



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

DIVINE COLLEGE OF PHARMACY

DIVINE CAMPUS, NAMPUR ROAD, SATANA, TAL BAGLAN, DIST NASHIK,
MAHARASHTRA, 423301
423301
www.divinepharmacy.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shreeshakti Sakshnik Sansths Divine College of Pharmacy (DCOP) is the First ever Pharmacy Institute located at A/P. Nampur Road, Satana, Tal : Satana Dist : Nashik (Maharashtra) in the Baglan region of the state of Maharashtra introducing pinnacle of excellence in Pharma education and research. The commitment for total quality management (TQM) and discipline is prime slogan and motto of our Institute.

Divine was established in the year 2016 under the able guidance of social reformist, and politician Hon. Shri Apoorva (bhau) Prashant Hiray (Ex. M.L.A.). Pharmacy education was typically started in Satana dist. Nashik as there were very few opportunities for students of Baglan to pursue pharmacy education from one of the good institutes. College was established on a Permanent non-grant basis and as a non-minority Private Institution.

To cater the need of technical & professional education in Baglan region especially in Nashik district, Divine COP commenced from June 2016 with a state of art ultra-modern infrastructure offering B. Pharmacy, D. Pharmacy and M. Pharmacy courses under the effective leadership of Principal Dr. Dhananjay M. Patil. Institute recognised and approved by AICTE, PCI, New Delhi, Directorate Technical Education (DTE), Mumbai and Govt. of Maharashtra. B. Pharmacy course is with an intake of 60 and is affiliated to Savitribhai Phule, Pune University, Pune.

Divine COP provides all types of facilities like instructional, amenities, administrative and various others. Divine COP encourages and implements various policies for Academic, Administrative, Disability Friendly Facility, Green Campus, Environment, Energy Usage and E-Governance.

DIVINE COP believes in prosperity of all stakeholders namely students, teachers, parents, alumni and statutory bodies etc. It has various statutory and non - statutory committees for all round and holistic development of students.

DIVINE COP community are taking this organizational place like a family place, working with ethical and disciplinary practice ultimately to develop fraternity, Society and Nation.

Since 2016 DIVINE COP has gained a very high reputation and public faith for its honest & transparent institute.

It has taken a huge stride towards providing the advance technical education to each & every rural student of the Baglan region.

Vision

To shine in professional pharmacy education through student centered learning with honesty & service to society.

Mission

To devote in nation framework by transforming student's through Pharmacy Profession into responsible citizens, the innovators and the entrepreneurs, by rightly in stilling knowledge, skills and attitude.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Supportive & visionary management for quality education to ruler students.
- Well qualified, young and dynamic faculties.
- Excellent infrastructure facilities for the teaching learning process.
- Well-equipped and well-kept laboratory facilities.
- Lush green environment to improve students' performance & other skills.
- There are adequate referencing resources in the library.
- Social outreach efforts that are active and consistent.
- Regular student mentoring system through guardian teachers.
- Students have a rather excellent placement record.
- Good governance, financial sustainability and administrative autonomy.

Institutional Weakness

- Limited scope for curriculum designing as institute is affiliated to university.
- The institute is located in a distant and rural environment.
- Research contribution for social development by teachers & students need to be improved.
- Improved industry collaboration on research and training is required.

Institutional Opportunity

- Making enough research facilities available to PG students.
- Encourage professors to apply for research grants.
- To encourage faculty members to get Ph.D. qualifications.
- Industrial collaboration for research and training with companies in nearby locations.
- To raise awareness about pharmacy as a career option.

Institutional Challenge

- Exposing faculties & students for the training in industries.
- Attracting and retaining qualified faculties as college is located in Baglan (Satana) region.
- Maintaining excellence while the quality of enrolled students from rural location.

As the institute is aware of above mentioned SWOC analysis based on which short-term goals, long time goals & objectives are planned for the next 05 academic years as a part of strategic planning.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Divine College of Pharmacy, Satana is affiliated with Savitribai Phule Pune University (SPPU) and follows the university's curriculum. The institute adheres to the standards set by the Pharmacy Council of India (PCI), New Delhi. The college provides B. Pharm and M. Pharm programs.

The academic calendar is prepared by the academic committee and is based on the commencement dates provided by the university. The academic committee is concerned with ensuring the successful completion of regular lectures and practicals conducted on a monthly basis. The workload was distributed by HODs of concerned departments in accordance with the principal's orders and is dependent on the experience of the concerned employee. Sessional examinations, continuous assessments, and tutorials were held in accordance with university standards, and the syllabus was provided prior to the examination. Before the examinations, faculty meetings are arranged to complete the syllabus. The attendance records for lectures and practicals are calculated on a monthly basis using the Vmedulife software. Faculty members prefer self-notes and PPTs and use teaching aids such as projectors, LEDs, and digital boards based on the subject's requirements and student input.

Regular teaching methods included chalk and talk, ICT-enabled teaching and learning, the use of scientific models and charts, group discussions, student seminars, field activities, project work, hospital visits, and industrial visits. Suggestions from students about the teaching and learning process are considered part of the feedback process. The institute pays special attention to comments regarding the program. Feedback was promptly gathered from all the stakeholders involved. The feedback was analyzed, and senior officials were informed of the ideas to enable and improve the curriculum's smooth operation.

The Institute has increased its efforts by preparing a number of awareness initiatives that take gender equality, environmental sustainability, and human values into account. To improve and expand the curriculum, steps are taken to organize seminars, workshops, guest lectures, faculty orientation programs, etc. The curriculum is strengthened by including courses in disciplines such as communication and soft skills, gender sensitization, unit operation, research methodology, personality development, pharmacovigilance, etc.

Teaching-learning and Evaluation

Enrollment of students is done in accordance with the standards of government admission agencies, and reserve regulations are also followed. Students from a variety of backgrounds are admitted as per admission norms. The orientation program introduces students to their new professional education through a pre-planned student-centric academic calendar.

Learners are exposed to a wide range of curricular and co-curricular activities with the goal of developing students' overall skills and guiding them towards the right career route. The teaching-learning process is completely student-centered, outcome-based, and enhanced by ICT-based technologies. Faculty in teaching-learning use ICT tools for knowledge dissemination in the classroom, such as LCDs and projectors for PowerPoint presentations. Guest lectures and competitive exam guidance are provided to enrich the students knowledge.

Different learning approaches, such as industrial training, AVISHKAR participation, seminars, and workshops, are used to facilitate student-centered teaching and learning. Ex-pharm series software is used for simulation-based education in pharmacology practicals. Final-year students are given project work to improve their pharma technical knowledge.

The student-teacher ratio is within statutory limits. Experienced and qualified faculty effectively deliver the knowledge and nurture the learners through various curricular and co-curricular activities. The institute has Ph.D.-certified and Ph.D.-registered faculty that are always updating their expertise with the most recent advances. The institute carefully follows the academic calendar for the conduct of academic semesters, and the internal assessment method is clear and robust. The Institute has established various norms in the examination system, such as the assignment of question papers to COs. The institutional exam committee handles test-related complaints in a timely manner. Internal evaluation for improvement is permitted under the guidelines. Faculty and students are made aware of POs and COs through the college website, periodicals, and campus display boards, among other means. Different tools are used to assess CO and PO achievement. Student feedback is collected twice per semester to ensure that the teaching-learning process is being followed correctly.

All stakeholders are encouraged to submit their ideas for improving the teaching-learning process. Parents are invited to participate in events such as orientation programs and regular visits to provide feedback.

Research, Innovations and Extension

Resource mobilization for research: The Institute has constituted a Research Advisory committee to plan and monitor the progress of research-related activities in all departments. Five faculty members are registered for Ph.D., and four faculty members are approved as PG guides by Savitribai Phule Pune University, Pune. The faculty has received minor research grants worth Rs. 400,000 for two Research Projects.

Ecosystem for innovation, creation, and transfer of knowledge: Sophisticated instruments like UV-Vis Spectrophotometers, Dissolution Test Apparatus, Tablet Compression Machines, Multi Mill Machines, etc., are procured along with a well-designed machine room and instrument room for research. The Institute has subscribed to e-journal resources such as DELNET, the National Digital Library of India, EPG Pathshala Swayam, etc. The Institute has signed nine Memorandums of Understanding (MOUs) with industry/institutions. The institute has organized seminars and guest lectures on Research Methodology, Competitive Examination Preparation, Entrepreneurship and IPR etc. The Institute also organized webinars on various topics during the COVID pandemic. The faculty and students have attended seminars, workshops, and conferences organized by other institutes and organizations to keep themselves updated with the latest trends.

Achievements in research activities: 21 research paper publications, 23 books, 12 book chapters, and 1 patent published by faculty. Students have represented the institute at the state-level research competitions AVISHKAR and NPW. Also, faculty and students have presented posters and papers at various conferences, and students have participated in technical quizzes. Students performed research activities under Practice School and Project Work in final semesters of their final year. Students and faculties received prizes and awards for participating in various events such as posters, oral presentations, and quizzes.

Extension Activities: Extension activities are conducted through the NSS Unit and Board of Student Development (SDO), approved by Savitribai Phule Pune University, Pune. Some of the activities conducted were health and dental check-up camps, Swachh Bharat Abhiyan, blood donation camps, Human Organ Donation Awareness Campaign, disaster management training, fire extinguisher training, etc. The Institute has also received appreciations from government and non-government bodies for their effortful role in various extension activities such as the Swachh Bharat Program, the NSS Special Camp, etc.

Infrastructure and Learning Resources

Infrastructure peripherals have been added, and laboratories have been made available when required. Well-equipped classrooms with LCD projectors, a computer lab, a seminar hall, a conference hall, a library, a cafeteria, and common spaces for boys and girls are provided with safe drinking water facilities. The institute has constructed unique ramps to facilitate the movement of wheel chairs for students with disabilities. Students are taught and encouraged to use advanced instruments such as a UV Spectrophotometer, tablet compression machine, and a tablet dissolution machine. The institute maintains SOPs for all advanced instruments and monitors utilization through log books.

Computer facilities, including an internet connection with 100 MBPS, WIFI facilities, are also provided to the students and faculty in all labs and departments. Effective modern ICT resources, such as LCDs, are employed as computer-aided teaching materials for the transmission of knowledge and instruction in the classroom to improve comprehension and learning. Students are also urged to use these devices when delivering their presentations. Faculty and students have full access to ICT devices such as computers, the internet, television, and educational CDs. There is a library area, a reading hall, and a language lab. a departmental library, a section for accessing e-resources, and a circulation counter.

The Library Committee makes decisions about the purchase and use of current titles, major journals, e-journals, and other reading material based on requisitions and recommendations from teachers and students. The library services are entirely computerized, with normal work such as book issue and return through Vmedulife software. Students and faculty can also use the library's online subscriptions at any time between 9:30 a.m. and 5:00 p.m. DELNET provides the library with remote access to e-publications. Also provided are recreational facilities such as a gymnasium and a yoga center, as well as sporting facilities such as cricket, football, volleyball, basketball, table tennis, and badminton. On campus, there is a medical room with a first-aid kit. A clean and neat campus is maintained throughout the academic year.

Student Support and Progression

The institute feels that developing relationships with parents and students is in the best interests of the students. From the time a student is admitted until they graduate, we are actively involved in their success. There is an orientation program in the first week of the first year that emphasizes the college's support systems, such as the academic cell, examination cell, NSS cell, cultural cell, training and placement cell, scholarship cell, learning cell, and cells for sexual complaints, ragging, fire safety, etc. The procedure for filing grievances and seeking remedies is thoroughly explained to students and followed swiftly.

We offer free yoga lessons to students to help them stay cheerful and healthy. Yoga practice and adherence to yoga teachers' directions aid in keeping students in a better mental and physical state.

Students are encouraged to participate in blood donation, community involvement, and community awareness events in order to develop a socially active and relevant citizenry.

The college has a registered alumni association that actively supports the college. Once a year, an alumni meeting is held. Alumni are actively involved in helping, advising, and mentoring current students at the college.

The nodal officer or student development officer supports students in obtaining government scholarships. Scholarships are available for socially and economically disadvantaged groups, as well as SC and ST. During the last five years, 44.02% of students benefited from scholarships/freeships offered by government/non-government organizations.

The college sponsored guest lectures on career counseling, soft skill development, and personality development seminars to help students improve their employability abilities. The college offers seminars and workshops on competitive examinations to encourage students to continue higher education and to assist them in preparation for competitive examinations. Guidance for competitive examinations and career advice benefited 42.81% of students.

The college has a training and placement cell. Off-campus interviews were used to position the students who opted to apply for jobs after graduation. During the last five years, 60.38% of students benefited from placement.

Students participate actively in sports and cultural programs sponsored by the institution or other institutions.

Governance, Leadership and Management

Hon. Dr. Apoorv Hiray (Senate Member of Management Council, SPPU-Pune) serves as Chairman of the Governing Council, while Dr. Dhananjay M. Patil, Principal of the Divine College of Pharmacy, serves as Member Secretary of the GC and CDC. The college ensures management system development, implementation, and continual improvement, as well as an evaluation of existing management practices. Regular meetings with the GC and CDC are held to develop new policies and, if necessary, amend existing ones.

Following committees constituted at college level

Academic committee: As part of a decentralized governance framework, the college delegated authority and operational autonomy to the academic in charge and HODs. They supervise and ensure that all academic activities are properly planned, implemented, and monitored.

Examining Committee: In charge of the exam, Prof. Shivraj Jadhav and the assistant exam in-charge ensured that all internal and university semester examinations were smoothly planned, monitored, and conducted with the least amount of student grievances.

Industry Institute Interaction (III) and Training Placement Cell (TPO): Efforts are being made to invite a vast network of renowned researchers, academicians, and experts by organizing various seminars, conferences, symposiums, and guest lectures on current topics that will be beneficial to students and staff in order to provide academic and industrial knowledge through them. As part of the research partnership, it has also inked MOUs with other program-related parties.

Library Committee: The institute's library has a wide range of books connected to the syllabus, career counseling, communication skills, and so forth. A sufficient quantity of e-journals, e-books, videos, and CD material is available in the digital library. The college library committee suggests books to be purchased and scientific periodicals that meet the standards.

Student Support Cells: To ensure an ideal atmosphere for the welfare of students in terms of health and safety, the college has established various committees such as the Student Council, Anti-ragging Committee, Grievance Redressal Cell, Women's Grievance Redressal Cell, SC-ST Grievance Redressal Cell, Alumni Cell, Magazine Committee, and so on.

NEP 2020 Policy Implementation: NEP Cell has been formed for implementation at institute level.

Institutional Values and Best Practices

Shreeshakti Shaikshanik Sanstha's Divine College of Pharmacy is the Satana region's first professional institution, which aided in providing professional education to students from nearby regions. Many students have completed their pharmacy degrees and are now working in well-known pharmacy sectors.

The institute, which was founded in 2016, continuously stands for gender equality through action. The college has a co-educational system in place, which means that both genders are given equal opportunities throughout daily activities. The Institute has established all of the sorts of cells essential for proper representation of women in all areas. The college has created infrastructure and facilities to ensure the well-being of both genders. The college has enthusiastically celebrated several days as well as national festivities.

The institution is constantly committed to social peace. Students from all ethnicities and socioeconomic backgrounds are studying at an elite institution. College does not accept any form of discrimination based on social or economic status.

The institution has created infrastructure and facilities for alternative energy sources. The college has set up a rooftop solar plant and developed rainwater accumulating infrastructure. A vermicomposting plant for the decomposition of biodegradable waste has been established. On a daily basis, municipal corporation vehicles collect non-biodegradable waste. The cultivation of trees is carried out at the college campus as well as in the surrounding communities by staff and students. Tree plantations have grown as great flora on campus from time to time. The institution also conducts green and energy audits in order to reduce power use and contribute to environmental sustainability. The college has effectively built best practices in both effective knowledge transfer and green culture.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DIVINE COLLEGE OF PHARMACY
Address	Divine campus, Nampur road, Satana, Tal Baglan, Dist Nashik, Maharashtra, 423301
City	Satana
State	Maharashtra
Pin	423301
Website	www.divinepharmacy.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Dhananjay Machhindra Patil	02555-226009	7722058606	02555-226009	divinecop15@gmail.com
IQAC / CIQA coordinator	Chandrashekar Dinkar Patil	02555-226008	9890457280	02555-226008	cdpatil1000@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

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	30-01-2023	24	Continuation of approval by PCI for subsequent academic year

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	Divine campus, Nampur road, Satana, Tal Baglan, Dist Nashik, Maharashtra, 423301	Rural	2	4190

2.2 ACADEMIC INFORMATION

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

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	1				4				11			
Recruited	1	0	0	1	2	0	0	2	6	0	0	6
Yet to Recruit	0				2				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				7			
Recruited	0	0	0	0	0	0	0	0	2	5	0	7
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				7
Recruited	6	1	0	7
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				6
Recruited	5	1	0	6
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.	1	0	0	2	0	0	1	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	5	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	128	0	0	0	128
	Female	159	0	0	0	159
	Others	0	0	0	0	0
PG	Male	11	0	0	0	11
	Female	8	0	0	0	8
	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	2	0	1
	Female	6	0	0	2
	Others	0	0	0	0
ST	Male	1	1	1	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	12	21	26	20
	Female	18	20	20	12
	Others	0	0	0	0
General	Male	4	3	3	8
	Female	8	7	4	4
	Others	0	0	0	0
Others	Male	6	3	4	0
	Female	1	2	1	2
	Others	0	0	0	0
Total		60	60	60	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As add-ons, courses like Drug Regulatory Affairs, Pharmacovigilance, Communication and Soft Skill Development, etc. are covered.
2. Academic bank of credits (ABC):	Academic bank credits created by all students and faculty members.
3. Skill development:	In preparation for employment interviews, we offered training leading to certificates in areas such as "soft skills," "communication skills," and "personality development."
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The faculty makes an effort to provide explanations of course material in regional/national languages during regular academic sessions. In contrast, the

	college celebrates Hindi Bhasha Divas and Marathi Bhasha Divas to draw attention to the regional and national languages of India and the rich cultures that surround them.
5. Focus on Outcome based education (OBE):	Outcome-Based Education is made sure of by mapping course outcomes, program outcomes, Vision, and Mission, and figuring out what level of achievement is reached.
6. Distance education/online education:	Students are encouraged by the Institute to sign up for online certificate courses like Swayam. Google Classroom and Vmedulife software are used for college activities. Google Meet and Zoom Meet are used to give course content, both on the syllabus and beyond the syllabus by organizing various workshops and webinars.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Student/Faculty co-ordinator is appointed and the same is in character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	During NSS camp voter registration is promoted in society.
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.	Participation in electoral processes was surveyed in the NSS chosen community.

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.

Awareness and guidance for their registration.

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
276	255	217	148	99

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: 24

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
17	14	15	12	8

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
84.23	49.6	48.9	48.6	23.31

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:

Divine College of Pharmacy, Satana is affiliated with Savitribai Phule Pune University (SPPU), Pune, Maharashtra and implements the university syllabus. The institute adheres to the standards set by the Pharmacy Council of India. The college provides Undergraduate (UG) and two Postgraduate (PG) Courses. The institute is made up of numerous committees that oversee academic activities, research activities, examinations, extra-curricular activities, and mentorship.

Based on the tentative dates provided by the university academic calendar, an academic committee established the academic calendar for our institute. Experts and highly trained faculty members are assigned as subject teachers for various courses. Workload distribution was distributed by HODs of concerned departments in accordance with the Principal directives and is dependent on the experience of the concerned staff. Two sessional examinations, two continuous assessments, and tutorials are held in accordance with university regulations, and the syllabus for a particular examination is informed. Before the examinations, faculty meetings are arranged to complete the syllabus by academic and examination departments. The attendance records of students in each topic are calculated monthly by subject teachers using software and an attendance register.

The prepared notes are distributed to students in both physical and electronic formats via Google Classroom. ICT-enabled instruction and learning are delivered via PowerPoint presentations, projectors, and digital boards in accordance with subject requirements and student demand.

Regularly scheduled activities include group discussions, student symposia, field work, project work, field visits, and industrial visits.

The academic committee monitors the completion of regular theory lectures and practicals held on a monthly basis and prepares a plan for conducting additional lectures and practicals. Class teachers and mentors are assigned to students in order to interact with them, comprehend their problems, and assist them in overcoming difficulties that arise during the learning process. Through a feedback procedure, student suggestions regarding the teaching and learning process are considered.

The principal informs newly enrolled students of the institution's code of conduct, discipline facilities, and welfare programs during the orientation program. For the purpose of imparting knowledge of current pharmaceutical trends and subject developments, guest lectures by seasoned professors from other institutions are organized.

File Description	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

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
63	54	43	44	0

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

1.3 Curriculum Enrichment

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

Response:

1. Professional Ethics: The institute is committed to the student's professional ethics in addition to academics. Courses such as Pharmacy Practice, Dispensing Pharmacy, Social and Preventive Pharmacy, Hospital Pharmacy and Drug Store Management, Communication Skills, etc. cover concepts based on moral obligations and virtues to guide pharmacists in their relationships with patients, healthcare professionals, and society. A number of courses, like Pharmaceutical Management, Pharmaceutical Jurisprudence, Practice School, and Pharmaceutical Regulatory Affairs, deal with regulatory requirements and ensure that pharmacists fulfill their professional obligations with integrity and regard for the welfare of society. In addition, the Institute hosts a variety of guest lectures on topics such as hospital and community pharmacy practice, pharmacy practice school, and personality development programs to enhance students' professionalism. World Pharmacist Day and Teacher Day are celebrated by students.

2. Gender: Courses such as Human Anatomy and Physiology, Biochemistry, Pharmacology, and Pharmaceutics provide a detailed description of the anatomy, physiology, and function of human body systems, as well as diseases and how to formulate dosage forms suitable for each gender. By conducting events such as Women's Day, Nirbhaya Kanya Abhiyan, workshops on women's safety and self-defense, and on personality development, the college incorporates a transversal gender theme. It emphasizes gender equality and the elimination of prejudice. In addition, during the routine, students execute the practical in mixed-gender groups. Girls and boys have equal access to a variety of seminars, conferences, poster presentations, research, and sports activities. Girls and boys participate in equal numbers in NSS, NPW, and NGO activities. The institute provides separate common rooms for boys and girls, as well as a first aid room, to promote a healthy environment.

3. Human Values: The campus is accessible to individuals with disabilities. Since its inception, the college has established an anti-hazing unit, an internal complaints committee, and a mentoring unit. Professional ethics are of paramount importance to the organization. We have been actively involved in providing college uniforms, book donations, health screenings, and financial assistance to rural students through scholarships. Our students participate in a variety of social activities, such as blood donation, health screening camps, and awareness-raising programs for infectious diseases.

4. Environmental and Sustainability: Biological and chemical detritus generated during the course of an experiment or in a practical laboratory is properly disposed of with consideration for the environment. Since environmental sustainability is a significant concern, the curriculum offers courses in pharmacognosy, environmental science, microbiology, and pharmaceutical biotechnology. Through numerous events such as "Swachh Bharat Abhiyan," "World Environment Day," NSS, Tree Plantation, etc., the Institute develops the ability to identify environmental problems and engage in environmental protection actions.

File Description	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: 210

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
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	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
60	60	60	50	50

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	050	050

File Description

Document

Institutional data in the prescribed format

[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
18	15	11	11	11

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
20	20	20	16	16

File Description	Document
Institutional data in the prescribed format	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:

1. Experiential learning: Through laboratory hours, students gain real practical experience. Health screening camps and blood donation camps give practical exposure to the profession. During the pandemic, activities like health awareness rallies, primary screening of villagers, distribution of masks, and vaccination programs were conducted by the institute. The recognition of pharmacists for their active role during pandemic situations was acknowledged by the students on the occasion of pharmacists day. The institute was recognized as a SAP (Swachhta Action Plan) institution by the Ministry of Human Resource Development, Government of India. As part of the practical approach, students get oriented for industrial training.

2. Integrated/interdisciplinary learning: Through various organizations, viz., Vidisha analytical laboratories in Nashik, Dwarkadhish sugar factory, Tarahabad, Apex Hospital, Satana, Mona Computerized Pathology Lab, Satana etc., integrated learning was enhanced. A personality development program in association with Gillete and Lokamat news paper and Raising Day celebrations with Satana police station were organized as a part of integrated learning. Interdisciplinary subjects like microbiology, biotechnology, remedial math, etc. are included in the regular curriculum as per the university syllabus.

3. Participative learning: Practical sessions are conducted in pairs and, thereby, as a batch. Avishkar competition organized by SPPU, Pune, where students are promoted for participation. During National Pharmacy Week, students participated in a skit competition. Regular group assignments and project work are given to the students as a part of participatory learning. Students are encouraged to participate and

present themselves in workshops, seminars, and conferences. Active participation is distinguished during health awareness, Swachh Bharat internships, tree plantations, health checkups, NSS camp. Industrial visits for students are projected for real-world practical understanding.

4. Problem solving methodologies: Teaching faculty always encourage students to solve regular academic as well as exam-centric problems. To understand the concept of green chemistry, the synthesis of compounds was carried out as a project. Through research and reviews, pharmaceutical formulation strategies are identified, and the same is tried to publish in indexed journals. For computer-aided drug design, case studies were assigned to the students. Participation in different guest lectures, personality development programs, Nirbhaya Kanya Abhiyan, disaster management training, and fire extinguisher programs was planned at different levels.

5. Project-based learning: A project time of 12 hours per week is provided to students in order to help them master the fundamentals of analytical research, survey-based investigations, product formulation development, and literature evaluation.

ICT Tools: In the classroom and in the seminar hall, the teachers use LCD screens and TVs. There is an Internet link in the classroom so that online videos about the subject can be shown. Students can be reached through Google Forms, Google Meet, WhatsApp groups, Google Classroom, and the VMedulife website. Ex-pharmacology software is used to explain studies that have to do with pharmacology. The institution has Wi-Fi, so it is easy to connect to the internet.

E-Learning facilities: All students and staff can access e-journals through DELNET, the National Digital Library of India, the Directory of Open Access Journals, E-PG Pathshala, and Swayam online learning classes.

File Description	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
14	14	14	14	14

File Description	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
5	3	2	1	0

File Description	Document
Institution data in the prescribed format	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 institute is affiliated with Savitribai Phule Pune University (SPPU, Pune) and conducts all academic activities in accordance with the university's requirements. SPPU, Pune, publishes the academic year's term arrangement prior to the start of the academic session. The academic calendar specifies the start date of the academic year and the end date of the semester. Based on this, the institute creates its own academic calendar, considering holidays and events.

The academic calendar is subsequently displayed on the notice board and distributed to all college departments. The Institute academic calendar comprises the start and end dates of each term, as well as plans for all activities such as the total number of teaching and working days, internal tests, end semester assessments, co-curricular activities, important days of celebration, probable holidays, etc.

Internal and external assessment systems and mark distribution for continuous mode, sessional examinations, end semester tests, and the format of sessional exams are based on the syllabus provided by SPPU, Pune, and are disseminated to all teaching members at the start of the academic year.

During the orientation session, all exam-related activities are described to newly admitted students.

Assignments, open book tests, group discussions, and seminars are used for continual internal evaluation.

The university exam schedule is provided to students via a notice board. A supervision plan is developed and offered to the relevant personnel.

The examination advisory for students and timetables are displayed to students one week prior to the start of the internal exam by the exam department. The class teacher and the subject teacher give verbal instructions to the students.

Sessional exam answer papers, after evaluation by faculty, are shown to all students, and the evaluation scheme is communicated to students. If the students have any queries, faculty members address the queries of the students with regard to the answers written by them. If any mistake in evaluation or result is observed, it is also corrected and brought to the attention of the students.

The internal examination marks registry contains the final marks earned by students in sessional examination, continuous assessment, and attendance. A final grade list, including attendance and continuous evaluation marks, is provided to students. As a result, the process is more robust and transparent. Course-wise, students internal examination results are communicated to SPPU, Pune, via a web-based platform.

Exam Grievance Cell handles grievance redressal methods using a written approach to make it easy and efficient for students. Grievances such as a writer in an exam for a disabled student, technical issues during an online examination administered during the Corona pandemic, and other grievances were handled and resolved within the indicated timeframes.

Students who have concerns about their evaluation in any subject for the end-of-term exam may petition for a photocopy of the answer book and a reassessment of the same. The College Exam Department supports learners in filing the necessary applications. The exam committee supports students in reviewing photocopies of answer books obtained from the university.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The program and course outcomes determine the learning effectiveness of any program or course. The program outcomes and course outcomes primarily aim to communicate knowledge and skills that are vital to developing students abilities and personalities.

The curriculum for the B.Pharm. program is provided by Savitribai Phule Pune University. The curriculum includes core courses like pharmaceuticals, pharmaceutical chemistry, pharmacology, and pharmacognosy, as well as newer areas like biochemistry, pharmaceutical quality assurance, and pharmaceutical engineering. Pharmacovigilance and cosmetics are taught so that students can keep their information up-to-date and have more options for placement. At the start of the term, each subject teacher makes a teaching plan with information about the course's goals, outcomes, teaching tools, reference materials, total number of teaching hours, and credits. The order of the verbs in Bloom's Taxonomy is used to plan the course outcomes.

At the academic meeting, the COs for each course are given. Once the plan is approved, it is posted on the notice boards and shared with the students. During the first lecture of every course, the teaching and learning plans for each topic are additionally discussed. Every month, the academic in charge reviews the syllabus and verifies the percentage of completion of the same. The institute conducts an orientation program, and an overview of the course is discussed by the experts.

The Program Outcomes (POs) are defined by National Board of Accreditation (NBA), New Delhi and the same is referred for conducting the curriculum. Five Program Specific Outcomes (PSOs) are also defined.

The platforms listed below are used to communicate COs, POs, and PSOs to stakeholders.

- The COs, POs, and PSOs are posted on the institute's website.
- Communicated to students via course coordinators.
- Through an induction and orientation program for first-year pharmacy students.
- Each subject has its own course file where COs, POs, and PSOs are listed.
- POs are displayed in the passageway so that stakeholders can easily access them.
- POs and PSOs are displayed on the notice board.
- The initial pages of the Practical Journal additionally contain POs and PSOs.

File Description	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:

Pharmacy is a vital and life-saving technical profession. Pharmacy graduates must learn and develop in-depth information and abilities in order to take on numerous professional jobs in the pharmaceutical sector. The student must be trained and have knowledge of theoretical as well as practical matters in order to practice as a pharmacist, as well as various work profiles. The curriculum of the Pharmacy Council of India is primarily focused on skill development in addition to knowledge; the majority of the curriculum comprises practicals that aid in the effective accomplishment of COs, POs, and PSOs.

The college has built a framework for measuring program results using both direct and indirect measures.

1.To assess the stakeholders' needs and expectations.

2. To efficiently apply the university's prescribed curriculum.
3. To assess the students' achievements.
4. To examine the profession's future needs through IQAC.
5. To review the continuing assessment and evaluation of PO attainment.

Aside from internal and external examinations and project work, students are given continual assessments in each semester per subject and are evaluated for the attainment of POs. Continuous assessments include multiple-choice questions, written assignments, open-book tests, etc. Other indirect approaches, such as feedback, are also utilized to accomplish POs.

Direct assessment and evaluation methods:

The following are the direct assessment and evaluation procedures used:

1. Internal and external written examinations (long and short answer questions or MCQ-based exams)
2. Assignments (multiple-choice questions, open-book tests, and written assignments)
3. Practical Examination (laboratory work and reports)
4. Project work (literature review, research activity)

Indirect assessment and evaluation methods:

The student exit surveys were used for indirect assessments and evaluations.

When determining overall attainment level, direct evaluation is given 80% weightage and indirect assessment via survey is given 20% weightage, as described above. As a result, the final achievement of program outcomes from the corresponding course is determined.

In addition to improving the attainment level of POs following initiatives taken

1. Students are encouraged to participate in a variety of activities such as conferences, adherence to pharmacy regulatory norms, presentations at various scientific conferences, participation in various competition and engagement in NSS activities.
2. The college hosts a variety of student competitions.
3. The institution has organized a number of industrial trips as well as seminars with prominent industry specialists.
4. The college has implemented value-added and add-on courses.

File Description	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
57	53	42	0	0

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
62	54	43	0	0

File Description	Document
Institutional data in the prescribed format	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
00	00	4.0	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:

The college is taking various initiatives for the creation and transfer of knowledge; some of them are elaborated here:

Infrastructure:

The college is on the continuous development mode in terms of campus, infrastructure facilities and laboratories are well equipped with sophisticated instruments/equipments like UV-Visible Spectrophotometer, Tablet compression machine, Capsule filling, machine, Dissolution, Disintegrating, friability test apparatus, Multi mill Machine consist of Ball mill, V blender and coating Pan etc.

The subscription of online National/International Journals are taken for promoting research activities. The Institution has remote access to DELNET, SWAYAM, and National Digital Laboratory. Students also guided for the freely available online tools which are required for the research purpose.

Research Advisory committee: Institute has constituted Research Advisory committee to monitor research related activities.

Faculty members along with students published their research work in reputed Journals. Faculty members published books and book chapters in national and international publications. Some faculty members are also the reviewer and editorial board member of the reputed Journals

Organizing/Attending of Seminar/Webinar/Conferences/FDP: Seminars/ webinars are organized for providing platform to students and faculty to interact with industry experts/eminent academicians and obtain information about latest trends in the field of pharmaceutical research as well as upgrade the research knowledge of faculty and students and these are organized on different topics such as Research Methodology, Drug discovery and Drug design, Entrepreneurship, IPR etc.

The Faculty members/ students attended seminar/Webinar/workshop/conferences organized by other institutes/organizations to keep themselves updated with the latest trends and also presented their research work (poster/oral presentation) in national and international conferences. Students and faculty participated in AVISHKAR/ NPW research competition conducted by SPPU Pune.

Guest lecture: The institute has been very proactive in conducting guest lectures and training programs with the view of instilling research acumen in the students. Another motive of conducting such programs is to make the students aware of the current scenario of Pharma industry, its needs and expectations from budding pharmacists in terms of attitude, skill sets and knowledge so that the students can inculcate these in them to become more acceptable and ready for the industry.

Ph. D research work: The faculty members pursuing PhD are allowed to use the machine room, instrumentation facilities for PhD dissertation.

Awards/Prizes received by students: Students are participating in poster presentation competition at various national and international conferences under the guidance of faculty to facilitate upgradation of knowledge and research skills and received awards/prizes in these competitions.

MOU's/Collaboration: College has signed MOU with industry/institute to promote research culture in the college and exchange of knowledge and also conducted the various activities under MOU's.

Students Internship at Pharmaceutical Industries: Students has completed the 1 month industrial training/ internship at pharmaceutical industries. The motive of this internship is to make the students aware of the current scenario of Pharmaceutical industry, development of skill and knowledge as per industrial expectations.

Industrial visit: Industrial visits are organized Students and faculties are given access to the most recent manufacturing technologies, pharmaceutical quality control, research trends, and updates on industry laws.

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
4	08	10	03	4

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
11	01	0	00	00

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
26	06	02	00	00

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

3.4 Extension Activities

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

Response:

The institute has conducted various extension activities some of them are elaborated here:

COVID-19 awareness program and COVID-19 Vaccination Camp: Participants in this awareness training learned how to protect themselves and others in the COVID-19 pandemic situation by following all safeguards and guidelines provided by WHO. A COVID-19 vaccination camp has been organized for students, employees, and visitors.

Teacher Day: Teachers' Day is a special day for the appreciation of teachers, and may include celebrations to honor them for their special contributions in a education field area.

Pharmacist Day and Pharmacist Oath: The motto behind celebrating this event was to make people aware of importance of Pharmacist's Role in Society. As pharmacist Oath is a part of pharmacy education, Pharmacist Oath taken for the effective, legal and ethical contribution to the society.

Indian Constitution Day: It is celebrated in India on 26 November every year to commemorate the adoption of the Constitution of India.

National Unity Day: The day is celebrated to mark the birth anniversary of Sardar Vallabhbhai Patel who had a major role in the political integration of India.

International Yoga Day: The International Day of Yoga has been celebrated across the world annually on June 21 since 2015. Yoga is a physical, mental and spiritual practice which originated in ancient India.

Swachh Bharat Abhiyan: Institute has devised effective intervention strategies to ensure the overall development of students from rural/tribal backgrounds which learned the importance of cleanliness and hygiene.

World AIDS Day: It is an international day dedicated to raising awareness of the AIDS pandemic caused by the spread of HIV infection and mourning those who have died of the disease.

National Youth Day: National Youth Day, also known as Swami Vivekananda Jayanti, is celebrated on 12 January, being the birthday of Swami Vivekananda.

Reading Inspiration Day (Vachan Prerna Din): Students develop the habit of reading which helps in gaining better writing skills.

Blood Check Up, Health Check-up, Blood donation Camp and Organ Donation awareness: Students participated by counseling regarding diet and exercise for the people who had low hemoglobin count, high blood sugar level, high blood pressure and high BMI. Students participated, created awareness and motivate people for Blood donation so as to fulfill the requirement for blood needed in emergency and critical cases. Organ donation is the harvesting of an individual's organs after he or she dies for the purpose of transplanting them into another person.

World Environment Day and Tree Plantation: Aim of this event was to recognize the need to preserve the environment by implementing different techniques.

Women's Day: International Women's Day is a global holiday celebrated annually on March 8 as a focal point in the women's rights movement, bringing attention to issues such as gender equality, reproductive rights, and violence and abuse against women.

World Disability Day: International Day of Persons with Disabilities is an international observance promoted by the United Nations since 1992. It has been observed with varying degrees of success around the planet.

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:

Institute has received Appreciation and Recognition Letter from the Gram Panchayat Mulane, Tal: Baglan, Dist Nashik in Academic Year 2021-2022 and 2020-2021 and also from the Gram Panchayat Aarai, Tal: Baglan, Dist Nashik in Academic Year 2019-2020 and 2018-2019 for the various activities conducted through the NSS Camp at Mulane and Aarai Village. Volunteer students in this seven day camp implemented various socially useful innovative activities including - Village cleanliness, Health awareness and health check up, Tree planting and beautification of trees under tree conservation, Voter awareness, Employment empowerment, Playground cleaning, Garbage management, Blood donation camp, Food donation and lectures on various topics etc.

Appreciation and Recognition Letter from the Savitribai Phule Pune University, Pune to the our faculty Mr. Khemchand R. Surana for his contribution and completion of 3 year as Student development officer in the university in academic year 2021-2022

Student of S. Y. B. Pharm Awarded the memento as Runner up Prerna Din organized by KBH SS Trust Institute of Pharmacy, Malegaon in academic year 2021-2022.

Principal Dr. Dhananjay M. Patil was Appreciated Awarded a memento from the Director Mr. Piyush Jaiswal, GPAT Discussion Centre, Chhattisgarh for his contribution to organized a guest sessions for the students in the Institution in academic year 2021-2022.

Institute also being recognized for the MAJHI VASUNDHARA MITRA in academic year 2020-2021

Recognition Certificate also being received by institute from the Mahatma Gandhi National Council of Rural Education, Department of Higher education, Ministry of Education, Government of India for the Swachhta Action Plan Institution in Academic Year 2020-2021

Indian Pharmaceutical Association, Nashik in 58th National Pharmacy Week appreciated and recognized

to the Institution in academic year 2019-2020.

Malegaon Blood Bank, Malegaon appreciated and recognized to the Institution for the organizing Blood Donation Camp number of times in institution and at NSS Special Camp.

Hon. Dr. Deepak D. Sonawane received a memento as Chief Guest in 58th National Pharmacy Week from the Indian Pharmaceutical Association, Nashik branch in academic year 2019-2020.

Appreciation and Recognition awarded from the Savitribai Phule Pune University, Pune to the our Institution for effortful role in Swachha Bharat Summer Internship-2018 in Academic Year 2018-2019

Appreciation and Recognition awarded to the Hon. Dr. Deepak D. Sonawane as Chief Guest in 57th National Pharmacy Week from the Indian Pharmaceutical Association, Nashik branch in academic year 2018-2019.

Recognition and Membership Letter received from the Department of Forest, Government of Maharashtra of "MAHARASHTRA HARITSENA" in Academic Year 2017-2018

Appreciation and Recognition awarded for Runner up in Problem Solving and Skit Competition in 56th National Pharmacy Week from the Indian Pharmaceutical Association, Nashik branch to the Institution in academic year 2017-2018.

Appreciation and Recognition awarded for Runner up in Throw Ball-Girls Competition in 55th National Pharmacy Week from the Indian Pharmaceutical Association, Nashik branch to the Institution in academic year 2016-2017.

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
7	4	9	6	8

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 infrastructure includes buildings, classrooms, laboratories, equipment, libraries, and other facilities and play grounds. The institute has an intake of 60 students, and the curriculum is for four years. The maximum number of students is often 250 to 260, depending on the first- to final-year strength. About 60 students from one class attend the theory portion at the same time, while 20 students attend the practical portion in a single session. There are three groups of 60 students each. Our infrastructure as a whole is adequate and well-suited to the requirements of students. Infrastructure resources are responsive to regulating organizations like PCI and universities as a requirement.

The tutorial hall, seminar room, and classrooms are all roomy and provided with LCD projectors installed on the walls, and projection screens are available in every classroom. The classrooms also have whiteboards and markers. Rarely, chalk and blackboards are used to prevent allergic reactions from chalk dust. Basic services, including water, electricity, gas, and fire extinguishers, are present in the laboratories.

Each laboratory has adequate room for work. SOPs for every apparatus and instrument are posted nearby, and log books are maintained for all of them. A sufficient number of computers with LAN access were also provided to all classrooms, departmental heads' offices, faculty rooms, and the office with the 100 Mbps internet connection. Handling by students of complex instruments such as HPLC, UV Spectrophotometers, and tablet punching is well monitored under the supervision of a lab assistant. It is acceptable to use the tablet punching machine, disintegration test, and dissolution instrument during routine practicals and even for project-related activities. Other facilities at the college include the Girl's Common Room, a Central Store Room for keeping track records of chemical inventories, and a stationary room with a dedicated space for storing flammable chemicals. There is a well-cultivated and maintained garden of medicinal plants. The entire structure is being monitored via CCTV.

File Description	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
4.67	3.52	10.15	21.22	13.03

File Description	Document
Institutional data in the prescribed format	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 Principal is in charge of the "Library Advisory Committee," which is made up of senior faculty members and runs the library at the institute. The library has more than 4515 books and magazines and subscribes to 0–14 hardbound periodicals every year. The books in a library are grouped by subject. There are a sufficient number of books on pharmacy and related topics in the library. Both postgraduate and undergraduate students can use the library freely. Students can check out three books a week, from 9 a.m. to 5 p.m., Monday through Saturday.

The library has a collection of reference books, textbooks, periodicals, e-journals, magazines, and online e-resources in the field of pharmaceutical sciences. National and international 221 e-journals, including DELNET (Developing Library Network) and Inventi The library offers different services, such as book lending, a book bank, and a reference service. Online Public Access Catalog (OPAC), a way to browse the Internet, user-oriented open access services, and other services are available. The Institute is a member of the National Digital Library as an institutional member.

Integrated Library Management System is used to automate the library: The college library automated in 2022. For all library operations, the college library relied on VMedulife software. For book circulation of all volumes, the student identity cards are bar-coded for ease of access. Surveillance cameras are installed in library security.

Open Public Access Catalogue: One computer terminal in the library is equipped with VMedulife software for searching library collections by accession number, title, author, publisher, subject, etc.

Library portal: A library portal designed to act as a one stop solution for all the information needs for library. <https://sites.google.com/view/librarydcp/home>

The library always makes the effort to host a user orientation and awareness session for first-year students. Every year, on the occasion of the birth anniversary of Dr. APJ Abdul Kalam, former President of India, libraries hold programs such as Reading Inspiration Day. The goal of this program is to encourage readers to read general literature and biographies of notable people. Every year on the 12th of August, the birth anniversary of Padmashree Dr. S.R. Rangnathan (India's Father of Library Science) is honored as Librarian's Day. Library staff informs students and faculty members about the library's overall operation and numerous facilities. Every year, fresh students and staff are oriented. The librarian distributes current awareness services via email, social media, and the OPAC. Teachers and students use e-content resources such as DELNET E-Journals (<http://www.delnet.nic.in>), SWAYAM Online Learning Program (<https://swayam.gov.in/>), various MOOC platforms, institutional LMS, and Inventi (e-journals).

File Description	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 institution has a variety of IT facilities. Computers are available for both staff and students to use. A computer laboratory is set up for students, while another is set up for faculty in the department. All of the computers have Microsoft Office and are linked to the internet through LAN and Wi-Fi. The internet connection has a bandwidth of 100 MBPS. The institution has a digital library and a digital repository for resource access. In the office and each laboratory, there are printers, scanners, photocopying machines, and a landline connection. Quall campus software is available for monitoring student attendance. The LCD projector is available in the seminar hall. Wi-Fi, a smart TV, and an LCD projector are all available in the classrooms. Wi-Fi facilities are provided in the institute.

A language laboratory and pharmacological software are available in the computer laboratory. These computer systems also have chemistry-related software. All systems are linked through a LAN and have an internet connection of around 100 mbps. Typically, there are no service concerns or disruptions with a fiber line. Aside from these 20 systems, the library has specific systems for digital purposes. These systems have 100 mbps internet connectivity and can access digital e-resources. Membership in a digital library is also offered. The National Digital Framework has registered all students and faculties. Students can also use their smartphones to access these amenities. The college has another 10 mbps internet connection as a lease line from BSNL. Students can use the computer lab, library reading room, and digital library from 9:00 a.m. until 5:00 p.m. Students can access digital library services via the national digital framework 24 hours a day. We improved our IT infrastructure by adopting Vmedulife software, which covers all areas and operations at our college. The benefit of ERP is that we have digitalized the entire process, making our college's operations paperless. Thus, while offering 24x7 access to all students and employees to carry out activities through their login (available from a smartphone), we are simultaneously lowering paper use and conserving our earth. With the procurement of ERP, the library's operations have been converted to digital

form. All books, journals, and magazines have barcodes, making all operations digital and quick.

File Description	Document
Provide Link for Additional information	View 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: 34

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

4.4 Maintenance of Campus Infrastructure

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

Response:

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
14.2	10.8	7.31	14.37	6.49

File Description	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 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
126	110	101	63	38

File Description	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
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
180	100	95	51	00

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
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
35	26	35	0	0

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
63	53	43	0	0

File Description	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
19	9	8	0	0

File Description	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
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	View Document

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

Response:

5.3.2.1 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
01	00	12	13	13

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

5.4 Alumni Engagement

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

Response:

The alumni association of our Institute is registered in the name of Alumni Association of Divine College of Pharmacy, Satana Tal. Baglan Dist. Nashik-423301. It is registered as a non-profit organisation on September 23, 2022, in accordance with the Societies Registration Act 1860 (XXI of 1860), and it has the registration number Nashik/0000489/2022.

Through financial and/or other support services, the registered Alumni Association plays a significant role in the growth of the institution. Registration link or hard copy of registration form is provided to all pass-out students and asked to register themselves as an alumni member. Meetings are typically held online, via video calls, or in physical mode as and when necessary.

The objectives of alumni association is:

- To annually organise and execute successful reunions for Divine College of Pharmacy alumni.
- To involve alumni in the growth of current students by having them take part in ongoing academic activities like research, teaching, workshops, conferences, and placements.
- To support all worthwhile fundraising initiatives for the development of college.
- To advance excellent practises for society by promoting them in various spheres of social life.

The goal of the alumni association is to offer a dynamic, global network and venue for alumni to interact with and engage with their alma mater. The Divine family is proud of its alumni who excel in all spheres of endeavour, carry the principles of Alumni Association Divine College of Pharmacy with them, and contribute significantly to society.

Through various social networking platforms like Facebook, WhatsApp, and others, the College keeps in regular communication with graduates and former faculties in an effort to build a cordial relationship.

The Alumni are very involved in supporting, advising, and mentoring the College's current students. Alumni of our college as well as former faculty have been enthusiastically involved in all major college functions such as the annual college festival.

The first initiatives of organizing alumni meet of its own students on the 16th of October, 2022 online by google meet due to covid-19 pandemic. The second meet was arranged physically on 18th February 2023 at Seminar Hall of the institute. The event was a huge success, not just because of the number of people who showed up, but also because people from diverse disciplines who had achieved distinction came together to share their life and professional journeys with younger students. The goal of this gathering is to create a powerful alumni network that will keep the Divine banner flying high.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

To shine in professional pharmacy education through student centered learning with honesty & service to society.

MISSION

To devote in nation framework by transforming students through Pharmacy Profession into responsible citizens, the innovators and the entrepreneurs, by rightly in stilling knowledge, skills and attitude.

Nature of governance:

The college has constituted the Governing Council (GC) as per the norms of AICTE and the College Development Committee (CDC) as per the guidelines of Maharashtra Public University Act 2016, Rule 97 (1). The GC consists of the Chairman, Ex-officio members of AICTE, DTE, and Vice-Chancellor nominees of the Savitribai Phule Pune University, Pune (SPPU), management representatives, industrial experts, educationalists, Principal, and faculty members. GC helps in policy framing and decision-making in a transparent manner for the effective functioning of the college. Regular meetings of IQAC, the academic in charge, the Training and Placement Cell, and heads of departments offer a platform to present, and discuss the perspective plans of the college and help in the effective implementation of institutional policies.

Effective leadership:

The chairman of GC is Hon. **Dr. Apoorv Hiray** (Elected Senate Member of Management Council, SPPU-Pune), **Dr. Dhananjay M. Patil**, Principal of the Divine College of Pharmacy is Member Secretary in GC & CDC. The college ensures the development, implementation, and continuous improvement of the management system and review of existing management practices. Regular meetings with GC and CDC are held to frame new policies and revise existing ones in case of need.

Different committees at the college level are constituted as follows,

Academic: The college delegated authority and provided operational autonomy to the academic in charge and HOD towards a decentralized governance system. They supervise and ensure proper planning, implementation, and monitoring of all academic activities.

Examination Committee: Exam in charge Prof. Shivraj Jadhav ensured smooth planning, monitoring, and

conduct of all internal and university semester examinations with least students' grievances.

Industry Institute Interaction (III) & Training Placement Cell (TPO): Efforts are made to invite a galaxy of renowned researchers, academicians, and experts by organizing various seminars, conferences, symposiums, and guest lectures on current topics which will be fruitful to students and staff in order to furnish academic and industrial knowledge through III. III also signed MOU with different pharmaceutical industries as a part of research collaboration.

Library Committee: The library of the institute has a spectrum of volumes related to the syllabus, career guidance, communication skills, etc. The Digital library is provided with a sufficient number of e-journals, e-books, videos, and CD material. The college library committee recommends that books be purchased and scientific journals specified as per the norms.

Student Support Cells: As per the norms of statutory bodies, the college has constituted various committees like the Student Council, Anti-ragging Committee, Grievance Redressal Cell, Women's Grievance Redressal Cell, SC-ST Grievance Redressal Cell, Alumni Cell, etc. to ensure a conducive environment for the welfare of students in terms of health and safety.

NEP 2020 Policy Implementation: NEP Implementation Cell has been formed at the institute level.

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

6.2 Strategy Development and Deployment

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

Response:

The institute has well defined organizational structure governed by GC and is constituted as per the regulations of the concerned authority. The GC works with relevant statutory bodies and defines and implements administrative and academic policies for the overall development of stakeholders. Role and responsibilities are well defined for GC, CDC, IQAC, and various academic and administrative committees.

Decision-making process

- As per the direction of universities, statutory bodies, and state government, the management instructs the Principal to prepare a policy plan.
- The Principal in coordination with HODs and various committees prepare a policy plan which is subsequently approved by GC & CDC with necessary correction and suggestion.

- Once approved the Principal executes the policy plan through HOD and various committees.
- The HODs implement these policies through faculties and staff.
- The improvements, recompense, and results pertaining to the implementation of the above decisions are conveyed back to the Principal during the interaction of HODs and faculties from time to time.
- The Principal conveys the effectiveness of policy to the management accordingly.
- Management after getting feedback from the stakeholders decides on the future action plan.
- The college conducts regular meetings of its various authorities and statutory bodies once a year.

The institute has effectively deployed a perspective plan for development. The following aspect is deployed as mentioned in the plan and to **achieve excellent academic results & overall development of students and faculties:**

To achieve and maintain academic excellence: Constituted different academic committees to ensure proper academic planning, conduct and monitoring, implement and review the feedback on the teaching-learning process and action to be taken to improve the performance.

To focus on the student-centric learning process: Enhanced self-learning of students by organizing model making, poster presentation competitions, and evaluated skills/subject knowledge/defense to questions asked by an external examiner.

To motivate students and faculties for higher education: Students and Faculty are motivated to pursue their higher education like post-graduation or Ph.D.

Enhance communication/presentation skills of the students: Enhanced communication/presentation skills of the students by organizing personality development workshops, seminars, and webinars.

Improve research facilities- Motivated faculty members to apply under QIP/funded research grants to AICTE, University, etc. Subscribe to national/international journals.

Improve placement through industry-institute interaction- Constituted Training and Placement Cell (TPC) and organized Guest lectures/seminars/Workshops, industrial/hospital visits, and campus student interviews.

Quality assessment through National Accreditation Agency- To Apply for NAAC/ISO for institute accreditation and certification.

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:**

Institute has a performance appraisal system for teaching and non-teaching staff. The performance of teaching and non-teaching staff is assessed on a yearly basis.

The institution has a well-established method of appraisal as under:

1. Self-appraisal: The faculty expresses his/her own performance, key result areas, faculty initiatives, and percentage of results in their respective subject.
2. Appraisal by HOD/Principal: On the performance of the faculty with relevance to personal qualities, demonstrated performance, and classroom/ laboratory information.
3. Feedback from students: Feedback from students is also utilized for the appraisal.

The increments and promotions are considered on the basis of appraisal. Based on appraisal methods some of the important decisions taken are to conduct soft skill development for the faculty, to encourage the faculty to participate in the staff development programs, conferences and to undertake collaborative research and interdisciplinary research.

For Non-Teaching staff-

The institute has started a performance-based appraisal system for non-teaching staff. Non-Teaching staff performance appraisal is based on the determination of the performance index of every non-teaching employee. The assessment of the Performance index involves various parameters like attitude towards job profile, attendance, and punctuality, job knowledge, and performance, dependability, contribution to institutional responsibilities other than job profile, communication, and work equation with colleagues. These parameters are observed on a routine basis and a performance appraisal report is submitted to the management.

Effective welfare measures for teaching and non-teaching staff:

Provident Fund - (Teaching and Non-Teaching)

The college provides an EPF scheme to all teaching and non-teaching staff. Every month the specified amount is deducted from the salary of staff and deposited, along with the institute share, to the Employee provident fund account.

Promoting Teaching Staff to attend Faculty Development programs / Seminars / Conferences

Teaching staff members are encouraged to attend faculty development programs, workshops, orientation programs, seminars, and conferences with an aim to update the faculty with current trends. Official duty leaves are given to attend such programs. The college also organizes Guest lectures/seminars whereby eminent academicians and industry experts share their insights with the faculty of the institute.

Updating skills of Non-Teaching & Administrative Staff

Non-teaching/ laboratory and administrative staff are also encouraged to undergo need-based training related to their areas of requirements like good laboratory practices, fire fighting, etc.

Laboratory Facilities are provided to Faculty Members to carry out research work

The college encourages the up-gradation of personal qualifications and also motivates the faculty to undertake their Ph.D. research work in the college/and other research projects. Teachers will get financial assistance for the research work.

Internal Complaint Committee/Women's Grievance Redressal Cell

The college has also established an internal complaint committee to address the grievances of teaching and non-teaching staff members.

Leave assistance (as per the leave policy)

Financial support

Teachers will get financial support to attend the Seminars/Workshops/Conferences/Symposia in the field of pharmaceutical sciences.

File Description	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
00	00	00	00	00

File Description	Document
Institutional data in the prescribed format	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
4	4	9	00	00

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

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

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
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:

Resource Mobilization:

Divine College of Pharmacy, Satana is a self-financed organization. The only resource of revenue is *fees collected* from the students. The fees charged to the students are as per the fees approved by the Fees Regulatory Authority, Govt. of Maharashtra. However, the college also applies to various agencies from central and state governments to provide funds for conducting research projects, organizing conferences/seminars, purchase of equipment, and carrying out extension activities.

Optimal Utilization of Resources

The institute follows a proper budgeting system mechanism every financial year, with adequate resources for recurring expenses (e.g., salary, maintenance, etc.), learning resources (e.g. Books, Journals, Industrial visits, Conferences, Seminars, and Workshops), and the developmental purposes like the addition of new equipment, computers, consumables, furniture, etc.

Before the commencement of each academic year, the head of the institute conducts a meeting with all the teaching staff and instruct them to prepare the requirement for the year. The Principal also conducts meetings with the store in charge, College Examination Officer, Library in charge, and Office superintendent and instructs them to prepare requirements at the institutional level. 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 in consultation with HODs, Store in-charge, Examination Coordinator and OS finalizes the requirement and presents the same in a meeting of the college development committee and governing council for final approval.

At the end of every academic year, stock verification is done at the store level to take stock of the inventory which is taken into account while preparing requirements for the new academic year. The

income & expenditure of the college is monitored by the management and at the end of the financial year, the internal and external auditors appointed by the management perform the financial audits.

Institute conducts internal and external audits for each financial year. The institute has possessed an internal audit mechanism and its ongoing process in addition to external audits. The institutional accounts are audited regularly by both Internal and statutory audits.

A team of staff under them thoroughly checks and verifies all vouchers of the transactions carried out in each financial year. Audit objections pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in the future.

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:

Resource Mobilization:

Divine College of Pharmacy, Satana is a self-financed organization. The only resource of revenue is *fees collected* from the students. The fees charged to the students are as per the fees approved by the Fees Regulatory Authority, Govt. of Maharashtra. However, the college also applies to various agencies from central and state governments to provide funds for conducting research projects, organizing conferences/seminars, purchase of equipment, and carrying out extension activities.

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A team of staff under them thoroughly checks and verifies all vouchers of the transactions carried out in each financial year. Audit objections pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in the future.

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
NIRF report, AAA report and details on follow up actions	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:

Shreeshakti Shaikshanik Sanstha's Divine College of Pharmacy has promoted gender equality through many means. We believe in gender equality; hence, the course is co-ed. Co-education is used in both classrooms and labs. Institutes provide equal opportunities for both genders. To support female-related activities, the institute takes various initiatives from time to time, and a committee is formed to oversee them.

The Institute has formed The College Women Development Committee (CWDC), through which different activities for women's empowerment, such as a self-defense course for women and a seminar on women's health, are carried out. In addition, female students have participated equally in all of the institution's programs.

The institute has an MOU with a local hospital to address women's issues. The institute has also purchased a sanitary napkin vending machine to assist female students in times of need. A sanitary pad incineration machine is also provided to dispose of used sanitary pads.

Safety and security:

Special precautions are taken to ensure the safety and security of students on campus. The campus has CCTV that is monitored around the clock. In addition, security personnel are stationed at the institute's entrance, which aids in the prevention of unauthorized entry into the college premises.

CCTV is also installed in the girl's hostel. At the hostel's entrance, both incoming and exiting visitors are recorded. In the girl's hostel, a rector and security officer are on duty 24 hours a day, seven days a week. Local faculty members visit the girls' hostel on a regular basis to oversee daily activities.

Special committees such as the Girls Hostel Committee, the Woman Grievance Cell, and the Woman Sexual Harassment Cell are in place to monitor and regulate any mishaps involving women. The prohibition of ragging boards is displayed on campus. The institute has offered maternity leave for female employees.

Counselling:

Mentors are assigned to students to monitor their development on a regular basis. Mentors also help students with their studies and day-to-day problems.

Common room facilities:

Separate common rooms with adjacent restrooms are provided for both girls and boys, along with the essential facilities.

Celebration of various days:

The Institute believes in social harmony and peace. In order to instill patriotic feelings in students, the

institute has celebrated several national days such as Independence Day, Republic Day, and the birth anniversary of various national freedom fighters. In addition, various national and international health-related days, such as Pharmacists Day, World Aids Day, World Health Day, and World Diabetes Day, are celebrated at the institute.

File Description	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:

"Unity in Diversity" is the primary essence of Indian society. An inclusive environment is one in which individuals feel mutually respected and connected. Shreeshakti Shaikshanik Sanstha's Divine College of Pharmacy views cultural diversity and cultural tolerance as the key to social harmony. Our admission policy also encourages inclusion to give preference to students from rural and underprivileged backgrounds.

The institution trusts in the equivalence of all cultures and traditions as seen from the fact that students admitted through a centralized admission process reflect inclusiveness at the entry-level and admitted candidates belonging to different castes, religions, and regions are studying without any discrimination.

Faculty members are also from various religious backgrounds. Holidays are also given as per the government circulars on various religious days. The college is well-connected by road allowing students from different parts of the city and rural areas for easy access.

Various religious festivals like Diwali, Eid, Christmas, birth anniversaries of great Indian personalities like Mahatma Gandhi, Sardar Vallabhbhai Patel, Pandit Jawaharlal Nehru, Dr. Bhimrao Ambedkar, Sarvepalli Radhakrishnan, Lal Bahadur Shastri are celebrated enthusiastically.

All students equally and enthusiastically participate in the celebration of teacher's day, freshers' party, farewell party, and annual social gathering. Also, students are involved on various committees while celebrating these days.

On the birth anniversary of Sardar Vallabhbhai Patel on October 31, the institution celebrates Rashtriya Ekta Diwas (a pledge taken by staff and students on National Integration Day) every year.

File Description	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:

1. Title of the Practice:

“Framework for effective knowledge transfer”

2. Objectives of the Practice:

- Making sure that courses offered are assigned to qualified professors who have the necessary training and experience to teach the course.
- Ensuring that the faculty member prepares a set of course objectives and outcomes, adequate study material, presentation material, videos, software tools, lesson plan, question bank with key.
- To continuously monitor course delivery.

3. The Context:

The goal of the institution is to give pupils a head start in life. This necessitates not only the provision of high-quality instruction, but also the support of ancillary endeavours such as research, industry-institute engagement, etc.

It is crucial to establish both quantitative and qualitative benchmarks for measuring progress toward the desired results and a framework for implementing the same. Corrective actions are conducted as needed to ensure progress.

4. The Practice:

Without regard to position or seniority as such, faculty members are shared in the teaching at all levels.

Students, especially fresh should have several chances to study with experienced teachers.

Furthermore, junior faculty members shouldn't be expected to shoulder an excessively big part of the burden for extensive and pedagogically challenging basic-level courses.

Allocating teaching responsibilities should take into account comparative advantages and strengths.

The senior faculty assists the other faculty members in developing the course objectives and outcomes in accordance with the syllabus and helps them to create lesson plans, lesson notes, and other suitable study

materials, as well as presentation materials, videos, and question banks with answers.

As the term goes on, courses are taught based on the lesson plan. The principal checks the course periodically to make sure it stays true to the plan for teaching.

If there is a deviation, appropriate steps are made to make it consistent with the teaching plan. At the end of every month academic Incharge as well as principal evaluates how the course is being delivered.

Periodic feedback is gathered about staff.

Following the first and second internal evaluation tests, question paper is discussed in students to get clarity of answers.

The teacher creates a thorough end-of-semester course completion report.

5. Evidence of Success:

- The following table depicts the overall pass percentage achieved by final year students during 2019-2022.

Academic year	Pass percentage
2019-20	97.67 %
2020-21	98.14 %
2021-22	91.93 %

- Number of students qualifying in national level exams such as GPAT and NIPER is increasing day by day.
- Students are more oriented towards the education system.

6. Problems encountered:

- One of the major hurdles encountered during these years is about the quality and fluency of English language in students.
- Majority of students studying in the institute are from rural background with lacking English language exposure during their primary as well as secondary studies.
- Hence students sometimes fail to understand concept in complete English and because of this faculty members are required to convey concepts at student's level in native language. This dual learning model has increased learning capability of students over the year.

Best Practice – 2

1. Title of the practice:

“Green Initiatives and Environment Friendly Campus”

2. Objectives of the practice:

By making students more aware of environmental problems, we hope to improve environmental management, sustainability, and the quality of life for everyone connected within the campus.

The second goal is to reduce the amount of pollution on campus so that everyone involved is safe from bad effects on the environment. By taking steps to save energy, the college can be kept comfy, cool, quiet, and clean.

To make the students more aware of environmental policy.

To maintain a clean campus by avoiding tobacco and pan-masala.

3. The context:

A peaceful clean environment is necessary for good health and working condition.

The main goal of the practice is to make aware, increase knowledge, encourage a caring attitude, and the skills need to deal with environmental problems and challenges.

4. The Practice:

- Display of sign boards in college campus for plastic free campus.
- Adoption of “Vmedulife” software to reduce paper usage.
- Installation of LED tube-lights to reduce energy usage.
- Installation of vermicompost plant to utilize degradable waste from the campus for making good quality vermicompost.
- Tree plantation for development of green campus.
- Observation of no vehicle day to reduce fuel emission.
- Collection of Plaster of Paris Ganesh idols to preserve river ecosystem.
- College has also installed rooftop solar plant as well as rain water harvesting system.

5. Evidence of success:

- The campus's flora has been improved through periodic tree plantings.
- Because of the plastic-free campus signs, the entire campus is now litter- and waste-free.
- The environmental challenges are highlighted for students through workshops, seminars, and the NSS.
- The college also regularly plants trees in campus and in the surrounding communities.
- There are trash cans located across the campus for both dry and wet garbage.
- The vermicompost plant proved helpful for enriching the soil in the campus.

6. Problems encountered:

Attempts to create a "green campus" are challenging since they require the time and effort

The Green Campus initiative is an expensive project which need to invest money and expert help.

Maintaining eco-friendly policies over the long term requires a sufficient workforce.

Students and the general population show less interest about environmental issues, which is making the situation worse.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

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

Response:

“The first Professional Institution imparting Pharmacy knowledge and Ethics in Satana region”

The major source of income in the Satana region is farming and allied businesses. People from various categories with less economic resources are unable or do not wish to take professional courses. Considering this, Shreeshakti Shaikshanik Sanstha decided to start Divine College of Pharmacy with a Bachelor of Pharmacy course as the first professional college in the Satana region.

The main advantage is that students who wish to obtain a professional pharmacy qualification can have admission in their nearby place, which was formerly available in Nashik City, which is about 100 km away from this region. More importantly, the education is more costly, as is the accommodation, which is not affordable to the parents. Since the establishment of the first pharmacy degree course in the Satana region, OBC, SC, and ST students have benefited for advancement in their careers.

According to 2011 census statistics, around 40% of the population in Satana taluka belongs to the ST category. The establishment of a professional college in the region provided individuals from the ST group with the opportunity to pursue further education.

Also year wise admission data indicate that more female students are getting benefitted in terms of admission as compared to male students.

Year	No. of female students	No. of male students
2017-18	29	28
2018-19	27	37
2019-20	39	30
2020-21	38	39
2021-22	46	31

Since 2016, all available college seats have been occupied through the admissions process. In light of this and the demand of local residents, Divine College of Pharmacy launched a diploma program in 2019 for students who wish to establish their own pharmacy business and who may also be admitted to the degree program.

The institution is also involved in numerous social responsibilities in rural regions, such as conducting

health awareness camps, educating women about health, organizing blood donation camps, and implementing numerous NSS awareness programs.

The college has always encouraged rural scholar students to pursue higher education. The majority of our fourth-year students appear for national examinations like the Graduate Pharmacy Aptitude Test and NIPER. Year to year, the growth in the number of students qualifying for these exams is increasing.

GPAT:

Sr. No	Year	No. of students qualified
1	2019-20	4
2	2020-21	5
3	2021-22	10

NIPER:

Sr. No	Year	No. of students qualified
1	2019-20	3
2	2020-21	4
3	2021-22	9

In addition, a number of our students have started their own businesses, and others have landed jobs with multinational corporations across India.

In response to the growing demand for pharmaceutical services, Divine College of Pharmacy has also introduced post-graduate programs in Pharmaceutics and Pharmaceutical Quality Assurance, which provide a platform for those students who desire to pursue their own research interests.

Overall, the rural community benefited from the establishment of this institute in terms of professional education and employment.

Divine College of Pharmacy desires to launch additional PG programs, such as M. Pharm. in Pharmaceutical Chemistry, Pharmacology, and Pharmacognosy, as well as a Ph.D. research center, in order to meet the needs of the pharmaceutical industry.

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

5. CONCLUSION

Additional Information :

Divine College of Pharmacy, Satana is located in the rural area of Baglan providing an excellent education facility (Diploma, UG & PG) in the field of *Pharmaceutical Sciences*.

The college campus is Green Audited from Powertech solutions, having a solar rooftop, Rain water harvesting system, Vermicomposting plant, and a well-maintained medicinal garden having more than 50 species.

We are providing the best hostel facilities to girl equipped with a solar water heater, RO drinking water, rector, laundry facility and full-time security along with CCTV.

Students are motivated to approach competitive exams like GPAT and NIPER for higher education. Students' attendance is regulated by biometric mode. Through various MoU, staff and students frequently interact with industry for industrial training and to update their knowledge. Faculties are also motivated to pursue higher education like M. Pharm and Ph.D., to attend Seminars, Workshops, and Faculty Development Programs (FDP) to keep them updated. Various activities like Guest lectures, sports, and cultural programs are arranged to support the skill enhancement of students

Non-teaching and administrative staff are also encouraged to various skill development programs. Students participate in the NSS program and create awareness for health & hygiene, Energy conservation, etc.

The institute is also planning to facilitate scholarships for Non-Cap students from next academic year.

Concluding Remarks :

The College is focused to devote in nation's framework by transforming student's through Pharmacy Profession into responsible citizens, the innovators and the entrepreneurs, by rightly instilling knowledge, skills and attitude. Therefore, every effort is made to ensure that graduates possess good moral character and strong ethical principles. Students are aware of their civic and career obligations.

Since the time of admission until the students are graduated, we are actively involved in their success. The highly educated and passionate faculty members offer a thorough understanding of the topic, its application, and probable scope. In our college, we host seminars with industrial/academic experts from a variety of fields and once in year offer opportunity for industrial visits. In addition to these, we give students opportunities to participate in extra-curricular activities like, annual social gathering, various sports events, celebration of National Pharmacy Week, Pharmacist day, NSS, Student Development Section, Blood Donation Camp, AIDS awareness rally etc. This has been the traditional focus of the college ever since its inception. The college has adapted to the changing scenario.

Special attention is given for the competitive examinations viz. GPAT, NIPER, CMAT, etc.

We are establishing an environment where Pharmaceutical Companies, Research Organisations, and Communities are driven to look towards our Institution for their requirements. We plan to be devoted and relevant in the ever-changing professional setting. We always focus to shine in professional pharmacy

education through student centered learning with honesty and service to society.

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 :10</p> <p>Remark : As per the HEI data provided with the metric during clarification. communication and soft skill development and personality Development are not value added courses.</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>192</td> <td>54</td> <td>127</td> <td>98</td> <td>99</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>63</td> <td>54</td> <td>43</td> <td>44</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per the HEI data provided with the metric during clarification. As per 1.2.1</p>	2021-22	2020-21	2019-20	2018-19	2017-18	192	54	127	98	99	2021-22	2020-21	2019-20	2018-19	2017-18	63	54	43	44	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
192	54	127	98	99																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
63	54	43	44	0																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 253</p> <p>Answer after DVV Verification: 210</p> <p>Remark : As per the HEI data provided with the metric during clarification.</p>																				
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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

60	60	60	50	50
----	----	----	----	----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	50	50

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
60	60	60	50	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
60	60	60	050	050

Remark : As per the HEI data and documents provided during clarification.

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
19	20	18	15	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18	15	11	11	11

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
19	20	19	16	16

Answer After DVV Verification :

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

Remark : As per the HEI data and documents provided during clarification.

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
14	14	14	14	14

Answer After DVV Verification :

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

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
11	08	16	03	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	08	10	03	4

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
18	1	2	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	01	0	00	00

Remark : As per the HEI data provided with the metric during clarification. HEI has claimed papers of 2023 which are not considered.

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
28	05	01	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	06	02	00	00

Remark : As per the HEI data provided with the metric during clarification.

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
11	09	16	14	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	9	6	8

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

Answer before DVV Verification : 09

Answer After DVV Verification :5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31.34	39.93	39.62	30.27	23.87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4.67	3.52	10.15	21.22	13.03

Remark : As per the HEI data provided with the metric during clarification. Expenditure for infrastructure development and augmentation, excluding salary year wise cannot be more than the total Expenditure excluding salary component in the same year.

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
24.63	48.77	27.56	38.66	29.43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
14.2	10.8	7.31	14.37	6.49

Remark : As per the HEI data provided with the metric during clarification. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during a year cannot be more than the total Expenditure excluding salary component in the same year. Exam remuneration, advertisement, mobile/ electricity charges are not Expenditure incurred on maintenance of infrastructure.

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
01	00	12	14	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	00	12	13	13

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
10	05	10	00	00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	9	00	00

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
13	14	18	20	21

Answer After DVV Verification :

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

Remark : As per the HEI data and documents provided during clarification.

2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 20 Answer after DVV Verification : 24</p>										
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>17</td> <td>14</td> <td>15</td> <td>12</td> <td>8</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	17	14	15	12	8
2021-22	2020-21	2019-20	2018-19	2017-18							
17	14	15	12	8							

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	14	15	12	8

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84.6	49.6	48.9	48.6	31.9

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84.23	49.6	48.9	48.6	23.31