competitive examinations, and placement in National and Multinational companies. Although College is located in a rural area, it has maintained its distinctiveness of bridging the rural and urban gap by continuous focus on faculty, facilities, co-curricular, and extra-curricular aspects. The College strives to provide inclusive and advanced teaching, learning, and research facilities to develop our students (from rural backgrounds) as competent pharmacy professionals to work in reputed National and International Pharmaceutical and Health care Organizations.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AMRUTVAHINI SHETI AND SHIKSHAN VIKAS SANSTHA'S AMRUTVAHINI COLLEGE OF PHARMACY
Address	Amrutvahini College of Pharmacy, Amrutnagar, P.O. Sangamner (S.K.), Tal. Sangamner, Dist. Ahmednagar, Maharashtra
City	Sangamner
State	Maharashtra
Pin	422608
Website	www.amrutpharm.co.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Machindra J. Chavan	02425-259335	9822811660	02425-259349	principal@amrutpharm.co.in
IQAC / CIQA coordinator	Deshraj S. Chumbhale	091-9158811647	9922256665	-	dschumbhale@amrutpharm.co.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

State	University name	Document
Maharashtra	Savitribai Phule Pune University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	28-01-2023	12	

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	Amrutvahini College of Pharmacy, Amrutnagar, P.O. Sangamner (S.K.), Tal. Sangamner, Dist. Ahmednagar, Maharashtra	Rural	15	5700.05

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy	48	Passed HSC with PCB or PCM and appeared for MHTCET or NEET with non zero score and as per ARA guidelines	English	100	100
PG	MPharm, Pharmacy	24	Passed B. Pharm. and obtained non zero positive score in GPAT and as per ARA guidelines	English	15	14
PG	MPharm, Pharmacy	24	Passed B. Pharm. and obtained non zero positive score in GPAT and as per ARA guidelines	English	10	9
PG	MPharm, Pharmacy	24	Passed B. Pharm. and obtained non zero positive score in GPAT and as per ARA guidelines	English	15	15
Doctoral (Ph.D)	PhD or DPhil, Pharmacy	36	Passed M. Pharm. and qualified PET as per SPPU guidelines	English	24	14

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	4				8				17			
Recruited	4	0	0	4	7	1	0	8	5	12	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						29
Recruited	28		1		0	29
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	7	4	0	11
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	6	0	0	0	1	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	5	9	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	169	0	0	0	169
	Female	269	0	0	0	269
	Others	0	0	0	0	0
PG	Male	21	0	0	0	21
	Female	62	0	0	0	62
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	3	0	0	0	3
	Female	11	0	0	0	11
	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	3	3	3	2
	Female	10	10	4	4
	Others	0	0	0	0
ST	Male	0	5	1	3
	Female	2	4	3	1
	Others	0	0	0	0
OBC	Male	31	21	18	14
	Female	36	37	32	28
	Others	0	0	0	0
General	Male	12	16	5	11
	Female	20	24	13	17
	Others	0	0	0	0
Others	Male	9	10	9	9
	Female	27	18	15	10
	Others	0	0	0	0
Total		150	148	103	99

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Amrutvahini College of Pharmacy is planning for autonomy to get the freedom to re-design the curriculum to promote a multidisciplinary/interdisciplinary approach to teaching and learning. The curriculum needs to be more flexible and adaptable, allowing students to pursue their interests and passions across a range of disciplines. Amrutvahini College of Pharmacy is encouraging the training and professional development of its faculty members to enable them to adopt a multidisciplinary/interdisciplinary approach to teaching and research. Amrutvahini College of Pharmacy is promoting inter-institutional collaborations with non-pharmaceutical institutes to</p>
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	<p>create a platform that enables students and faculty members to work together with peers from different disciplines and institutions. The college is investing in infrastructure that supports multidisciplinary/interdisciplinary research and teaching. This includes creating spaces that facilitate collaboration and teamwork. The college has organized expert lectures from a basic science background, has collaborative research with other disciplines, and provided instrument facilities for interdisciplinary institutes to promote holistic interdisciplinary academic and research culture.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Amrutvahini College of Pharmacy identified the need for quality assurance in the credit transfer process in the New Education Policy (NEP) and supporting Savitribai Phule Pune University to create a centralized platform for the Academic Bank of Credit which will act as a repository for all the academic records of students. This platform will ensure that the credits earned by the students are secure and easily accessible. Teachers of Amrutvahini College of Pharmacy are guiding students to create the login for ABC. Currently, all the students of Amrutvahini College of Pharmacy have created ABC profiles. The ABC would ensure that the credits earned by the students are of high quality and meet the necessary academic standards. The ABC would provide a platform for students to earn credits for non-formal education, such as online courses, workshops, and internships. The ABC would ensure that the credits earned by the students are easily transferable and recognized by all participating institutions. The ABC would support students for lifelong learning with a flexible education system that enables them to learn at their own pace and convenience. The teaching faculties of the college have prepared their own designed laboratory practical manuals that fulfill the additional needs of the students to cope with the industry and the outside world.</p>
<p>3. Skill development:</p>	<p>The NEP aims to promote a holistic education system that enables students to acquire both academic knowledge and practical skills that are relevant to their future careers. The Amrutvahini College of Pharmacy taking several efforts to promote skill development focusing on practical skill and instrument training to develop skills and competencies in students. Amrutvahini College of</p>

	<p>Pharmacy strengthening collaboration with industry to bridge the gap between education and the workforce and supporting them for industrial training, internships, and apprenticeships through MOUs, guest lectures, and Industrial projects. Amrutvahini College of Pharmacy recognized the importance of entrepreneurship in creating job opportunities and economic growth and established Entrepreneur Development Cell (EDC) to encourage students to entrepreneurship by organizing seminars and workshops. The college promotes digital literacy among students to prepare them for the digital age. The college has designed soft skill development programs for second-year undergraduate students and conducted them through industrial persons and other experts in that area. The students are being trained and developing mentorship abilities too.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In spite of its rural location, the college has recognized the importance of traditional languages in understanding concepts of subjects. The management and principal instruct teaching faculties to incorporate traditional language whenever necessary. The college celebrates ‘Marathi Divas’ every year to promote regional/local languages. Additionally, the Indian traditional knowledge of medicines like ‘Ayurveda’ is being taught in Pharmacognosy-related subjects. The college promotes students to include cultural day and cultural themes in institutional and inter-institutional cultural activities. The policy proposes to collaborate with traditional practitioners to incorporate their knowledge into the curriculum and create opportunities for students to learn from them.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The National Education Policy (NEP) of India emphasizes the Outcome-Based Education (OBE) approach that focuses on the learning outcomes of students rather than the inputs or processes of education to improve the quality of education in the country. The college has designed a vision and mission based on learning outcomes that cope with the vision of the University. The course faculty mentions learning outcomes in the introductory session of the course every semester. Based on the outcomes, the faculty prepares a teaching plan and insert necessary topics that students would gain regarding knowledge, skills, and attitudes apart from the syllabus to fulfill the outcomes. These included outcomes are more related to interdisciplinary and</p>

	<p>traditional concepts. The assessment methods are robust, multiple, and aligned with the learning outcomes. The choices are given in the assessment methods. The college has planned the curriculum more flexible to the students, based on the interests and skills of the students. We have prepared domain courses for final-year students which are opted to them based on interest. Students are being monitored continuously through attendance, assignments, viva-voce, presentations, quizzes, etc. throughout the semester. We have a mentoring system to percolate any sort of issues to the principal. The students are monitored continuously through the system academically and for non-academic activities. Feedback on each event including the curriculum is collected from possible stakeholders and analyzed. Any issues are trying to solve as soon as possible. In conclusion, the college has a realistic focus on OBE by adopting outcome-based education to succeed in the 21st century.</p>
<p>6. Distance education/online education:</p>	<p>Amrutvahini College of Pharmacy is a pioneer institute that has sufficient infrastructure/instructional facilities at the college to run offline and online academic activities. We have designed offline courses for students to prepare for competitive examinations. Some online classes are also conducted in the college. The college promotes teaching faculty to learn online-based programs. Students and teaching staff have completed online courses in SWAYAM and NPTEL. During covid-19 situation, we have arranged academic online through Microsoft Team and Zoom subscriptions. Our faculties are well aware of online platforms and their implementation in academics. The college would get benefitted from its online experience in developing online and or distance learning education courses. Also, the management has a positive attitude about providing online and distance education to the students.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Electoral Literacy Club (ELC) has not been established in the college. However, according to Savitribai Phule Pune University, Pune, the college has carried out the procedure for student council</p>
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	elections at the college level.
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?	Since the college has not established an ELC club, no co-ordinator and co-ordinating faculty have been appointed, so the ELC club is not functional and the ELC is not representative in character. Although, the college has taken the decision to establish an ELC club. the students from each class will be the coordinators and co-coordinators from experienced faculty members will be selected. In a previous election, the college appointed a nodal officer from the faculty member to conduct the election.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Although the institute does not have an ELC club establishment, we conducted a new voter registration camp as an Election Awareness Program on 22 July 2017. The district Collector had asked all the colleges under the Election Commission of the district to conduct the New Voter Registration Camp within the institute for College students. The college organized the camp on 22nd July 2017 for new voter registration. Form No 6 of new registration was given to the students and filled forms with necessary documents were collected from the students. About 42 students participated in the camp. participated in this camp.
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.	The college has not taken initiatives directly related to electoral issues, however, in our plan, post-establishment of ELC, students and faculty members will be directed to take these initiatives through research projects, surveys, awareness drives, etc. The nodal officer will work actively.
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.	After the establishment of ELCs, the institution will take efforts for registering new voters who have completed 18 years of age through ELCs institutionalize mechanisms to register eligible students as voters.

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
459	403	346	337	313

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: 27

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
24	22	20	20	20

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
124.55	36.47	89.82	102.49	102.32

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:

Amrutvahini College of Pharmacy, Sangamner (AVCOP) is affiliated with Savitribai Phule Pune University (SPPU), Pune, and is regulated by the Pharmacy Council of India (PCI), New Delhi. The college is running programs of B. Pharmacy, M. Pharmacy, and Ph.D. The University reviewed the curriculum and syllabus frequently to maintain the standards and quality of education. The college has adopted the choice and credit-based curriculum (CCBS). The College has a process to ensure effective curriculum and delivery which has the input of committees like IQAC, Program Committee, Examination Committee, etc. The program committee as per the University guidelines carries out the curriculum planning and implementation process in a planned manner.

Process of effective curriculum planning

The academic dean and academic in charge prepare the academic calendar by referring to the University academic calendar before the start of the academic. The academic calendar is approved by the program committee and forwarded for preparation of the workload of the faculties and timetable. As per the guidelines and notices of the University and unexpected issues, any changes in the academic calendar are communicated timely to students, faculty, and parents. The allotment of courses and workload to the teaching faculties is decided concerning the Principal by the academic dean. The subject expertise of the teacher is preferred for allotment of course. Academic In-charge prepares timetable. The academic dean verifies it and gets approval from the principal. Academic Calendar and Class timetable are prepared before the commencement of the academic year and displayed on notice boards and the college website to aware stakeholders.

The course faculties prepare the teaching plans of their allotted course(s) before the start of their curriculum teaching. Mapping of the outcomes with the Pharmacy POs, course outcome-wise plan for internal assessment, and hourly plan of syllabus topics are included in each teaching plan. Extra classes, tutorials, remedial classes, and Add on/value-added courses are planned for slow and advanced learners.

Process of effective curriculum delivery

The teaching faculties strictly adhere to the academic plan, academic timetable, and all examination schedules. The program committee in frequent meetings ensures the effective delivery of the curriculum. From time to time, feedback from students ensures its effective delivery and traces out any issues of the academic. Also, the college has a mentoring system in which a mentor monitors students' performance in academic and personal issues. Effective curriculum delivery methods are instructed from time to time in the mentor-mentee meetings and program committee meetings. Any difficulty in teaching, use of modern and effective teaching methods like ICT tools, adherence to time-bound activities, and implementation of value-added\ add-on courses are discussed during the meetings.

Classroom teaching is supplemented with seminars, workshops, expert guest lectures, tutorials, projects, and assignments, for the effective delivery of the curriculum. Laboratory record books and tutorial/assessment books are provided in advance to enable them for a better conceptual understanding of practical and theory. The library and laboratory software are introduced to students. Online media-assisted learning, experiential learning, participative learning & ICT-based learning, and problem-solving method and ERP is used for effective curriculum delivery.

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

1.2 Academic Flexibility

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

Response:

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

Other Upload Files

1

[View Document](#)

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

Response:

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
311	203	43	96	119

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:

The college integrates crosscutting issues related to professional ethics, gender, human values, environment, and sustainability in transacting the curriculum through regular curriculum, co-curricular and extra-curricular activities, and the college facilities.

The curriculum of B. Pharmacy and M. Pharmacy is designed to inculcate the issues in most of the courses. Professional abilities and knowledge, gender-neutral reasoning among students, the development of the best personalities in students, and environmental sustainability understanding are all incorporated into the program's curriculum.

Professional Ethics are integrated through courses such as Pharmacy Practice, Social and Preventive Pharmacy, Pharmaceutics- I, Regulatory Affairs, Quality Management System, Pharmaceutical Jurisprudence, Biopharmaceutics, Pharmacokinetics, etc. For instance, the study of the pharmacist role, regulation of FDA, acts and penalties, and drug regulations in the courses like Pharmaceutical Jurisprudence, Pharmaceutics, quality assurance, etc. reflects the professional ethics of pharmacy education. Professional ethics are also inculcated through training, research, co-curricular, extra-curricular, extension, and other activities.

The extra-curricular activities such as blood donation, tree plantation, blood hemoglobin, and blood group testing in the NSS camp inculcate professional ethics in students. Student volunteers' involvement in the COVID-19 pandemic instilled ethics in them.

Gender equality is frequently described in the syllabus courses such as Human Anatomy and Physiology, Remedial Biology, Medicinal Chemistry, Novel Drug Delivery System, etc. The program is provided for girls and boys students without discrimination in the college. The knowledge of reproductive systems in human anatomy and physiology, different routes of administration in novel drug delivery systems, and medicines for all types of diseases in medicinal chemistry courses are delivered without bias to them. Participation in any co-curricular like seminars, conferences, and extra-curricular activities such as cultural

events, and sports are offered equally. Unbiased representation of students in college committees like student council, sports, cultural, NSS, etc. involves gender equality.

Human values are inculcated through Pharmacy practice, pharmacology, Environmental Sciences, and Pharmaceutical Jurisprudence courses. The study of topics like patient counseling, drug information systems, etc. listed in the Pharmacy practice course syllabus insists students think about human values. Human values are also inculcated in the students during NSS camp and extension activities like Blood Donation, Tree Plantation, Earn and Learn Scheme. Hospital visits of students aware them of the importance of human values.

Environmental and sustainability issues are reflected in the courses Environmental Sciences, Product Development, and Technology Transfer, practice school and project work study highlights environmental issues, Safety, and Health Hazards of the Pharmaceutical Industry. Pharmacognosy courses during second and third-year B. Pharmacy point out the use of plants in medicine, food, and nutrition and aware students of some environmental protection needs. The study tours to Hospitals, Pharmaceutical Industries, research laboratories, and medicinal Plant gardens are organized to inculcate the importance of natural resources, and environmental and sustainability awareness.

The college facilities such as well maintained Medicinal plant Garden, Solar system, waste management system, rainwater harvesting, and playground on the campus insist them to think about different such issues. In conclusion, the college is definitely responsible for integrating these issues in transacting the curriculum.

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

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

Response:

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

Response: 209

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:

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response:

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
140	136	99	99	98

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
140	140	100	100	100

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

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
46	49	36	37	34

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
54	56	44	46	43

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

2.2 Student Teacher Ratio

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

Response:

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:

Experiential Learning

Curriculum courses like Computer Applications, Communication Skills,s, etc, provide opportunities for experienced learning of ICT tools. The college has a yearly subscription to English EWL software to carry out communication skills practical. The college has subscribed to the academic software Ex-pharm to

perform the pharmacology practical.

The students are allowed industrial training, where they get the opportunity for ICT skill development through handling instruments in pharmaceutical manufacturing and quality control and presenting data reports. The students undertake projects involving the use of formulation optimization software (Design Expert), and Data analysis software (Prism Graphpad, Instat, etc.). The college has organized a virtual National Level Students Development program to inculcate recent advances in pharmaceutical education through experience in developing values, nurturing skills, and moving towards knowledge.

Participative Learning

The students are motivated to take part in online quiz competitions. The college has a study circle section which is involved in the arrangement of webinars and online G-PAT mock tests. In the VII and VIII semesters of the B.Pharm program, the curriculum has practice school and project work courses in which students upgrade their knowledge of sophisticated instrument handling including software and ICT tools. Wherever necessary the use of online platforms like YouTube videos, animations, and PowerPoint presentations in regular teaching and learning improves participative learning through ICT tools.

Problem-Solving

Webinars and online expert lectures are conducted on critical topics like stereochemistry, schedule M, startup and intellectual property rights, rheumatoid arthritis, etc. The college arranges visits of industry experts to carry out workshops on sophisticated instrument and software handling. The college-level workshops on sophisticated instruments and software handling are carried out regularly. As per the curriculum, the students are getting one credit for completing any co-curricular or Extra-curricular activity throughout their UG course, to avail of this one credit, students are motivated to complete online courses like medical Coding, Pharmacovigilance, etc. The college library has subscriptions to E-Journals, DELNET, K-HUB, National digital library of India, Shodhgangotri, etc. The Powerpoint presentations are made available for students on the college website. The passwords for respective facilities are provided to students. The library of the college is well equipped with required ICT facilities so students will use the library facility with fewer hurdles. In the COVID-19 pandemic situation, the college has further upgraded its ICT facility by subscribing to online education platforms like Microsoft Teams and Zoom meetings. In the same era, the college also upgraded the online academic sessions by purchasing webcams and USB notepads. The college classrooms, seminar rooms, and auditorium are well equipped with ICT facilities like LCD projectors, internet connections, and laptops. During seminar presentations, students are freely allowed to use the above ICT facilities. The college Wi-Fi facility is constantly used by students.

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

2.4 Teacher Profile and Quality

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	24	24	24

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

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

Response:

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	8	8	8	10

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

2.5 Evaluation Process and Reforms

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

Response:

The college has constituted an examination committee which is responsible for the planning, coordination, and conduct of the examination. College Exam Officer and Examination in-charge makes sure that the assessments are conducted as per the planned schedule and the pattern prescribed in the course structure.

The Mechanism for Transparency in Internal Assessment

During the induction program for first-year students, College Exam Officer gives an orientation to students and parents about the assessment pattern as per the Rules and regulations of SPPU, as part of the institutional initiative. The academic calendar is displayed on the website and informed to the students of each class.

Exam circular and timetable: The exam section prepares and displays the timetable for examination on the notice board at least 10 days before the assessment. Important circulars of the university about exams are also displayed on the notice board.

Appointment of invigilators: The examination section appoints invigilators and the process of conduct is under CCTV surveillance.

Internal Assessments: Internal assessment includes sessional examination and continuous assessments. The examination section makes sure that the students are assessed as per Bloom's Taxonomy to attain the course and program outcomes. Evaluated sheets are shown to the students to convey their marks within the stipulated time. The exam section regularly monitors the performance of the students.

The examination section always monitors internal marks entry and works for transparency.

Grievance Redressal Mechanism

- The examination grievances are addressed by the Students Section, Internal Examination In-charge, College Examination Officer, and the Principal.
- The grievances of the students related to the internal examination are addressed at the level of the internal examination in charge with the approval of the Principal.
- The grievances of the students related to the end-semester examination are addressed by the College Examination Officer in coordination with the student section, and approval of the Principal.
- The College Examination Officer resolves the grievances of the students through communication with the board of examination, Savitribai Phule Pune University, Pune.

Time Bound Mechanism to Address the Grievance

Sessional Exam: Decisions are made within a week and sessional examinations are planned accordingly.

Accidental mishap/physically challenged candidate:

These issues are addressed immediately and necessary facilities are provided to them.

University examination form-filling process:

The University examination form-filling process is carried out as per university circulars within a stipulated time period. The schedule of the form-filling process is communicated to the students.

Verification and revaluation process:

The verification and revaluation process is carried out after the declaration of results by SPPU.

The students can apply for photocopy of answer sheets, revaluation of answer sheets, and verification of marks through the University portal. The time interval for the above application is as per the University guidelines. The college practices a time-bound and efficient mechanism to deal with examination grievances. The examination committee ensures a transparent and time-bound process of addressing grievances.

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

2.6 Student Performance and Learning Outcomes

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

Response:

The Course Outcomes (COs) are based on the learning objectives of the course, which are defined in the syllabus prescribed by the Savitribai Phule Pune University (SPPU), Pune. The COs of the course is prepared by the respective course faculty. The CO statements are drafted in order to accomplish the syllabus contents using Bloom’s Taxonomy.

Table 1. Program Outcomes (POs) based on the graduate attributes.

Program Outcomes	Graduate Attributes
1	Pharmacy Knowledge
2	Planning Abilities
3	Problem Analysis
4	Modern Tool Usage
5	Leadership Skills
6	Professional Identity
7	Pharmaceutical Ethics
8	Communication

9	The Pharmacist and Society
10	Environment and Sustainability
11	Life-long Learning

A syllabus orientation program is conducted for the faculty to appraise them about the Program Outcomes, Course Outcomes, and Question paper mapping to calculate attainment level.

The course faculty describes the course outcomes for each course. As per the change in the syllabus by the University, the course outcomes are also reframed for that particular course. The COs & POs are communicated to the faculty and the students in the following ways: (a) discussed in academic meetings (b) displayed on the College website (c) discussed during the induction program (d) discussed in the classroom at the beginning of the course (e) discussed in mentoring session (f) displayed in corridors (g) laboratory boards.

The vision, and mission of the Institute with Programme Outcomes are printed on lab records and assessment booklets for information to students. Question papers are drafted and mapped for Course Outcomes and Programme Outcomes for both theory and practical courses. The college has also displayed the Program and Course Outcomes on the website for the awareness of all the stakeholders.

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

2.6.2 Attainment of POs and COs are evaluated. Explain with evidence in a maximum of 500 words

Response:

Program Outcomes (POs) are achieved through a curriculum that offers a number of mandatory courses as well as elective courses. The Course Outcomes (COs) for each course are mapped with POs. The level of attainment of COs for both internal and external examinations is measured and set for all courses on a scale of 0 to 3.

Attainment Level 1: Students scoring more than **60%**, in the University examination and internal examination, are considered to **be the attainment of “1”**

Attainment Level 2: Students scoring more than **70%**, in the University examination and internal examination, are considered to **the attainment “2”**

Attainment Level 3: Students scoring more than **80%**, in the University examination and internal examination are considered to be the **attainment of “3”**

CO attainment is determined on the basis of marks obtained in internal assessments including continuous mode and sessional exam. Questions are mapped with the COs and attainment is calculated.

PO attainment is determined through direct and indirect assessment tools. Direct assessment involves the attainment of course outcomes and indirect assessment involves the attainment of POs through co-curricular and extra-curricular activities. The indirect attainment level of POs is determined based on the analysis of feedback and surveys.

The evaluation of each PO is done by using the following formula-

Attainment of PO = ? (Assessment Tool Weightage x Actual Rubric Level) / Maximum Rubric Value

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

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

Response:

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
112	112	99	104	90

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
112	112	99	106	95

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

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response:

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	29	0	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:

Amrutvahini College of Pharmacy has well-defined research and innovation ecosystem. The College has established Institutional Innovation Cell (IIC), Entrepreneur Cell (EC), and Research and Development Cell (RDC). Our students and teachers are actively involved in various research and innovation-related activities in Pharmaceutical Sciences. Our college has created an ecosystem for innovations including Start-ups and Innovation Cells for the creation and transfer of knowledge. An approved Innovation and Start-up Cell was constituted at our college as per the norms of the Centre for Innovation, Incubation and Linkages of Savitribai Phule Pune University (SPPU), Pune. The Research and Development Cell (RDC) has been established in the college to inculcate research and innovative skills and practices among faculty and students in the long term. The RDC aims at providing basic infrastructural support and guidance to students and faculty for the successful execution of their innovative and thought-provoking ideas into action. In the technologically driven world, innovative breakthroughs will happen only because of the meticulous efforts of RDC. The committee for RDC oversees the smooth and efficient coordination of research and development (R&D) activities in the Institute, thus fostering overall growth. The committee consists of the Principal, Coordinator, HODs, and Faculty members for facilitating the routine functioning of the cell. The institute realizes the role of innovation in societal development by inculcating a culture of research and innovative practices through RDC activities. Further, the institute has successfully established

the Institute’s Innovation Council (IIC) to systematically promote the culture of innovation and related activities among students and faculty members. The Promotion of research, start-up, and intellectual property rights (IPR) initiatives, patent filing and publication, entrepreneurship development, and the incubation support system. The institution has also conducted seminars, webinars, and lecture sessions on scientific talks, IPR, and skill development with expert speakers to acquire innovative practices and skills and also to boost moral values and ethical practices among students. Faculty’s academic and research experience continually contributes to the innovation ecosystem through innovative solutions and suggestions to solve critical problems and motivate students to become entrepreneurs. The college has established MoUs with Pharmaceutical Industries and Educational Institutes to promote research, and innovations and accelerate incubation at the college.

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

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

Response:

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

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

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:

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
7	4	0	2	1

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

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

Response:

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
0	2	0	2	0

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

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:

As a part of extension activities, the generation of social sensitivity among the students and faculties is essential. The college takes social accountability by promoting various activities like Swatch Bharath Abhiyan, World Pharmacists Day, AIDS Awareness campaigns, Cancer Awareness campaigns, Female foeticide campaigns, Water literacy campaigns, General Health checkup camps, Dental, haemoglobin, blood group detection camps, blood donation camps, vaccination drive, tree plantation, Cleanliness programs, family survey, etc. for extension activities in the neighbourhood community, warning students to social issues, for their holistic development. Thus the institute always takes proactive initiatives to contribute to the social uplift of society and rural people through its dedicated efforts in this area

On the occasion of World Pharmacist Day on 25th September, rallies have been organized to create awareness about the prevention of certain deadly diseases such as AIDS, swine flu, polio, malaria, etc., and also to understand the role of Pharmacists in human health care and safe use of medicine in the community.

During the COVID-19 pandemic, an Awareness program was conducted for precautions to be taken on covid 19, regular use of sanitiser, and masks, maintaining social distancing, getting vaccinated, etc. through online mode which increased awareness in the community of the disease. During the pandemic, our students were aware of the people and distributed masks, sanitisers, fruits, and sanitiser pumps in rural areas. Students also helped the doctors and nurses at the vaccination centre (PHC) and encouraged the people to get vaccinated and stay prevented from infection. AIDS and Cancer campaigns were carried out by NSS volunteers providing information for the prevention of the diseases. The college organized a female foeticide campaign in nearby areas to prevent the illegal practice against humanity. They approached door to door to take feedback from people about the awareness campaign.

In the Haemoglobin Determination Camp, the student checked their hemoglobin level and was advised healthy diet plan and supplements to get an average level. Blood donation by our students in the camp at the college benefited countless needy people in the emergency. Awareness was created in the community from these activities and understood the seriousness, ways of prevention, and treatment of the diseases.

On the occasion of Makar Sankranti, the students donated good-conditioned wearable clothes to the sugarcane workers at the sugar factory.

The college contributed to “**Dandakaranya Abhiyan**”, a mass-scale tree plantation in Sangamner taluka. Nearly ten thousand saplings/seeds are planted per year. Through the Tree plantation program, barren land has now been turned into green land and people of that area also initiated plantation and cultivation of trees.

Society became aware of cleanliness in the “**Swachh Bharat Abhiyan**” campaign. The extension and outreach activities impact such as helping underprivileged needy people, promoting cleanliness, and building relationships and links with Governmental & Non- governmental organizations for carrying out humanitarian activities. The activities also cultivate skills such as social skills, communication skills, management skills among underprivileged communities and protect the environment for healthy living and promote the holistic development of the society.

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

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

Response:

Extension and outreach activities focus on communicating ideas and the welfare of underprivileged, rural, tribal, and urban populations. It also allows us to use acquired knowledge and skills to improve the overall standard of living for the community for the advancement of the underprivileged sections of the society to make communities better and progressive as a strength to the nation. Our students have been actively serving humanity through the NSS activities and extending services such as General health check-ups, Blood donation, Haemoglobin, and blood group determination towards the welfare of the underprivileged people living in the nearby community. The college student got an appreciation for rendering these services tree plantation at the primary health care unit in Satewadi, and covid 19 vaccination awareness program in the nearby community of Satewadi villages, The students of our college received a letter of appreciation for cleaning the area and plantation at Dhumalwadi Grampanchayat and Clean India Campaign (*Swatch Bharat Abhiyan*) programs.

Our college received a letter of appreciation from Sub Divisional Officer (SDO) Hon Dr. Shashikant Mangrulkar for active participation as **“Corona Yoddha”** during the COVID-19 Pandemic. NSS volunteers were appreciated at the sub-district magistrate office for distributing fruits, masks, and sanitisers to the frontline workers. Arpan blood bank honoured the college with a letter of appreciation and a trophy for excellent contribution to donating blood.

Nearby Village Panchayat offices awarded the letter of appreciation for adopting the villages and their remarkable contribution through the NSS camp. The administration of the remote tribal school of Maveshi village honoured the college with a letter of thanks and appreciation for donating Sanitizer dispensing pumps & masks to the school staff during the COVID pandemic.

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

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

Response:

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	2	19	11	11

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

3.5 Collaboration

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

Response:

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The college meets the standards set by the Directorate of technical education, Mumbai, Savitribai Phule Pune University, Pune, and the Pharmacy Council of India, New Delhi by continually developing and enhancing its infrastructure and resources. This includes ensuring necessary resources are consistently available for curricular, co-curricular, and extracurricular activities. The college facilities are enriched through attention to the curriculum, cutting-edge technology, and research and development needs.

The College is housed in a three-storey building with a built-up area of 5,700.05 square meters and adheres to all regulations. Additionally, there is an animal house spanning 108.00 square meters and a canteen facility covering 307.37 square meters.

1. Educational Resources:

These include physical facilities like 18 laboratories, 1 auditorium hall, 7 classrooms, 1 central library, and 2 computer labs. The classrooms and seminar rooms are tastefully decorated, well-ventilated, brightly lit, and equipped with LED projectors and CCTV.

2. Laboratory facilities:

Laboratories are equipped with the necessary equipment, water supply, gas connections, electric points, exhaust fans, and fire extinguishers to ensure ventilation and safety. The logbooks are maintained for every major piece of equipment. The Instrumentation facilities were updated under the MODROBS and University QIP schemes with high-end equipment such as a Particle size analyzer, UHPLC, and Lyophilizer. The instruments and equipment such as Granulator, Tablet Compression Machine, Tablet Coating Machine, FBD, FTIR, and UV, etc. provide an industry working environment; and are also used for sample testing and collaborative projects. A medicinal garden with over 76 species and a well-equipped CPCSEA-approved Animal House are also available.

3. ICT Facilities:

The college has well-maintained ICT facilities for the teaching and learning process which include seven classrooms with ICT tools such as LCD projectors, internet connections, Wi-Fi facilities, etc.

4. Facilities for Cultural activities:

There is a large stage with a changing room in the college's backyard for cultural and sports activities. The college has an auditorium for hosting events. The main cultural activities are the Medha Cultural Fest, traditional days, Freshers, and Ganesh festival. Medha cultural fest is organized by Sanstha for its all institutions and schools and provides all necessary infrastructures for each cultural event.

5. Gymkhana:

The college has separate ladies' and boys' hostels with gym facilities including table tennis, badminton, carom, etc.

6. Yoga:

Yoga Day is celebrated yearly to promote a healthy lifestyle among staff and students. A qualified yoga instructor leads participants in various asanas, pranayama methods, a healthy diet, and other topics.

7. Facility for Sports and Games:

The college offers well-maintained playgrounds for outdoor competitions in cricket, volleyball, kabaddi, football, basketball, kho-kho, etc.

9. Utilities

The college has amenities such as a centralized RO drinking water facility and washrooms on each floor. The lady's washroom is equipped with a sanitary napkin vending machine. The ground-floor washrooms are equipped for the physically disabled. For any hazardous incidence/medical emergency college has a well-maintained eye washing and bathing facility along with a separate sick room and ambulance facility. The college has facilities for the physically disabled with Ramp and wheelchair.

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:

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
1.32	21.54	13.50	22.16	17.83

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

4.2 Library as a Learning Resource

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

Response:

The college has a well-established library facility including OPAC (Online Public Access Catalogue) system for accessioning, issue return, data production, and stock verification, It is a fully automated Integrated Library Management System having Ananosoft ERP.

The OPAC feature is made available for searching the bibliographic information about the collections. The students have access to the OPAC computerized system, which allows them to quickly identify the book's availability, books issued, and new books uploaded. The system retrieves the bar code number and makes a systematic entry of the book into the computer. Additionally, the library offers reprographic tools including scanning, printing, and photocopying.

The reading room is tastefully decorated and offers the students a conducive setting for learning. Faculty and students must sign in at the register at the entrance before using the library's amenities. A mechanism of checking all borrowed resources by users at the exit point helps to assure resource security. Additionally, CCTV cameras are installed in the library for tight surveillance. The college upgraded the ERP system with Vmedulife software in the year 2023.

The college library has a section for electronic resources, including computers for accessing e-journals, e-books, and e-resources like DELNET, K-Hub, Shodhganga, Shodhsindhu, etc.

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection *Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words*

Response:

The college features an integrated e-learning centre that consists of a language and computer lab with enough computer systems equipped with EWL software. The college has using Ananosoft software since 2010 with modules that include library management system, accounts, teaching and learning, administration, etc. The college has upgraded with new ERP software viz. Vmedulife software.

All of the computer systems have antivirus software. The college has a digital library where students can access e-books and e-journals. The college has a digital library with OPAC and DELNET. An audiovisual room is made available for accessing online content. Each faculty member has access to a personal computer and the Internet. Wherever necessary all sophisticated instruments are provided with a computer system with the necessary software.

LCD projectors, computers with multimedia capabilities, and Wi-Fi access are all available in classrooms. For the use of ICT-enabled education, LAN and Wi-Fi are made available in seminar rooms.

Systems count and configuration:

Hardware and software updates are timely. When necessary, the college buys new computer versions. Windows 7 has been replaced with Windows 10. The most recent setup includes an Intel Core i5 processor, 4GB of RAM, 1TB of storage, a 19.5" LED panel that is a 6th generation LCD monitor, a keyboard, and a mouse. The computers are equipped with license copies of Windows and also with open-source operating systems like Ubuntu.

Internet access and Wi-Fi capability:

A dedicated Lease Line with a bandwidth of 50 MBPS is offered by Maxtech for the internet connection. All classrooms, faculty rooms, administrative offices, seminar rooms, auditoriums, and the library have a constant internet connection.

Networking Accessories:

All necessary accessories required for LAN and networking are available and working efficiently.

IT modernization is evident in the teaching and learning process. Through the ZOOM platform and the Microsoft team, the college also made sure that online academic delivery ran without a hitch during the pandemic.

Internet connection bandwidth at the institution

The college provides a sufficient computer system to the students with an uninterrupted internet connection of 50 Mbps 1:1 dedicated Internet Leased Line. The basic BSNL Internet Leased Line with a bandwidth of 12 Mbps has been upgraded with Maxtech 50 Mbps dedicated Internet Leased Line.

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

File Description	Document
4.3.2 Student – Computer ratio (Data for the latest completed academic year)	
Response:	
4.3.2.1 Number of computers available for students usage during the latest completed academic year:	
Response: 41	
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student’s usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)				
Response:				
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
45.91	8.50	39.81	36.59	54.64

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response:

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
382	325	300	308	261

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

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

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

Response:

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

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

Response:

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
242	352	143	181	128

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:

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:				
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
50	67	67	66	63
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
112	112	99	104	90

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:

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
18	10	13	07	12

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:

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	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
Provide Links for any other relevant document to support the claim (if any)	View Document

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

Response:

5.3.2.1 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
16	14	18	22	20

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:

Alumni play a vital role in the college by providing mentoring, internships and career opportunities to students. The college has a registered Alumni Association which aims to build a strong bridge between students and alumni to provide opportunities that help the overall development of the college by contributing to the growth of students and providing a forum for members to interact and sustain a sense of belonging amongst them through mutually beneficial contacts. It also facilitates and encourages alumni to contribute towards improvements in the status of the college in areas pertaining to academics, industry interactions and any other area that the alumni and the college feel appropriate. The association focuses on the following areas which contribute to college development.

Placement Assistance:

The alumni share information related to vacancy positions and also provide assistance in arranging various interviews. Due to such assistance, the overall student placement is enhanced.

Student Interaction:

The alumni association has initiated alumni interaction under which alumni members of the college interact with the current students of the college to guide them on various career opportunities and preparation for competitive exams.

Training:

The alumni are actively involved in helping the students with training as well as arranging the M. Pharm. project work in various industries.

Career guidance & Research:

Alumni guide students in preparation for interviews, entrepreneurship development and soft skills interventions which help students with their placement.

The alumni regularly contribute as resource persons in various scientific symposiums organized by the college. They also help to students by giving gift samples of drugs (APIs) for research projects.

Social Associations:

The college has developed a dedicated social portal (*Facebook, LinkedIn, Telegram and Whatsapp*) for better connections with alumni. The designed social portal provides information regarding brief profiles of alumni, job openings, achievements and current affairs in the pharmacy profession. The social portal helps current students to easily know about the college alumni along with their designation, current working area and expertise. Overseas alumni lead to provide opportunities abroad. To solve the problems in society, alumni design a magazine in which they try to make aware society in regard to recent updates and new avenues in the pharmacy field and success stories of students, alumni and pharmacy professionals.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and multidimensional thinking of freedom fighter and philanthropist Hon'ble Sahakar Maharshi Bhausaheb Thorat laid the foundation of "Amrutvahini Sheti & Shikshan Vikas Sanstha" in 1978 at Sangamner. His altruistic vision & aspiration was to start & propagate higher technical education to the students of rural areas and ultimately boost the socio-economic progress of the rural people. The legacy is flourishing under the guidance of Hon'ble Shri. Balasaheb Thorat.

Vision: Our College will be recognized as a socially cautious centre of excellence in innovative education through its contribution to training, scholarly research in the pharmacy profession, and services to society.

Mission: Translation of our vision into reality we have divided our mission into three components to achieve our Vision into reality in the future.

1. Striving to provide value-based student-centric and sustained quality pharmaceutical education.
2. Foster advanced and innovative research that benefits the pharmaceutical industry and community.
3. Encourage and strengthen leadership, competitiveness, ethical reasoning, and intellectual curiosity.

Institutional Governance:

Our top management provides support to each and every aspect of stakeholders to achieve set goals. The Management, Chief Executive Officer, Manager, Principal, faculty, and support staff work symbiotically to meet the institute's Vision and Mission for imparting overall quality of education and research. The institute has a clearly defined organizational structure for the optimum and effective decision-making and implementation of policies and procedures. The leadership is dynamic, committed, and vibrant with a distinct vision and definite objectives. The vision and mission of the institute are progressive and futuristic in nature. The governance of the institute is conducted with the direction of the following committees constituted as per the norms. The institute has constituted Governing Body (GB) College Development Committee (CDC) and Internal Quality Assurance Cell (IQAC) as per the guidelines. GB is responsible for establishing the institute's strategic/perspective plan, vision, and mission. It is composed of the Chairman, Member Secretary, management representatives, ex-officio members, State Government nominees, industrial experts, and Principal. The GB reviews and approves all inputs received from the IQAC, CDC, and other Institutional committees pre-approved by the Principal using student-centric governance. The institute's entire comprehensive development plan in terms of academic, administrative, and infrastructural expansion is developed by GB and CDC, allowing the institution to encourage excellence in curricular, co-curricular, and extra-curricular activities.

IQAC develops a system for deliberate, consistent, and catalytic action to improve the quality of academic and administrative performance of the institution. Principal in collaboration with IQAC schedules and address faculty meetings on curricular, co-curricular, and extra-curricular activities on a regular basis.

Various internal functional committees are constituted to practice decentralization and participation in the institutional governance which maintain discipline and code of conduct and act as backbone of the institute. The teaching, non-teaching, and students are involved in the institute's overall operation through different functional committees. In summary, the Management, Principal, teachers, and students work together to support the institute's administrative, academic, and extracurricular functions.

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

6.2 Strategy Development and Deployment

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

Response:

The Institute’s motto is to enrich its stakeholders by following the norms and guidelines of the Pharmacy Council of India and SPPU, Pune. The institute has well defined organizational structure, Governing Body (GB), and is constituted as per the regulations. The GB works with relevant statutory bodies and implements administrative and academic policies for the overall development of stakeholders and institutes. Roles and responsibilities are well-defined for GB, CDC, IQAC, and various academic and administrative committees. The Principal is the nucleus of the academic and administration of the institute and is the main link between top management and employees of the institute. The teaching and non-teaching staff are actively involved in the institute’s day-to-day activities for the smooth functioning of the institute as per their assigned roles and responsibilities. The working and reporting of administrative and academic departments, cells, and committees are visible from Organogram for a better-decentralized governance approach.

The policy decisions about the functioning of the organization are taken at meetings of the GB. At the institute level, different functional/working committees are constituted as per the norms, which take care of the developmental plans and routine institute activities. Institute believes in the proper utilization of manpower and resources as reflected in the actual practice. As a part of the policy, administrative rules and regulations, service conditions and regulations, roles and responsibilities, appointments, and leave rules have been framed and effectively implemented. Further, the institute is cautious about its stakeholders for whom a strategic/perspective plan for the next 10 years is made by considering future needs and developments.

The all-round development of the institute is approved in the GB broadly as follows:

- Accreditations/Approvals/Recognitions
- Academic and Examinations
- Resource Generation and Research & Development
- Training Placement, Industry-Institute Interaction and Entrepreneurship Development Cell (EDC)
- Curricular, Co-curricular and Extra-curricular, Extension and Outreach Activities
- Human Resource and Development
- Infrastructure
- Institutional Social Responsibility/ Community Pharmacy
- Alumni

The impact of policies: The policies and perspective plans are the driving forces for the achievement of strategic goals and it is evident through MoU, collaborations, alumni interactions, extension and outreach activities, and success stories of students through best practices.

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

6.2.2 Institution implements e-governance in its operations

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

Response:

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

6.3 Faculty Empowerment Strategies

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

Response:

The sole objective of *Amrutvahini Sheti and Shikshan Vikas Sanstha's*, Amrutvahini College of Pharmacy is to empower the employees with welfare measures, all possible efforts and initiatives have been taken to develop welfare schemes for the betterment of our stakeholders, especially students and employees. The institute has prepared a policy for the effective implementation of performance appraisal and welfare measures for teaching and non-teaching staff. Institute implements an academic and administrative performance appraisal in a structured form every year to evaluate the academic skills and performance of the staff. Achievements in curricular, co-curricular, and extracurricular activities are considered and critically evaluated by HOD and then by the Principal to encourage the overall development of the staff.

These welfare measures are including different financial and non-financial support mechanisms for teaching and non-teaching staff members. The various welfare measures for the staff are as follows:

- For eligible staff members, a Gratuity scheme is applicable.
- Provident Fund is given to employees as per the norms.
- Every year Group Personal Accident Insurance Policy of employees.
- Society loans and shares are given to eligible teaching and non-teaching staff who are members of the Staff Credit Society.
- Leave facilities as per the college policy (Casual /Medical/Earned leaves, On duty leave, Study/Sabbatical leave)
- For different reasons, interest-free advance amount is provided to employees such as medical expenses, advance for emergency and festival, etc.
- Staff quarter facility for needy employees at a nominal rent.
- Financial support for skill gradation- attending seminars/workshops/conferences/FDPs/training programs/poster presentations/oral presentations etc.
- Staff involved in consultancy services are given an amount as per the policy.
- Women's grievance redressal cell: The Institute has an internal complaint committee to handle staff issues.
- A sanitary napkin vending machine with an incinerator machine is available for ladies. The Institute provides uniforms to security staff, laboratory technicians, and peons.
- To Encourage non-teaching staff to attend laboratory training programs, fire safety training, library training, etc.

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

6.3.2 Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years

Response:

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
14	4	10	3	4

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
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:

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
48	49	41	37	8

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
37	38	39	38	38

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

6.4 Financial Management and Resource Mobilization

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

Response:

- The policy for mobilization and optimal utilization of the resources is foremost for every self-financed institution. The main source of revenue is the fees from students. As a rural area more than 75 % of students belong to economically weaker sections and mostly rely on government scholarships which are given through DBT by the State government. The institute's fees are approved and finalized by Fees Regulatory Authority, Mumbai.
- The college also applies to the SPPU for funds to conduct research projects/guest lecturers /seminars, purchase of equipment through QIP, and extension activities conducted under student welfare and NSS With respect to financial mobilization, the institution adheres to the code of conduct and firmly believes in maintaining integrity in all financial dealings. The institute follows a proper budgeting system, with adequate resources for recurring expenses.
- The college applies and fetches the central funding under AICTE Schemes such as MODROB, RPS, etc., and properly mobilizes these funds.
- Prior to the start of the next financial year, the Principal upon receipt of directions from the Head Office then directs the various academic and administrative departments to submit their departmental requirements/ budget.
- Respective Heads of Department, in consultation with other faculty members and technician staff,

finalize the departmental requirements and forward the proposals to the Principal.

- The Principal also conducts meetings with the store in charge, college examination officer, and librarian and instructs them to prepare requirements/budgets.
- The Principal in consultation with HODs, the store in charge finalizes the requirement/ budget and presents the same in a meeting of the College Development Committee and Governing Body for final approval.
- At the end of every year, all stock verification, and library books verification is done at the respective level to check stock of the inventory which is taken into account while preparing requirements/ budget for the new academic year.

The institute conducts internal and external audits carried out by competent authority appointed by the management at the end of every financial year. A team of staff under them do a thorough check and verification of all vouchers of the transactions that are carried. The finding of the internal audit is documented and the same is brought to the notice of the Principal for compliance and rectification of discrepancies, if any.

The accounts of the Institute are audited regularly as per the Government rules by competent and registered Chartered Accountants. The external auditor conducts a statutory audit at the end of the financial year. A record of accounts is prepared as per statutory requirements. The balance sheet, income, and expenditure statement referred to in agreement with books of account are submitted to the auditor. The auditor ensures the evidence supporting the amounts, disclosures in financial statements, accounting principles used, and significant estimates made by the management. The final audit report is prepared and submitted to the institute.

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

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) was established as per the guidelines of NAAC to achieve the vision, and mission of the institution. IQAC receives and reviews the inputs from all the stakeholders through a feedback mechanism. Based upon the suggestions/inputs, the IQAC in meeting discusses the quality improvement initiatives in the different areas to be implemented in the institute. The academic and administrative committees ensure the effective implementation of quality initiatives in the different areas like faculty/students training, academic planning, conduct, examination, etc. The outcomes of the initiatives taken are reviewed in the forthcoming scheduled meeting.

The role of IQAC:

1. Efficient and timely progressive enhanced outcomes in academics/ administration/ research.
2. Stimulate the academic environment for the promotion of quality of teaching-learning and research in the institution.
3. Integration of conventional and modern methods of teaching and learning.
4. Collection and analysis of feedback from all stakeholders on quality-related institutional practices.
5. Encourage self-evaluation, accountability, autonomy, and innovations in higher education.
6. Collaboration with other stakeholders for higher education and quality evaluation, promotion, and sustenance.

The institute has a plan for teaching the learning process and a systematic methodology for progressing the activities. In an academic calendar year, the IQAC meets twice to review the all activities that are planned.

- Under the supervision of IQAC, the Program committee works for efficient and timely activities of teaching-learning. Every subject teacher prepares a course file on the concerned subject. A course file is a professional systematic compilation of each and every aspect of the subject pertaining to academic proceedings. It comprises a timetable, workload, academic records of marks, notes, CO, PO of the subject with mapping, university question paper, question bank, etc. Every month, the progress of academics is monitored for a number of lectures/practicals engaged for allotted subjects. The Student progress report is also monitored and defaulters are brought to the notice of the Principal via the class teacher for appropriate action.
- For the evaluation procedure of outcome-based education, the institute has constituted the examination committee for coordinating and conducting the examination. Internal and end-semester examinations are conducted as per the norms and guidelines of SPPU. After conducting internal and external examinations, the institute addresses the learning needs of all categories of students as slow learners and advanced learners. Slow learners are given personal counselling to motivate them and to bring them back into the flow of regular students.
- Additional guidance is given to such slow learners in needy conditions.
- Advanced learners are encouraged by arranging special activities.
- Arrangement of guest lectures, seminars, and conferences, for personality development and overall performance.
- Learning beyond syllabus through various co-curricular and extracurricular activities like poster presentations, seminars, quiz competitions, guest lectures, workshops, industrial training, hospital, and industrial visit, etc.
- RDC motivates staff to apply for DST, AICTE AQIS, SERB, and SPPU ASPIRE grants.
- Faculties are supported to participate and present research work in conferences/training programs/FDPs etc.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response:

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years. Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The gender ratio at Amrutvahini College of Pharmacy varies over the five years. However, on average, it appears that there are more female students enrolled compared to male students. The College maintains a conducive environment for female students, which is reflected by the increased female ratio. The College has recruited more female faculty each year as shown by the staff gender ratio over the past five years, which is 1.77, 2.14, 3, 5.66, and 9, with an average gender ratio of 4.31." Amrutvahini College of Pharmacy is committed to promoting gender equality and creating a gender-sensitive environment. The College regularly conducts gender sensitization workshops for students, staff, and faculty members. These workshops aim to educate participants on gender issues, gender stereotypes, gender-based violence, and gender equality. The College has made efforts to create a gender-neutral infrastructure. The College also provides a safe and comfortable environment for students of all genders. The College has a zero-tolerance policy towards sexual harassment. The College has set up a Women Grievance Redressal Cell to address any complaints related to sexual harassment. The committee conducts awareness on sexual harassment to prevent it. Hygiene is maintained through separate spacious common rooms and restrooms for boys and girls.

The College organizes women empowerment programs includes; leadership training, entrepreneurship development, career guidance programs, personality development, etc. These programs aim to equip women with the necessary skills and knowledge to succeed in their careers. The College has installed CCTV surveillance cameras in key locations such as entrance gates of hostels, parking areas, and canteens to monitor any suspicious activities. Additionally, security guards to quickly report any misbehaviour or unidentified entry/exit on the premises. Apart from infrastructural facilities, the College also conducts various special programs, workshops, seminars, guest lectures, and conferences related to gender sensitization, self-defence, stress management, and other relevant topics. A lady rector is available 24/7 to address any safety-related concerns.

The College encourages female students to fight against gender biases and any form of injustice, and an Internal Complaints Committee (ICC), and Anti-ragging Committee are in place to address grievances related to sexual harassment or gender-based discrimination. The College celebrates Republic Day, Independence Day, and Gandhi Jayanti with great fervour and enthusiasm, organizing cultural programs and speeches to inculcate patriotism and national pride in the students. The College also observes important national days such as National Youth Day, National Science Day, and National Voters Day to promote scientific temper, democratic values, and civic responsibility among the students. On International Women's Day, the College celebrates the achievements of women and acknowledges their contributions to society. The College also encourages students to lead a healthy lifestyle by observing International Day of Yoga. To address important health issues, the College acknowledges World AIDS Day, Cancer Day, and World No Tobacco Day, creating awareness about these health hazards. The College also acknowledges the invaluable contribution of teachers on Teachers' Day, expressing gratitude to the teaching staff for their hard work and dedication.

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

7.1.2 The Institution has facilities and initiatives for

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

Response:

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

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

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

Response:

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

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

Response:

Amrutvahini College of Pharmacy is conscious of the inclusivity and sensitivity of constitutional obligations. To sensitize students and employees to constitutional obligations, the College celebrates National Constitution Day on 26th November and organizes various programs and activities, like seminars, workshops, talks, etc. These programs aim to create awareness about the values, rights, duties, and responsibilities of citizens. The College emphasizes respect, tolerance, and non-discrimination, ensuring that everyone is treated with fairness and dignity. The College has taken a proactive approach to creating an environment of tolerance and harmony toward all diversity.

One of the highlights of the College cultural calendar is the MEDHA event, where students showcase their talents in various art forms. This celebration of diversity is a testament to the college's commitment to fostering an environment where students can express themselves without fear of judgment or discrimination. The College's celebration of these days and festivals helps in shaping responsible and aware citizens for the future. By encouraging students to imbibe important values and principles, the College aims to create socially conscious and responsible individuals who can contribute positively to society.

In addition to cultural events, the college has also organized various NSS activities like health check-ups and blood donation camps. These initiatives not only benefit the community but also help sensitize students to the needs of people from different socioeconomic backgrounds. The college's efforts towards promoting inclusivity are not limited to events and activities alone. It has also taken proactive steps toward ensuring the safety and well-being of its students and employees during the ongoing COVID-19 pandemic by organizing distribution drives for sanitisers, face masks, and hand gloves.

The institution celebrates Marathi Rajbhasha Diwas to promote the Marathi language and culture. Apart

from these national and international days, the College also observes important festivals such as Ganesh Chaturthi, to promote cultural and religious diversity and foster a sense of communal harmony among the students. These events create an opportunity for students from different backgrounds to learn and appreciate different cultures and traditions.

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

7.2 Best Practices

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

Response:

Best Practice -1

Title: “Saksham” Study Circle: Building Aptitude to Compete

Objectives

1. To inculcate a competitive spirit in the students.
2. To create a healthy learning ambiance on the campus.
3. To motivate students for goal setting and strive for its achievement.
4. To build the aptitude of the students to get success in various competitive examinations.
5. To guide the students to choose the right career path.
6. To support students for admission to the premier institutes.

Context

"Survival of the fittest" is a harsh reality of the 'Mother Nature' that compels an organism to compete and perform. In the educational system, evaluation is an important process to regularly check the performance of the students. However, the traditional evaluation system is inadequate to gauge the aptitude of the students; hence competitive exams have become inevitable. The College has seriously conceived this fact and hence decided to emphasize on building aptitude of our students through “Study Circle: Building aptitude to compete”. Study Circle provides a unique platform for our students to understand their right aptitude and get educated and trained to excel in the aptitude tests.

Practice

1. Appointment of the Study Circle Coordinator: A faculty member is appointed as a Study Circle Coordinator.

2. Registration of the students in the study circle: The students from the Fourth Year B. Pharmacy are registered for the study circle activity. All registered students are then included in the Study Circle WhatsApp group.

3. Planning: As per the interest of the students an annual plan of the activities is prepared and approved by the Principal. An annual budget for the study circle activities is sanctioned by the CEO of the Sanstha.

4. Execution: At the start of every academic year, the study circle coordinator conducts a session for all the registered students. Throughout the year several expert lectures and workshops are organized related to competitive examinations like GPAT, NIPER-JEE, GAT-B, GRE, TOEFL, etc. The College had also invited All India Top Rankers in the GPAT and NIPER-JEE examinations to motivate and guide our students. The College in collaboration with ANA Academy, Nashik organized AMRUT-PAT 2020, a district-level mock test on NTA-GPAT. The College has also signed MoU with organizations like The Academy of NIPER Aspirants, Nashik, and GPAT Discussion Centre, Bilaspur.

5. Evidence of Success

Over the last five years, 260+ students from Final Year B. Pharmacy registered for the study circle activity and are still active members of the WhatsApp group. About 80+ students have successfully qualified for various competitive examinations and have pursued or pursuing higher education in premier institutes. The College supported unqualified students to pursue higher education and get decent career opportunities. All the students who pursued higher education from the premier institutes have been placed in reputed pharmaceutical industries and are getting good salary packages. The study circle activities make the students aware, develop their attitude and aptitude, help to set career goals, and provide hand-holding to achieve aspirations.

Best Practice-2

Title: "Samarth" Skill Development through industrial collaborations

Objectives

1. To impart 21st-century skill sets to the students.
2. To collaborate with the pharmaceutical industries for students' skill development.
3. To empower students from the weaker section of society.
4. To produce highly skilled Pharmacy professionals to serve society.

Context

The biggest challenge in front of the Indian industries is the availability of skilled manpower.

The Confederation of Indian Industry (CII) had projected Incremental Human Resource Requirements till 2022 at 201 million, making the total requirement of the skilled workforce by 2023 at 300 million. Our College has always kept the skill development of students on high priority, since its inception in 2004. This is reflected by our continuous collaboration with Pharmaceutical Industry for skill development, i.e. Skill Development through Industrial Collaboration "Samarth". As the College is located in a rural area it becomes difficult to understand the expectations of the employers. Hence, the College always takes guidance from industry experts to educate, train, and motivate our students.

Practice

1. Expert talks in professional programs: The College always prefers industrial experts as resource persons and evaluators for National and State level conferences, workshops and symposiums.

2. Industrial Visits: The College has appointed separate faculty to organize and coordinate all the Industrial visits. The industrial visits give the students an insight into working in the Pharmaceutical industry. The students get a chance to interact with industry experts to acquire practical knowledge.

3. Hospital visits: The College also frequently organizes hospital visits to apprise the students about working in the health care system of our country. The students become aware of the role of hospital pharmacists in the health care system.

4. Industrial training and projects: Our B. Pharmacy students undergo one-month training in the pharmaceutical industry to get hands-on training in industrial processes. The College also encourages and facilitates our M. Pharmacy students to pursue industrial projects that can significantly increase their skills and chances of employability. The College has constituted Industry Institute Interaction Cell (IIC) to keep in touch with the Industry and provide a platform to interact with industrial experts.

5. Memorandum of Understanding (MoUs): The College has signed a number MoUs with reputed pharmaceutical industries and research institutes.

Evidence of success

1. Over five years the College has successfully organized 20+ industrial visits and 4 hospital visits. More than 800 students participated in the visits.

2. During the last five years over 30 experts from the Pharmaceutical industry and research institutes visited the College as a guest or resource person to guide our students.

3. During the last five years about 199 B. Pharmacy students have completed their one-month industrial training and about 80 M. Pharmacy students have completed their industrial projects. After completion of their industrial projects, some of the M. Pharmacy students have been placed in the same company.

4. The College has successfully signed about 10 MoUs with reputed Pharmaceutical Industries and research institutes. This has boosted our efforts of skill development through industrial collaboration.

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:

“Bridging the rural and urban gap: Building a ‘Sethu’ towards success”

“India is a country of villages”, this quote is still relevant because as per the World Bank in 2021, nearly 64.61% Indian population still lives in rural areas. Sangamner is a small taluka place surrounded by several villages. Our founder, Hon. Late Shri. Bhusaheb Santuji Thorat was a freedom fighter and doyen of the cooperative movement in Maharashtra. He established “Amurtvahini Sheti and Shikshan Vikas Sanstha” at Sangamner in 1978 with a vision to provide education to poor farmers at his doorstep, which boosted the socioeconomic progress of the rural people. He was very successful in achieving Vikas (Success) of both Sheti (Farming) and Shikshan (Education) through his untiring efforts and dedication. Taking this great legacy forward Amrutvahini College of Pharmacy was established in 2004, to provide high-quality Pharmacy education to rural students around Sangamner. Our College, right from its inception is on a mission to provide state of art educational facilities to our rural students so that they can confidently compete with the outer world. This has been achieved by focusing on the following thrust areas

- 1. Faculty:** The College has strived to build a strong academic foundation for students by appointing highly qualified and well-experienced faculties. Over 15 faculty members have more than 15 years of teaching experience which shows the commitment of the management to retain the faculty for the betterment of the students. The College has 11 faculty members with PhD which has given a boost to academic and research activities.
- 2. Facilities:** The College has always given priority to providing high-quality facilities to the students. The College has several sophisticated instruments like Four High-Performance Liquid Chromatography (HPLC) units, IR spectroscopy, a Particle Size Analyser, Spray Dryer, Lyophilizer, Fluidized Bed Drier, Probe Sonicator, MilliQ, a Cooling centrifuge, three UV-Visible Spectrophotometers, and Rotary Tablet Compression Machine, All Maze Video Tracking System, Digital Plethysmometer, Biochemistry Analyser, Flash Master Chromatography, ELISA Microplate Reader, Motic Microscope, etc. The College has a CCSEA, Registered Animal House Facility with 108 Sq. m. carpet area. The College library is having over 8550 books with 500 reference books worth around Rs.58 Lakhs. The College provides clean and good hostel facilities to both girls (capacity 300) and boys (capacity 200) attached to a well-equipped Gym facility. A healthy canteen facility is provided to both girls and boys with continuous monitoring by the College authorities. All departments and classrooms in the College are equipped with ICT tools like Computers, LCD projectors, Education software packages, etc. The College also provides 24-hour Wi-Fi service throughout the campus. Every premises of the College is under the cover of CCTV to ensure the security of our students. The College runs three PG and Ph.D. programs which motivate

the students and faculty to pursue higher education. The College has received a MODROB grant of Rs. 30 Lakhs from AICTE, New Delhi to purchase instruments for the modernization of the laboratory of the College in the rural area. The College has also taken efforts to fetch multiple Quality Improvement Program (QIP) and BCUD research grants from the SPPU to modernize the College facilities like Research, Instruments, Laboratories, Parking, etc. The College although belongs to a rural area has always tried to provide facilities in the College that are otherwise available to the students in the Urban areas.

3. **Co-curricular:** Apart from routine academic activities, College has always been at the forefront to organize and conduct activities like Conferences, Workshops, Seminars, Expert lectures, etc. The College actively engaged its alumni and organized a National Student Development Programme (30 hours spread over 14 weeks). In this program, our esteemed alumni working at higher posts in the Pharmaceutical Industries shared their valuable experiences with the students and faculty. Apart from this College conducts guest/expert lecturers and workshops for competitive examinations, personality development, soft skills development, etc. The Training and Placement department of the College is actively conducting training programs to improve placements like Interview skills, CV writing, etc. The College has arranged several Industrial visits to provide an onsite industrial experience to our students.
4. **Extracurricular:** To ensure the 360-degree progress of the students; College has adopted a holistic approach to the overall development of the students. Since the year 2016, 'Amrutvahini Sheti and Shikshan Vikas Sanstha' is organizing a mega cultural fest called "Medha", which is one of the biggest events in Maharashtra. During these three days' events, the students get a big opportunity to showcase their talent in various events which are divided into Offstage events: Quizzes, Group discussion, Debates, Scientific exhibition, singing, instrument playing, drawing, extempore speeches, sports, etc. and Onstage events: Group Dance, Drama, Fashion Show, etc. Apart from this the Sanstha also invites various dignitaries and celebrities from different walks of life like Writers, Scientists, Entrepreneurs, Actors, Media Persons, Veterans from the Arm Forces, etc. to enlighten future generations. Organizing such a grant event in a small town like Sangamner is a testimony of the commitment of the Sanstha to provide a high-class ambience to the children of the farmers to excel at the National and International level. The College is having lush green campus with around 2 acres of well-rolled ground dedicated to sports like Cricket, Volleyball, Football, Basketball, etc.

Outcomes: The College has received resounding outcomes of these efforts in the form of rural students who are now working as successful professionals in various reputed organizations or have started on their own. There are several testimonies to share where our students from marginalized families with very poor socio-economic backgrounds have achieved new heights in their careers by working in Multinational Companies or pursuing higher education in Institutes of National and International repute. Moreover, the College continues to strive hard to provide a level playing field for our students to compete with the best in the world. The outcome of all these efforts is not only to produce highly competent professionals, but also to produce students with high morals and values, and a deep sense of service to society.

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

5. CONCLUSION

Additional Information :

Amrutvahini College of Pharmacy is recognized as a socially cautious centre of excellence in innovative education through its contribution to training, scholarly research in the pharmacy profession and services to society.

Concluding Remarks :

Amrutvahini College of Pharmacy (AVCOP) provides higher education to students in rural areas. Most of our students are from farmer's families. AVCOP always strived to work for the benefit of rural people by imparting value-based student-centric education. The college maintained a pool of qualified staff along with excellent infrastructure facilities. The lush green campus contributes to the academic ambience. Although college is located in rural areas students are not lagging behind the students of urban areas. Two of our students bagged a university gold medal in the PG program. The percentage of students opting for higher education and taking admissions to premier institutes is quite high along with a good placement record. Our students are also active in cultural and social activities, college magazine "Medha" is awarded second prize by the university. In future, we are planning to strengthen research and innovation activities together with the all-around development of students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :18</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>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</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>305</td> <td>100</td> <td>40</td> <td>95</td> <td>117</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>311</td> <td>203</td> <td>43</td> <td>96</td> <td>119</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	305	100	40	95	117	2021-22	2020-21	2019-20	2018-19	2017-18	311	203	43	96	119
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2021-22	2020-21	2019-20	2018-19	2017-18																	
311	203	43	96	119																	
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>136</td> <td>100</td> <td>99</td> <td>98</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>140</td> <td>136</td> <td>99</td> <td>99</td> <td>98</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	140	136	100	99	98	2021-22	2020-21	2019-20	2018-19	2017-18	140	136	99	99	98
2021-22	2020-21	2019-20	2018-19	2017-18																	
140	136	100	99	98																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
140	136	99	99	98																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
140	140	100	100	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
140	140	100	100	100

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

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:

2021-22	2020-21	2019-20	2018-19	2017-18
48	55	42	42	35

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
46	49	36	37	34

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	56	44	44	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
54	56	44	46	43

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	26	24	24

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	24	24	24

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	104	99	112	112

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	112	99	104	90

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
95	106	99	112	112

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	112	99	106	95

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	46.66	1	7.3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	29	0	0

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	12	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	0	2	1

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	19	12	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	19	11	11

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48.30	10.00	41.93	44.25	61.14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45.91	8.50	39.81	36.59	54.64

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	71	69	74	72

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	67	67	66	63

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
109	112	101	104	87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
112	112	99	104	90

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	19	13	07	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	10	13	07	12

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	19	23	25	21

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
14	4	11	3	4

Answer After DVV Verification :

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

14	4	10	3	4
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	49	41	37	8

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
37	38	39	38	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	38	39	38	38

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

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: C. Any 2 of the above

Remark : As per the supporting documents provided by HEI, based on that DVV input is

recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>22</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>22</td> <td>20</td> <td>20</td> <td>20</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	25	22	20	20	20	2021-22	2020-21	2019-20	2018-19	2017-18	24	22	20	20	20
2021-22	2020-21	2019-20	2018-19	2017-18																	
25	22	20	20	20																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
24	22	20	20	20																	