SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

GOKHALE EDUCATION SOCIETY'S SIR DR. M. S. GOSAVI COLLEGE OF PHARMACEUTICAL EDUCATION AND RESEARCH, NASHIK

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422005
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Gokhale Education Society was founded in 1918 on the death anniversary of Namdar Gopal Krishna Gokhale. It has over 140 units spread over three zones in Maharashtra, catering to 1.25 lakhs pupils. It is committed to student empowerment and world-class citizenship through education and training, and to achieve excellence with total quality in all activities of lifelong learning.

GES's Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research Nashik was established in 2012 situated in the heart of the Nashik city at approximately 2 Km from Central Bus Stand and 12 Km from Nashik Road Railway station. Presently college offers 02 PG Programmes Master of Pharmacy in Pharmaceutics and Pharmaceutical Quality assurance with intake of 15 seats and 03 seats respectively. B. Pharm Course affiliated to Savitribai Phule Pune University, Pune with 100 intake and D. Pharm Course affiliated to MSBTE, Mumbai with intake capacity of 60 seats. The college has a lush green surrounding which provides favourable environment for student to grow not only as a good Pharmacist but as a world class citizen too. The college has state of the art infrastructure with fully equipped and updated library computer centre. Fully equipped and well-furnished laboratories, class rooms, audio-visual aids, seminar Hall and facilities like tutorial rooms, common rooms, Play field, gymkhana and Hostel. College has experienced and qualified staff with academic excellence. Institute is approved by Pharmacy Council of India, New Delhi, and recognized by Directorate of Technical Education, Government of Maharashtra. The institute is ISO 9001-2015 certified, permanently affiliated to Savitribai Phule Pune University, Pune.

Vision

To excel in pharmaceutical education and technology.

Mission

To provide high quality pharmacy education and training to explore the students to be a responsible professional pharmacist.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Management and institution with the desire to lead the way in pharmaceutical technology and education.
- Experienced educators who respect leadership, teamwork, and mentoring. Preparing and promoting the faculty to participate in different FDPs or conferences in a national and international arena.

- Centrally located green lush campus.
- State-of-art infrastructure and well-equipped laboratories,
- Excellent academic performance.
- Proactive efforts to publicise faculty, and student successes.

Institutional Weakness

- A lesser focus on innovative research that tackles current issues.
- Non-commercialization of Patent.
- Limited program for faculty and student exchange.
- Sporadic industrial involvement in scientific initiatives.

Institutional Opportunity

- Encourage and support translational research that results in more patents, start-ups, and entrepreneurs.
- Boost college involvement in regional, national, and international projects and MOUs to advance faculty and student exchange programs.
- Creating and offering online, hybrid, and pharmacy faculty and students courses.
- Increasing alumni connections and communication to further our vision and objectives.
- Create branding initiatives to advance an institution's reputation and international visibility.

Institutional Challenge

- The job market for pharmacy graduates is growing more competitive in key industries.
- Challenges brought on by modern technologies and online education programs.
- The needs of the healthcare and pharmaceutical industries are rapidly changing.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

We at GES's Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research, Nashik offers D. Pharm, B. Pharm, and M. Pharm programs, affiliated to Savitribai Phule Pune University (SPPU), Pune and Maharashtra State Board of Technical Education (MSBTE), Mumbai. The institution rigorously abides by the rules set forth by regulating bodies including the Savitribai Phule Pune University (SPPU), Pharmacy Council of India (PCI), and All India Council for Technical Education (AICTE). Institute recognised by government of Maharashtra and ISO 9001: 2015 certified.

The principal, academic in-charge & departmental HODs distribute workload for teaching courses based on expertise and feedback from students. Class Teachers, Guardian Teachers and Class Coordinators monitor

course curriculum, assess student performance, identify average and below average students, and interact with students to discuss progress, issues, and suggestions. Institute organizes seminars, guest lectures, workshops, competitions, coaching, and field visits to enrich students.

Our college arranges add-on-certificate courses for students, making it easier for them to learn more about their chosen fields of study.

The college emphasizes gender equality and fights prejudice. It provides boys' and girls' distinct common rooms for age-appropriate entertainment. It also has a mentorship cell, internal complaint committee, and anti-ragging cell. Professional ethics are of the highest importance, and students participate in a variety of community service projects. It also hosts guest lectures on topics such as personality development, intellectual property rights, and personality development. The Institute prioritizes environmental sustainability and provides courses to develop skills for identifying environmental problems and taking action to protect the environment. Human and animal safety is the pharmaceutical industry's top priority and is supported by activities such as fire safety, Pharmacovigilance, clinical and preclinical research, toxicology testing, and organ donation. Rural development is also addressed through the curriculum, such as Pharmacology, Pharmaceutics, Human Anatomy Physiology, Pathophysiology, Pharmacy Practice, and Social and Preventive Pharmacy.

In addition to collecting and analysing feedback from many stakeholders, we at our college evaluate teachers based on the academic feedback of the courses they teach. On the basis of the input gathered, appropriate action is done.

Teaching-learning and Evaluation

The admission process and Implementation of new courses, if any, is done as per the directives of the regulating authorities such as DTE Maharashtra, SPPU, AICTE, and PCI. The students are enrolled as per the reservation policy of the Government of Maharashtra. The appointment of quality teachers is done as per the requirements prescribed from time to time by the regulating authorities viz. SPPU, PCI, and the institute management.

The Institute has developed a student-centric approach for implementing the teaching-learning process based on different approaches such as experiential Learning, Integrated Learning, Participative learning, Problem-Based Learning, and Self-directed Learning. ICT-enabled tools such as for effective teaching-learning processes using ICT tools equipped classrooms as well as online tools such as Zoom and google meet platform, Google Classroom online assessments, tutorials using Google Forms, and also use social platforms post study material. Open Educational Resources such as e-books, and e-journals via online Library membership are also available.

The students are made acquainted with the Evaluation Process at the entry-level and from time to time. The whole process is carried out through a transparent method and is coordinated by Chief Examination Officer (CEO) and Internal Exam In-charge. Students are informed of the evaluation procedure. The unit test question sheets are written utilizing verbs from Bloom's taxonomy and in line with the learning objectives and are mapped to COs, POs, and PSOs. The Course outcomes prepared by the subject in charge verified by the Head of the Department and approved by the Head of the Institute are mapped to POs and PSOs. This helps in evaluating the attainment of the same. The external examination process is entirely conducted at the university level. Hence the attainment of the same is calculated based on the final scores of students in the exam. The range of attainment is set, based on the pattern prescribed by the University. The Program Outcomes are measured by two assessment tools direct (Internal & external Examination) and indirect methods based on survey.

Research, Innovations and Extension

Gokhale Education Society Sir Dr M.S. Gosavi college of Pharmaceutical Education and Research promotes research culture and innovative practices among the students and faculties. 8 faculties are PhD's and 10 have registered for PhD. Many of faculty are PG and PhD guides in various universities. The faculties use modern teaching learning tools to improve students learning and cognitive skills. The college has decent research facilities including well equipped laboratories with availability of sophisticated instruments to foster research activities. The research cell attempts to promote research work and related activities and encourage students to participate in various competitions. The research work of the college is reflected through publications and patents. 6 patents have been published by faculty and students. Faculties of the college have authored numerous books and book chapters. Workshops, seminars, conferences and guest lectures on technical subjects and soft skill development are organized to improve knowledge, skills, and personal attributes along with ideas about latest trends in the field of pharmaceutical research. College organise regular Industrial visits giving students exposure to latest technology in manufacturing and quality control of pharmaceuticals. College has formed IPR and ED cell that looks after promoting intellectual property-related matters and awareness about entrepreneurship. College has signed MOU's with industries/institutes to promote research culture, share knowledge, expertise, skills and infrastructure. Apart from academics the college are involved in social activities that makes a positive impact, foster social change and develop holistic approach in the students. The College conducted numerous extension activities through NSS and Board of student Development. The NSS unit organises camps every year with an aim to understand the community in which they work, understand themselves in relation to their community. Extension activities like blood donation, awareness camps, cleanliness drives, tree plantation, disaster management programmes, etc. are regularly carried out to promote selfless service minds among the students and to maintain social cohesiveness.

Infrastructure and Learning Resources

The institute's cutting-edge facilities improve the teaching and learning environment. The institute's policy is to provide infrastructure that complies with AICTE and PCI requirements. Class rooms and tutorial rooms with adequate number are well-furnished, well ventilated, equipped with LCD projectors with LAN system, Wi-Fi connectivity and internet access for conducting theory classes while the laboratories are functional and well-equipped, with very advanced instruments like HPLC, UV Spectrophotometer, IR spectrophotometer, tablet compression machine, fluidised bed dryer, automatic tablet dissolution machine, etc. For protection and safety, a concrete wall surrounds the campus, and CCTV cameras are also set up throughout the institute and institute premises. College has a sizable playground, an auditorium, a gym and yoga centre, boys and girl's hostel, a bank, a post office, a canteen, a drug museum, a medicinal plant garden, an animal house, a fire extinguisher, a ramps and a lift for a people with disabilities. Library is automated with digital facilities using Integrated Library Management System (ILMS) includes the Inflibnet's SOUL Software 3.0, annually subscribes hard copy journals of various subjects in pharmaceutical sciences. Library has a membership for various e-sources and utilizes the digital resources like DELNET (access to more than 86 journals), NDL, NPTEL, e-journals (more than 300 in number), e-books, e-newspapers, manuscripts, rare books, archived materials, online databases, thesis, and dissertations. More than 8000 copies of books, college spends every year an adequate amount on the purchase of books, e-book, journals & e journals. The institution has many distinct IT facilities and ICT enabled tools with strong network security with sufficient internet data access. Computing resources made available by the college, with a total of 73 computers with Microsoft Office, Wi-Fi, and internet connection with a bandwidth of 100 mbps. The college is well-equipped with landline connections, xerox machines, printers, and scanners and a variety of applications, including Tally ERP 9.0, ILMS software Soul

3.0, Language library software, Wi-Fi routers of TP link Giga Switch 5 Modem and Digisol, projector screens, Canon and Epson printers, Quick Heal Anti-virus, 2MP HD Dome and Turbo HD Camera, Barcode scanner, headphone, webcam, inverter and UPS.

Student Support and Progression

The Institute is committed to the overall development of students and lengthens every possible support for their progress. The institute looks into the progression of students to higher education, productive employment, student performance, and alumni engagements. The Institute assists the students in availing scholarships from the government and other minority scholarships as a part of student support. Guest lectures on different areas such as soft skills, language and communication skills, life skills, ICT/Computing skills, career counseling, and personality development workshops are organized to enhance their competency and employability skills. Invited expert talk on human values and professional ethics, and activities like the celebration of Reading Inspiration Day, World Pharmacist Day, and International Women's Day, etc. are conducted to develop their moral values. The faculty of the institute conducts sessions in preparation for the GPAT examination. The Institute has constituted a Student grievance redressal committee, an internal complaint cell, and an anti-ragging committee as per the regulatory guidelines to ensure the timely redressal of student grievances. Students after completion of a course are opting for higher education and placement. The percentage of students selecting higher education is excellent as compared to those who are pursuing placement.

A maximum number of students appear for different competitive exams like GPAT, NIPER, GRE, TOEFL, and IELTS. They secure good scores and get admitted to reputed colleges.

The Institute has constituted a student council and is active in organizing and monitoring co-curricular/extracurricular/social welfare activities. Students are encouraged to actively participate in sports and cultural activities organized by the institute and other institutes. Students have received prizes at the University level, State, and National as well as inter-institutional competitions.

Regular meetings of the cultural committee offer a platform to present and discuss the perspective plans of the Institute and help in the effective implementation of institutional policies for extracurricular activity. The institute provides a platform to the students by organizing an Annual social gathering under the heading of "SPECTRUM" to showcase their talent and skill in various sports and cultural activities.

The Institute has an Alumni Association that provides support to the students in preparation for competitive exams.

Governance, Leadership and Management

Vision: To excel in pharmaceutical education and technology.

Mission: To provide high quality pharmacy education and training to explore the students to be a Responsible professional pharmacists**.**

The college has a well-established Governing Board (GB) and a College Development Committee (CDC), which are the highest authorities to support transparent decision-making, formation of effective regulations and the execution of the college in accordance with vision and mission and decentralized team-based management

is used to fulfil the same.

Addition of D. Pharm, M. Pharm (Pharmaceutics & Quality Assurance) and research centre and NBA accreditation & ISO 9001:2015 certification reflects successful deployment of strategic plan.

To encourage the adoption of digital/paperless management for student support, the college has made use of communication tools like its website, institute e-mail ID, CCTV & biometric monitoring, financial accounting with Tally software, e-library and computer lab with internet capability of 100 mbps.

The college provides both teaching and non-teaching staff with a range of welfare measures such as a provident fund, encouragement of staff with financial support to attend faculty development programs, seminars & conferences with sanctioned leave. Also college provides well equipped laboratory facilities for conducting research. As a result, the staff participated in 300+ FDPs, and more than 150 seminars and conferences with financial support. The college also has performance appraisal system for both teaching and non-teaching staff on yearly basis. It evaluates staff's strengths and weaknesses which is essential to achieve the organizational goals and future development.

The college maintains and follows a well-planned process for the mobilisation of resources and funds. The college also conducts both internal and external financial audits on regular basis.

The Internal Quality Assurance Cell (IQAC) has made a substantial contribution to institutionalizing quality assurance processes and initiatives. It periodically analyses the teaching-learning process, operational structures, methodology and learning results and gradual progress of management and administrative activities.

Institutional Values and Best Practices

Gokhale Education Society's Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research (MGSCOPER) has been actively supporting gender equality since its inception. The Women Development Cell (WDC) promotes and facilitates the development of women in various fields. The Nirbhaya awareness program and workshop help girls' students and female faculties to protect themselves from violence, and the Institute offers support services to students who have experienced ragging, sexual harassment, assault, and discrimination.

Institute takes initiatives to promote tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Spectrum- Cultural Committee works to inoculate intellectual and artistic abilities, improve teamwork, and build self-confidence. Initiatives include Indian Constitution Day, Rashtriya Ekta Diwas, Marathi Bhasha Gaurav Din, and Spectrum- Annual Social Function. The Institute organizes cultural, sports, and co-curricular competitions, awards certificates, medals, and trophies, and celebrates the birth anniversary of great Indian personalities. It also provides guidance regarding scholarships from Government/Non-Government organizations and celebrates national holidays and festivals like Republic Day, Independence Day, National Unity Day, National Education Day, and National Youth Day.

The mission of the college is to provide high-quality pharmacy education and training to explore students to be responsible professional pharmacists. To achieve this, the college organizes various events to encourage students to participate in various activities according to their interests and improves their technical proficiency. Additionally, the academic cell, competitive exam assistance center, and placement cell are actively promoting the development of the students.

We provide high-quality pharmacy education and training to explore students to be responsible pharmacists who can provide services to public health. The objectives are to arouse the student to work for the welfare of the community, create sound ground for planning and action, enhance the involvement of students, and motivate them to participate in community programs.

Intercollege Professors and Professional Trainers trained students to develop their talents and establish a career path through aptitude training, group discussions, personal interviewing techniques, resume writing skills, corporate etiquette, and e-networking. The college provides instruction and preparation to develop entrepreneurial skills, and alumni meet annually to offer networking opportunities and support.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOKHALE EDUCATION SOCIETY'S SIR DR. M. S. GOSAVI COLLEGE OF PHARMACEUTICAL EDUCATION AND RESEARCH, NASHIK
Address	Prin. T. A. Kulkarni Vidyanagar, College Road, Nashik
City	Nashik
State	Maharashtra
Pin	422005
Website	www.msgpharma.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sunil Vishwanath Amrutkar	0253-2232799	9423958076	0253-2232799	prin@msgpharma.org
IQAC / CIQA coordinator	Prashant Lakshaman Pingale	0253-232799	9604398903	0253-232799	iqacmsgcoper@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Maharashtra	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	25-01-2023	12	Every year PCI ask institutuions to fill in data required for approval process

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	Prin. T. A. Kulkarni Vidyanagar, College Road, Nashik	Urban	0.86	3610

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,B Pharm	48	HSC	English	100	99
PG	MPharm,M Pharm	24	B Pharm	English	15	15
PG	MPharm,M Pharm	24	B Pharm	English	3	3
Doctoral (Ph.D)	PhD or DPhil,Ph D	36	M Pharm	English	12	3

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4				9				16
Recruited	1	0	0	1	2	1	0	3	6	10	0	16
Yet to Recruit				3				6				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				4
Recruited	0	0	0	0	0	0	0	0	0	4	0	4
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	0	1	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	3	3	0	6
Yet to Recruit				2

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				13
Recruited	3	7	0	10
Yet to Recruit				3

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	2	1	0	0	2	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	12	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	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	201	1	0	0	202
	Female	277	0	0	0	277
	Others	0	0	0	0	0
PG	Male	12	0	0	0	12
	Female	20	0	0	0	20
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	13	11	7
	Female	23	19	21	20
	Others	0	0	0	0
ST	Male	7	4	3	2
	Female	8	10	10	8
	Others	0	0	0	0
OBC	Male	79	59	45	39
	Female	150	119	90	73
	Others	0	0	0	0
General	Male	63	47	48	45
	Female	86	79	75	67
	Others	0	0	0	0
Others	Male	19	15	7	7
	Female	36	29	24	22
	Others	0	0	0	0
Total		487	394	334	290

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The National Education Policy (NEP) 2020 highlights on imparting 21st century education skills to individuals in order to support their holistic development. The social, physical, emotional and moral improvement of the occupied individual shall be promoted in a multidisciplinary education. All of the professional, vocational, and technical programmes will systematically execute this type of comprehensive education. The Gokhale Education Society was established on February 19, 1918, on the third death anniversary of Namdar Gopal Krishna Gokhale, by his distinguished student, late Principal T. A. Kulkarni, a notable social worker. Society recently celebrated 100 years of meaningful existence

and currently has more than 140 units distributed across three zones: Mumbai, Nashik, and Thane-Palghar, offering various professional and non-professional programme viz. (Engineering, Management, Arts, commerce and Science, Hotel Management, Law, Nursing and physiotherapy etc.) serving 1.25 lakh students. Our institute is affiliated to Savitribai Phule Pune University, is unable to provide flexible and innovative curriculum that involve credit-based courses and projects in the areas of community engagement and service, ecological education and value-based learning in order to meet NEP expectations for a holistic and multidisciplinary education. We nevertheless employ an interdisciplinary approach to teaching and learning without this. The four main departments of Pharmaceutics, Pharmaceutical Chemistry, Pharmacology, and Pharmacognosy are encouraged to collaborate on research projects that cross many disciplines, and interdisciplinary work is now a normal practice at the institute. We are engaged in interdisciplinary research projects in the areas of pharmaceutical technology, nanotechnology, synthetic and natural compounds, computer-aided drug design (CADD), pharmaceutical analysis, pharmacological studies using stem cell-based sources, and regenerative healthcare. Integrate social responsibility, local community participation, and services given by staff and students through work, environmental education, and value-based education through NSS. This will provide us with many opportunities and a great opportunity to put the multidisciplinary and interdisciplinary components of NEP 2020 into action. Furthermore, a task force has been formed to investigate the administrative, legal, and regulatory facets of the proposal. This is the first step towards putting it into practise. Additionally, the provision for multiple entry and exit will be put into effect as soon as the ministry of education and the UGC give the relevant regulations and rules. We are confident that, with the support of management and other related institutes, we will be able to contribute to the implementation of NEP 2020's Multidisciplinary / Interdisciplinary goal.

2. Academic bank of credits (ABC):	The institute has responded positively to the new Academic Bank of Credits proposal presented in NEP 2020. In this regard, we registered our institute on the

	website www.nad.digilocker.gov.in and designated one of our faculty member, Dr. Shilpa S. Harak, Academic In-charge, as a Nodal officer. Under the digital India initiative, the institute provides a depository for all academic awards. The institute already applies the choice-based credit system (CBCS) for all programmes, and it also intends to abide by the guidelines established by Savitribai Phule Pune University Academic Council regarding the ABC process. At the time of registration, we had downloaded the required 15 templates, starting with the SSC mark sheet and working through the process up to degree diplomas. The exam section and the students' respective class professors will both offer support to the students in this regard. The institute must follow any further important instructions or directives that are communicated to it by appropriate authorities. Our programmes are regulated by PCI and AICTE, therefore credit transfers and dual degree/twinning programmes are not permitted. However, the institution is willing to start such programmes with Statutory Regulatory Authorities direction. We have a committee for curriculum formation where faculty members who are members of the BOS and Academic Council modify the curriculum, add new courses and even produce books.
3. Skill development:	In addition to offering professional UG/PG/Ph.D. programmes, we also offer a diploma programme that meets the demand for vocational education. We also provide optional add-on certificate courses that students may select from. According to the current industrial demands for human resources, skill development will help to improve our graduates' employability. We at our college offers the value-added programmes for NEP implementation. The institute additionally highlights student development of soft skills. A person's wealth and well-being will improve as a result of their knowledge and skills since they will encourage better jobs, better lives, social inclusion and environmental awareness. Our training and skill development committee monitors technical and soft skill trainings provided through various programmes and internal and external collaborations. Specialized training programmes: A Skill Enhancement Training Programme" to guarantee that their graduates are preferred by

industry during interviews. Before each interview, there are training and counselling workshops on specialised subjects such pharmaceutical sales, quality control, R&D, etc. Students are updated on current trends, legal considerations, and strategies by industry experts and alumni as they get ready for the final interview. They share their practical knowledge of industry expectations with students to help them make better choices. Experts offer students opportunities for higher education on the national and international levels. Highly successful entrepreneurs also host encouraging sessions. A. Add on Certificate Courses: The institution has conducted add on certificate courses based on current industry requirements and best practices. B. Hands on Training: All students at the institute receive hands-on training on the latest technologies, whether or not those activities are covered in the curriculum. The learner's understanding of theoretical concepts has improved due to this practical experience. C. Seminar/conference/workshop organization: The institute frequently conducts a variety of seminars, conferences, and workshops so that faculty and students can network with academic and professional experts and stay informed about the latest developments in technology, legal requirements, practise, and other areas. In addition, the institution encourages professors to participate in outside workshops, conferences, and seminars in order to increase networking with outside faculty. D. Employability skills: To sharpen employability skills of students as per Skill India Program and start-up initiatives in pursuance with Government of India. The institute organizes entrepreneurship awareness workshops and interactive sessions of successful entrepreneurs. E. Short term / Refresher courses: Faculty members and students are actively engaged in professional development by taking short-term/refresher courses on the SWAYAM/NPTEL platforms. F. Our NSS volunteers and Board of Student Development plays vital role in in instilling human values and environmental awareness among students. As a matter of course, we are ready to implement any additional skill-development initiatives suggested in line with NEP2020.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using	In order to fulfil India's future aspirations for education, health and the environment, the institute is

online course):	adhering to Indian culture and tradition while imparting advanced technological education and integrating knowledge from ancient to advanced India. Since the institute is governed by PCI/AICTE/SPPU regulations and their curriculum, all pharmacy programmes must abide by the use of the English language as a communication and course-conducting medium. Therefore, even though classes are taught in English, teachers sometimes request by students to clarify course material in their regional or national language. Therefore, teachers do their best to explain course material in national, regional, and native languages. On the other hand, the college celebrates significant days like Marathi Bhasha Divas to promote understanding of the national and regional languages of India as well as the cultures associated with each of those languages. The college's annual cultural event known as "Spectrum" includes a variety of Indian dance, plays, and musical performances. Our institute encourages and supports research and study in the domains of Ayurveda, Herbal Medicines, and Nutraceuticals because pharmacy strives to discover new chemical entities, molecules from the natural resources and are in great demand. The institute therefore makes every effort to disseminate this information and integrate the Indian information system into its operational culture. The institute accelerated its teaching and learning efforts online utilising a variety of platforms during the COVID-19 epidemic. The institute is dedicated to producing competent pharmacists and excellent, responsible Indian citizens.
5. Focus on Outcome based education (OBE):	The institution offers one UG and two PG programmes. All of these programmes activities and curriculum focus around outcome-based learning. After completing their programme of study, students will possess particular knowledge and skills that will lead to specific outcomes. The outcome-based education a paradigm established by SPPU/AICTE/PCI has been adopted by our institute. The POs, COs, PSOS, and their accomplishment have been determined in accordance with the standards set out by the All India Council for Technical Education and the National Board of Accreditation. The MSGCOPER places a strong emphasis on three things: a) theoretical understanding that integrates the reasons why actions

	are taken or decisions are made; b) practicality to highlight how to do things and c) self-reflection to promote the how to effectively utilise knowledge. All of these programmes are made to support students in depicting their learning and achievements in terms of understanding, skills, perspectives, and values. The effectiveness of a student's educational experience is largely determined through exams and other methods of student evaluation. In addition to assessing the students' accomplishments (and grades), they must also judge whether the set goals for learning have been achieved. To prove that the goals and outcomes of the work have been attained, it is essential to demonstrate that reliable and accurate evaluations were carried out. The following evaluation reforms were implemented: a) Designing a question paper that incorporates the revised Bloom's six levels of cognitive domain abilities b) Measuring the achievement of course and programme outcomes and mapping them. Overall, the institute's teaching-learning methodology was developed with the goals and philosophy of outcome-based education in consideration. MSGCOPER offers a variety of opportunities for hands-on learning, such as practicals, internships, projects, industry visits, etc., that motivate students to focus on research, innovation, and integrating ideas for the benefit of society. Apart from domain-specific knowledge, learning outcomes at all levels highlight social responsibility, ethics, and entrepreneurship so that students can actively contribute to the country's or society's economic, environmental and social well-being.
6. Distance education/online education:	Since its beginning, MSGCOPER has promoted for the use of ICT-enabled tools in the teaching and learning process, as NEP also recommends. As a result, the majority of the classrooms are equipped with ICT, including wireless networking and overhead projectors. Physical classes were not offered during COVID-19, therefore positive adjustments were made by our professors and students during the lockdown and they continued their academic work through online classes. The following programs/approaches were used to deliver online education. For academic and practical classes, multiple ZOOM PRO systems were subscribed, allowing for uninterrupted sessions. Faculty members

frequently shared various learning resources, including articles, pre-recorded videos, YouTube links, assignments, etc. in the relevant Google Classroom and students are responding very well to these online tools. The teachers and students used platforms like MOOCs, SWAYAM, NPTEL, etc. to complete online courses and enhance their knowledge on a variety of subjects and scientific topics of interest. Student communication and comprehension were improved with WhatsApp groups. By planning Webinars/Workshops with experts from both academia and business using the ZOOM and Google Meet platforms, additional content beyond the course material and recent advances were provided. The institute has all the tools necessary for providing online teaching and learning opportunities. These resources include digital tools, LAN and Wi-Fi internet connectivity, desktops, laptops, projectors and a learning management system of the institution. The faculty members regularly and effectively use a variety of digital tools and apps for online and blended learning. Due to the aforementioned resources and methods, our institution is prepared to adopt NEP2020's Digital Education Policy.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2018. Electoral Literacy Club is set up in college with the primary objective of sensitizing the students and community about democratic rights which includes casting votes in elections.
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?	The Institution has the ELC functional with the following office bearers (AY 2021-22) S. No. Name Designation Functional Role 1. Mr. Raosaheb Y. Ghegade Assistant Professor ELC Coordinator 2. Mr. Sahebrao S. Boraste Assistant Professor ELC Additional Coordinator 3. Mr. Yash S. Chavan M. Pharm Final Year Student Representative 4 Mr. Pratik A. Dhumase B. Pharm Third Year Student Representative 5 Mr. Aditya C. Patil B. Pharm Second Year Student Representative
3. What innovative programmes and initiatives undertaken by the ELCs? These may include	Activities done by the ELC of MSGCOPER. Our students participate in Voter Awareness Campaigns

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.	aimed in educating the public in the nearby villages. 1. To create awareness and interest among faculties and students through workshops. 2. To educate the targeted populations about voter registration, electoral process and related matters through hands on experience. 3. Voter awareness guest lectures conducted for in-house students. Activities conducted under ELC: Celebration of National Voters Day: 25.01.2019 Voters Registration Camp: 28.01.2019 Celebration of National Voters Day: 25.01.2020 Voters Awareness Camp: 25.01.2022
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.	1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 2. Graduate Constituency voter awareness & registration drive conducted. 3. Teachers Constituency voter awareness & registration drive conducted.
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.	Voter registration drive conducted at Institute for above 18 years of age students. The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections.

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
511	487	394	334	290

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: 38

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	22	22	21

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
136.71	71.29	146.66	158.03	153.43

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

GES's Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research, Nashik is affiliated to Savitribai Phule Pune University (SPPU), Pune. (Maharashtra) and Maharashtra State Board of Technical Education (MSBTE), Mumbai. The courses running at this institution are determined by these affiliating bodies.

The institute strictly follows the norms of regulatory councils like Pharmacy Council of India (PCI), All India Council for Technical Education (AICTE) and Savitribai Phule Pune University (SPPU). The Institute is recognized by Government of Maharashtra and ISO 9001: 2015 certified. Before the commencement of every academic year, the institute constitutes various committees for effective planning of Academic, Research, Examination, Extra-curriculum; mentoring activities. The Academic calendar is framed by the Academic Committee in accordance with the academic calendar issued by the University containing probable dates of activities like tenure academic terms, holidays, period of examination, co-curricular, extra-curricular activities etc.

Programs offered by the institution are D. Pharm, B. Pharm, M. Pharm (Pharmaceutics and Pharmaceutical Quality Assurance). The undergraduate program (B. Pharm) offered by the institute was accredited by NBA for three years (July 2019 to June 2022). The institute operates through different departments namely Pharmaceutics, Pharmaceutical Chemistry, Pharmacology and Pharmacognosy. The B. Pharm and M. Pharm program is affiliated to SPPU, Pune and follows the semester system where as annual pattern has been adapted for D. Pharm by MSBTE, Mumbai. The Principal, Academic in-charge, departmental HOD distribute workload for teaching courses based on expertise and feedback from students. Teaching plans are prepared at the start of the academic term, one periodic examination and two sessional examinations are planned. Pre-class materials are prepared and ICT based teaching is encouraged. The academic committee monitors the total number of theory and practical hours completed and syllabus covered. Class Teachers, Guardian Teachers, and Class Coordinators are appointed for first to final year. The Class teachers closely monitor course curriculum throughout the year. Guardian Teachers continuously interact with mentees to assess their performance and provide assistance to tackle their problems that are encountered during their learning process. In every class, average and below average students are identified on the basis of their performance in first internal examination after admission to the specified program considering inputs from the students in case needed and special efforts are taken to improve their performance. The Class teachers, guardian teachers interact periodically with students to seek their inputs on the progress of the course, issues in learning (if any) and suggestions for further action.

The Institute organizes Seminars, guest lectures, workshops, competitions, career guidance programs, coaching related to higher education etc. to fill the gap in the curriculum. Different field visits like Hospital visit, Industrial visit, Project work are planned to enrich students through experiential learning. Academic meeting is called on monthly basis with the agenda discussing plans to foster the overall growth of

academics.

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

1.2 Academic Flexibility

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

Response: 4

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: 16.17

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
84	99	83	60	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:

Gender: Women Day festivals, workshops on women health and personality development, and current healthcare issues affecting Indian girls (young, adult, and unmarried) are all integrated into the college calendar. It places a strong emphasis on gender equality and fighting prejudice. Additionally, during a routine, students perform practical sessions in mixed-gender groups. Various seminars, conferences, tech fests, poster presentations, events, along with research activities are open to both boys and girls equally. The institute provides boys and girls separate common rooms for age-appropriate entertainment.

Social and Professional Ethics and Human Values: All floors of the college campus are connected by lifts, making it accessible to people with impairments. The College has established a mentorship cell, an internal complaints committee, as well an anti-ragging cell since it was founded. For the institute, professional ethics are of the highest importance. A curriculum that instils human values in students, including communication skills in first year and pharmaceutical quality assurance in the third year of B. Pharm are included. Our students participate in a variety of community service projects, including blood donation drives, health screenings, programs to increase public awareness of infectious diseases, and organ donation campaigns. The Institute is dedicated to helping students develop professional ethics through courses such as Pharmaceutical Jurisprudence, Communication Soft Skills Development, and Pharmaceutical Marketing. It also hosts guest lectures on topics such as personality development, intellectual property rights, and personality development through exposure to the thoughts of academic stalwarts and industrial experts.

Environment and Sustainability: The Institute prioritizes environmental sustainability and offers courses to develop skills for identifying environmental problems and acting to protect the environment. These skills are then applied through the organization of numerous events like; 'Swachh Bharat Abhiyan', 'World Environment Day', 'Yoga Day' etc. These would be advantageous to everyone in a broader sense.

Human and Animal safety: Since many dangerous compounds are used for practical purposes, human and animal safety is the pharmaceutical industry is the top priority. Students get to know the safety of humans and animals by studying a variety of topics, including pharmaceutical microbiology, pharmacology, pathophysiology, and medicinal chemistry. This was supported by a variety of activities carried out at the institute level, including fire safety. To help students comprehend the safety of humans and animals, the institute also holds seminars or workshops on topics including Pharmacovigilance, clinical and preclinical research, toxicology testing, organ donation, etc.

Rural Development: Many Indians, who make up the largest population in the world, reside in rural areas.

Several subjects, including Pharmacology, Pharmaceutics, Human Anatomy Physiology, Pathophysiology, Pharmacy Practice, and Social and Preventive Pharmacy, exist in the curriculum to increase student's awareness about living, good hygiene, healthy lifestyles, and particularly about medications and government campaigns. The institute believes that this will work effectively by holding NSS camps every year in the village where the people can be made aware of all the health hazards by our student volunteers through activities like rallies, street play, blood donation camps, etc.,

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

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

Response: 52.45

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

Response: 268

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

1.4 Feedback System

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Enrolment percentage

Response: 97.92

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
113	114	96	99	97

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	115	100	100	100

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

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

Response: 88.66

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
36	34	37	36	29

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
41	41	40	40	32

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

2.2 Student Teacher Ratio

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

Response: 21.29

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Experiential Learning:

- **Laboratory Practical:** As part of the curriculum, all students are required to acquire hands-on training and professional skills in the coursework.
- **Research projects:** As part of their curriculum Final Year B. Pharm work in a group, while M.

Pharm students carry out research and/or review projects individually.

- **Industrial training for B. Pharm students:** T. Y. B. Pharm and/ or Final Year B. Pharm desirous of having industrial training are provided with opportunity to learn at different sectors in industries where they understand the functioning of each department. This enriches their knowledge and enhances their career choices.
- **Hands on training workshops** on various instruments are conducted to expose students to different instruments.

Integrated Learning:

Industrial Visits: Students gain a practical perspective and correlate it to the theoretical knowledge received via curriculum.

Guest lectures: Resource Persons from different fields are invited for expert talks.

NSS Activities: Health Survey, Safe use of medicine, Malaria Dengue disease prevention awareness, etc. activities are carried out by NSS volunteers.

Participative learning: To develop the skills of teamwork, communication, leadership along with technical know-how students, are encouraged to work in groups for various activities:

- **Preparation of Flash card, Herbarium, Learning Charts, demonstration models** and are encouraged to participate in intra and inter collegiate events.
- **Poster and Oral Presentations:** Students participate as groups for different competitions arranged at state, national and international level.

Problem Based Learning: Tutorials, Assignments, Research, and review Projects which are directed towards problem solving.

Self-directed Learning: Students are given the opportunity to learn beyond curriculum by conducting add-on courses and online courses.

ICT enabled tools for effective teaching-learning process.

- Each classroom is equipped with LCD projector and high-speed internet connection utilized by all teachers.
- Online teaching – Learning process is done on zoom and Google meet platform.
- Online platform of YouTube and Streamyard have been used to conduct online webinars, conferences, and student development programs on the institute's own YouTube channel.
- Google classroom is used by all teachers for sharing of Study material, notes and communication with students and assessment, tutorials are conducted via use of Google forms.
- Teachers also post study material on social platforms like slide share, Author stream.
- The use of computer simulated software for demonstrating animal experiments, Chemdraw and Swiss ADME for molecular structure drawing and study are taught.
- Open educational Resources: Teachers and students actively use open educational resources like e-books, e-journals, and other related course material for the effective teaching.
- Online Library membership of DELNET, NDL and Plagiarism X-checker software for checking plagiarism is used by students and faculty alike.

- Soul software is used for issue and return of library books.
- Language lab software is also available for improving communication skill.
- Social media is used to communicate with students.
- ICT enabled teaching in the institute helps to enhance the learning experience of the students and encourage their active involvement in learning process.

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

2.4 Teacher Profile and Quality

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

Response: 100

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
27	27	22	19	17

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

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

Response: 23.21

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
6	4	4	6	6

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

2.5 Evaluation Process and Reforms

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

Response:

- The assessment is an important step in calculating learning outcome of students. Assessment is done in two ways i.e., internal, and external examination. The revaluation and/or rechecking is done by the University efficiently and within the stipulated time to redress the student's grievances.

    Various tools are adopted for assessment as mentioned below:

    External Assessment: The examination cell is involved in dealing with examination related grievances. End semester examination is conducted by the university. If the students indulge in any kind of malpractices during exams severe action is taken against them by the exam cell after discussing the matter with the External Senior Supervisor, Chief Exam Officer; Principal.

    To maintain transparency External senior supervisor; External Squad appointed by university and exam cell help them to perform their duty. During, the conduct of examinations, if questions appear from "out of syllabus" or if any error in the question paper is detected, students inform their grievance to the subject teacher and it is communicated to the Controller of Examinations through QPD online mode. University has developed grievance redressal system in the examination section for timely and efficient resolution of grievances and it is administered by College Examination Officer (CEO) at institute level. After the declaration of university results, if students have grievances, then students can apply for photocopy and revaluation and/or rechecking of the answer book through examination section of the institute. The University schedule of application for photocopy and revaluation is informed by examination section to the students after the declaration of university examination results. Subject teachers assist the students in evaluating the photocopy of answer books received from SPPU.
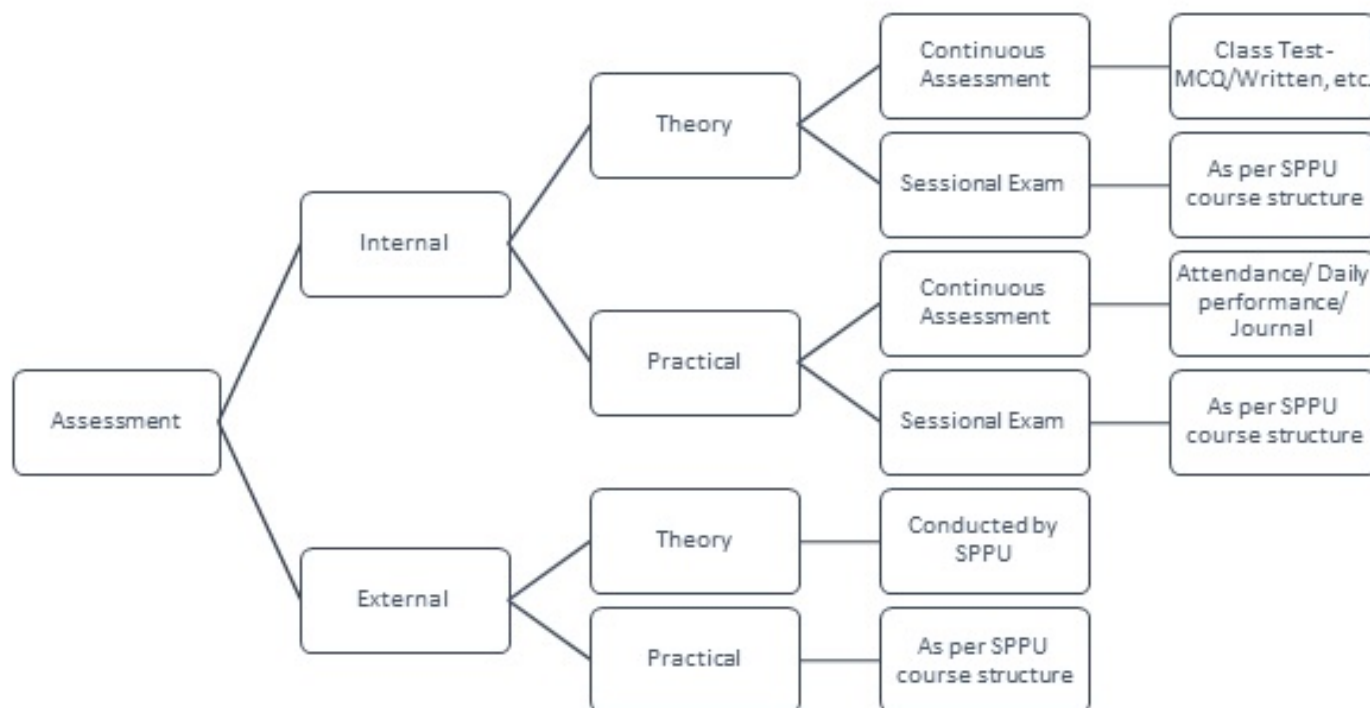
Internal Assessment: The internal assessment process is carried out transparently for that the Chief Examination Officer (CEO) and Internal Exam in-charge have been assigned to coordinate and communicate the examination activities. The Examination process is well defined and communicated to students well in advance during orientation program by exam department and respective faculty also. The schedule of session exams is included in academic calendar and communicated to student at the time of commencement of semester. It is mandatory for faculty to set two- 02 different question papers for every individual subject, based on CO/PO/PSO/PEO's using Bloom's taxonomy. Out of the two, one is randomly selected by the exam department. The whole process is confidential. For maintaining transparency Block supervisors, Internal Squads, and rotating seating arrangement is implemented. After evaluation, the answer sheets are shown to the students and marks are confirmed with their signature.

If any grievances in evaluation or totaling are raised by the students, they are resolved by the subject teacher. Students who fail in external SPPU examination get a chance to appear for an improvement exam to enhance their internal score. The final marks scored by students in the internal sessional examination; continuous assessment is entered in mother register; confirmed by students with their signature. The same marks are uploaded on SPPU online portal. Thus, making the evaluation process robust and transparent.

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

2.6 Student Performance and Learning Outcomes

2.6.1 *Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the*

institution are stated and displayed on website

Response:

Based on the course objectives specified in University Syllabus (which is been adapted from Pharmacy Council of India w.e.f. academic year 2018-19 and 2019-20 as 2018 Pattern and 2019 Pattern), the course outcomes of all courses are drawn by course in-charge for B. Pharm and M. Pharm Program.

The course outcomes are prepared for each course (each subject) after giving due consideration to the syllabus prescribed by the SPPU, Pune. The syllabus prescribes learning objectives; from this each course in-charge attempts to formulate the course outcomes. These are drafted in the light of the Mission Statement of the college. PSOs/PEOs are decided and finalized in 1st Academic Advisory Committee Meeting of every academic year or may be cross-checked by the head of the department or senior faculty member of the department. The department offering the respective programme develops the Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) in strict accordance with the goals of Outcome Based Education (OBE) following extensive efforts by faculty considering current aspects in pharmaceutical industry.

After reaching a consensus, the ideas are extensively disseminated and made public via the numerous channels of presentation and/or communication listed below:

- Website,
- Notice boards,
- Induction program,
- Laboratory manuals,
- Question papers,
- Official e-mail communication.

Program-Specific Outcomes (PSOs): PSOs are the precise competencies and achievements that students are expected to have attained at the program conclusion. In collaboration with the course coordinators, the program coordinators create the PSOs, which are typically two to four in number. After receiving approval from the Principal, a panel of experts including heads of the department and subject matter experts from each department, discuss and decide on the matter.

Programme Outcomes (POs): POs are general statements that explain the professional achievements that the programme wants to achieve and that the students are expected to have reached by the time the programme is over. POs include a variety of interlinked knowledge, skills, and personality attributes that students must develop in order to graduate.

Course outcomes (COs): COs are simple declarations of the fundamental and enduring discipline knowledge, the skills that students should be able to perform, and the level of learning that is anticipated upon course completion. They are communicated and specified explicitly. The course coordinator creates the course outcomes after consulting with concerned instructors who teach the same course.

The POs, PSOs and COs are made available online at the institutional webpage, which may be found at https://msgpharma.org. The promotion of awareness of POs, PSOs, and COs is deliberate in all interactions with the students.

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

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

Response:

Course outcomes are prepared after considering the syllabus and verified by the Head of Department and approved by the Head of the Institute. Internal continuous assessment questions are mapped to COs, PEOs/PSOs and POs. The course in-charge drafts CO-PO matrices, which are verified by the Head of Department and approved by the Head of the Institute. Theoretical values for a theory and practical course are obtained by specifying the course outcomes separately. PO 1 has high attainable value.

Correlation between external and internal exam scores is used to determine course outcome attainment.

Course outcomes and evaluation criteria are mapped to program outcomes to measure how well the program outcomes are achieved. CO-PO; PSO mapping is done by the Course in-charge and evaluated by head of the department. This is usually done in consultation with other senior faculty members who taught the same course earlier.

Methods of measuring the level of CO attainment:

The students are evaluated through Internal and External examinations.

The level of attainment of COs for both Internal and External examination is set for all courses on the scale of 1 to 3.

The questions asked in the internal/ continuous assessments are mapped with COs and POs of a particular subject.

The marks obtained by each student in CIE and sessional examination, of every course is mapped on the scale of 0 to 03 and Report is prepared and submitted to exam section by the faculty members.

The final course outcome attainment is calculated by making correlation between attainment through External exam and internal examination based on their respective weightage as per pattern.

Methods of measuring the level of PO attainment: The attainment of POs is measured by

Assessment process:

The assessment tools are direct and indirect methods for evaluating the attainment of POs.

Direct methods: Session examinations and internal assessment are conducted to focus on POs. Question papers are framed based on POs, and assignments are given for extension of syllabus. POs are categorized as professional core, basic subjects, and course outcomes are translated to POs. Data is gathered and POs

are highlighted.

Indirect methods: Surveys are conducted at two levels: alumni and exit survey. Frequency of carrying out the process: Once in year The POs are obtained from course outcomes, which comprise several tools, semester end examination practical, MCQs, assignments, seminars etc., each one is uniquely suited to determine POs. The evaluation is summative as well as formative (experience and appreciation, MCQs).

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

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

Response: 96.35

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
126	114	57	63	62

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
137	114	57	65	65

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.77

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: 7

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2.0	0	5.0

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:

Use of internet-based demonstrations, PowerPoint presentations, and videos during regular classes. Use of simulated software for animal-based experiments in subject-Pharmacology.

Use of software in regular teaching-learning, and research-experimentation such as dissolution, optimization, and use of Plagiarism X and Bio-render creation software by postgraduate students in research article publication.

Teachers have prepared their Google Classroom which facilitates teacher-student interaction along with the online distribution of notes and communication of assignments.

Infrastructure: The college continuously upgrades infrastructure facilities and the laboratories are well equipped with sophisticated instruments like HPLC, IR Spectrophotometer, and UV-Vis. Spectrophotometer, Dissolution Apparatus, Fluidised bed processor, Hot melt extrusion, tablet compression machine, Brookfield viscometer, Rotary Evaporator, Flame photometer, etc. The college also has CPCSEA approved animal house.

Academic Research Cell: The college research committee is dedicated to promoting and supporting research activities involving activities like research coordination, project management, collaborations, research training, mentorship, and research publications.

IPR cell and ED cell: College has created IPR, ED cell which looks after managing and promoting intellectual property-related matters and awareness about entrepreneurship. Students and faculties have published two patents of their innovative ideas.

Organizing/Attending of seminar/workshop/conference/FDP: These are organized in the institute that provides a platform to students and faculty to interact with experts from industry and academicians. These events provide information about latest trends in the field of pharmaceutical research as well as upgrade the research knowledge.

Guest lectures: The institute is very proactive in conducting guest lectures and training programs with an aim to update the knowledge of the subject and impart research acumen in the students.

Faculty training programs: Faculties are motivated to attend conferences, seminars, workshops; FDPs to acquire new knowledge and recent updates in the technology used for research. Faculties are provided with registration fees and travelling expenses to attend such programs.

Technical events: The institute organizes technical events by conducting seminars/conferences and a poster presentation competition wherein students of different institutes present their research work.

Industrial visits: Industrial visits are organized for students, faculty giving them exposure to latest technology used in manufacturing, quality control of pharmaceuticals, and research trends in pharmaceutical industry.

The language laboratory facility in the college helps to improve English language efficiency and soft skill development.

The output of any research activity is its publications in journals of repute. The college provides the required processing fees to students and faculties to publish their research.

The college provides financial assistance to attend such conferences abroad. Faculties have presented their research work at conferences held in countries like Spain, Japan, South Africa, Mauritius, etc.

The College has signed MOUs with industries/institutes to promote research culture in the college and enable the exchange of knowledge.

Faculties are encouraged for Ph. D registration. Faculties are allowed to use the machine room, instrumentation facilities, and animal house of the college for their Ph.D. dissertation work.

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: 21

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
7	4	4	2	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: 0.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	7	2	4	3

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

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

Response: 1.11

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
23	09	04	05	01

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:

Extension activities: Engaging students towards extension activities is an excellent way to contribute, make a positive impact, and foster social change and develop a holistic approach among them. The College has conducted numerous extension activities through NSS and Board of Student Development.

NSS Unit: The NSS unit organizes a residential camp every year. The NSS unit is actively involved in cleanliness drives, education programs and awareness campaigns in the rural areas. The NSS unit adopted villages (Gawalwadi, Matori) where special camp activities have been conducted.

Board of Student Development (BSD): BSD in collaboration with Savitribai Phule Pune University (SPPU) the college organizes numerous programs. It includes Earn and Learn scheme where students are paid (Rs. 45/ hr.) for the work. The institute conducts numerous extension activities like;

Blood donation: Every year, the college organizes blood donation camp in the college and during the annual camp.

Swachh Bharat Abhiyan is regularly carried out in college to encourage students to actively participate in promoting cleanliness and maintaining hygiene in their campuses.

Swacchata Rally was conducted in which college students aimed to raise the awareness and promotion of cleanliness among the community.

RTPCR camp was organized in collaboration with health department of Nashik Municipal

Corporation.

COVID Vaccination camp was held in association with Savitribai Phule Pune University and health department of Nashik Municipal Corporation.

Dengue and Malaria awareness campaign was organized at Matori village, Nashik to raise awareness about the prevention and control of dengue and malaria.

Menstrual hygiene awareness programme was organized to create awareness about importance of good menstrual hygiene management.

Aids awareness rally was organized to educate the public about HIV/AIDS and address the prevailing stigma associated with the disease, street plays were also performed by students.

A campaign of safe usage of medicine was taken up in a tribal village.

Disaster management workshop was conducted in association with Nashik Municipal Corporation to educate students in preparedness, response, and recovery efforts during disasters.

Tree plantation programs are regularly conducted as per the circulars of state Government and Savitribai Phule Pune University.

Asmita Yojana was taken up with an aim to make sanitary pads available at economical rate and to

maintain personal hygiene, as per instructions of the State Govt.

Sawach Bharat Pakhwada was celebrated as per instructions from the State Govt.

Plastic collection drive was conducted in the college and premises.

A **Malnutrition survey** was organized in a tribal place in Nashik district.

A Street play on **World Leprosy Day** was staged.

A Street play on **'Say No to Alcohol and Tobacco'** was presented.

Voters' awareness and new voters' registration programs were arranged.

College celebrates World Pharmacist Day, National Pharmacy week, Yoga Day, Marathi Bhasha din, Women's Day, Shivswarajya diwas, Aids day, No vehicle day, cycle day, Constitution day, National Science Day, World wetland day, National voters' day, Gandhi jayanti, Ekta divas, Sadbhavana divas, National Education Day, Quit India Movement, Swaach Bharat Pandharwada, Vittiya Sakshartha Abhiyan as per directions of the State Govt. and the University.

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:

A summary of awards and recognitions received for extension activities from government/government recognized bodies is as follows:

- Received appreciation from Grampanchayat of Gawalwadi village for social activities conducted during NSS camp from 15th January -21st January 2018.
- The college Magazine named "Spectrum" received 2nd prize from Savitribai Phule University at annual prize distribution function. The magazine includes details of extension activities conducted.
- Appreciation letter by Arpan Blood bank, Nashik for organizing blood donation camp on 28th December 2019.
- Appreciation letter from Matori Grampanchayat for remarkable work by college students during NSS camp held from 24th December 2019 to 30th December 2019.
- Letter of appreciation from Grampanchayat of Matori village for exceptional work in NSS activities conducted during NSS camp held from 7th January 2019 to 13th January 2019.
- Appreciation letter from Grampanchayat of Matori village for creating awareness about Dengue and Malaria through campaign organised by the college on 10th January 2019.

- Letter of appreciation for organising awareness campaign on safe use of medicine on 29th December 2019 from Grampanchayat of Matori village Appreciation from Jankalyan blood bank for organising blood donation camp in association with Rotary club under international campaign named "Mahadhan" on 12th March 2022. Total 85 bags of blood were collected.
- Prof. S. S. Boraste received appreciation certificate from Savitribai Phule Pune University for implementing extension activities under Board of Student development.

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: 62

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
06	03	25	13	15

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

3.5 Collaboration

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

research during the last five years.

Response: 16

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 institute's cutting-edge facilities improve its teaching and learning environment. The policy of the institute is to provide infrastructure that complies with AICTE and PCI requirements and to enhance it in response to the requirements of development and expansion. Since its inception, the institute has upheld high standards for infrastructure to meet the demands of the industry and the regulatory bodies. It has a built-up area of 3609.27 square meters in accordance with AICTE and PCI standards.

Classrooms: Classrooms and tutorial rooms are housed in a well-designed facility at the institute with enough well-furnished, well-ventilated, spacious classrooms equipped with LCD projectors for conducting theory classes. The College has ICT classrooms where the provision of Wi-Fi connectivity and internet access is given.

Laboratories: The laboratories in the Institute are functional and well-equipped. They have all the modern infrastructure tools needed for efficient operation with very advanced instruments like HPLC, UV Spectrophotometer, IR spectrophotometer, tablet compression machine, fluidized bed dryer, automatic tablet dissolution machine, etc. are taught to and promoted for use by students. The institute properly maintains SOPs for all its advanced equipment and maintains log books to track usage.

ICT- enabled facilities: The Institute also offers ICT-enabled classrooms with an LCD projector and other audio-visual and multimedia tools. Every workspace within the institute, including faculty offices, computer labs, libraries, and administrative offices, has Wi-Fi connectivity for network connectivity and internet access. For protection and safety, a concrete wall surrounds the campus, and CCTV cameras are also set up throughout the institute and institute premises. Faculties and administrative employees each get a separate cabin with access to a computer and the Internet.

Sports: The College has a sizable playground where students can play outdoor games which preferably include volleyball, basketball, and cricket while indoor games preferably include carom, chess, badminton, and table tennis. The purpose of the annual cultural and sporting events of the institute is to encourage students to take part in university and intercollegiate competitions. For participation in various sporting events, pupils are given sports outfits.

Sports events like cricket, volleyball, tug-of-war, and badminton are organized by the institute.

An Auditorium and Cultural Activity: The campus has an auditorium with a seating capacity of 700–800 people and a public address system.

Gym and Yoga: The institute has gym and yoga facilities; herein students, faculty, and staff have access to a well-equipped gym on campus, along with a gym coach. In the gym, there are also spaces for yoga. The institute celebrates World Yoga Day to raise awareness among the students about the benefits of Yoga and healthy living.

Other Facilities: The institute has other facilities preferably including a separate boys' and Girls' hostel, a bank, a post office, a canteen, a drug museum, display sections in each corridor, a medicinal plant garden, an Institutional Animal Ethics Committee (IAEC) as per CPCSEA standards, a fire extinguisher, a ramp designed especially for wheelchairs and a lift for people with disabilities.

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

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

Response: 15.76

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
35.57	0.46	14.01	29.03	25.90

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

4.2 Library as a Learning Resource

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

faculty and students

Response:

Integrated Library Management System (ILMS):

- Nature of Automation: Library is partially automated.
- Name of the software: Inflibnet's SOUL Software 2.0
- Version: Updated to SOUL 3.0 since Oct., 2022.

Subscription to e-resources and journals

- Journals: The library annually subscribes hard copy journals on various subjects in pharmaceutical sciences through subscription agency Athenaeum Solutions Pvt. Ltd and/or directly through publisher for diploma, degree and postgraduate pharmacy programs.
- e-Resources: Library has membership with DELNET (Developing Library Network) and National Digital Library (NDL), which are major e-resources sharing library network in India.
- Full text digital library resources are available through DELNET such as e-journals (more than 300 in number), e-books, e-newspapers, manuscripts, rare books, archived materials, online databases, thesis, dissertations etc.
- NDL provides e-books, e-journals, preparation for entrance exams, lecture videos and notes of NPTEL/SWAYAM courses across all science disciplines.

Amount spent on purchase of books & journals:

- Every year the library spends an adequate amount on the purchase of books and journals.
- This includes the purchase of books/e-books, journals/e-journals and periodicals.
- The total number of books exceeds 8000 copies.

Usage of Library: The library has a rich collection of:

- Reference books of Pharmacy
- Textbooks
- Encyclopaedias
- Dictionaries
- Special books collection for competitive exams
- General reading books in English and Marathi
- Newspapers

The library is open from 9:00 am to 6:00 pm on all working days.

It provides books for circulation and reference service to students and members.

Book accession: Books are purchased on recommendation by staff. Accession number is given to the books and entered into the accession register. It is then forwarded for technical processing and data entry into SOUL software. Finally, it is made available for circulation.

The library has a comfortable reading room.

It conducts orientation programs for newly admitted students.

It also provides Samajkalyan book bank facility for students.

Digital library: Equipped with high-speed computers providing access to the Internet and Wi-Fi.

It also has a collection of CDs/DVDs (pharmacy e-books).

Plagiarism Checker X software is installed as an aid to research publications.

Reprographic services: Provides photocopy, printing and document scanning facilities.

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

4.3 IT Infrastructure

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

Response:

The institution has many distinct IT facilities with strong network security with sufficient internet data access wherein the college maintains the privacy and security of the data that is accessible across computer networks. The college utilizes licensed software. Computing resources such as personal computers, printers, Internet access, and software related to practical learning are made available by the college. Students at our college have access to a total of 73 computers, consequently, computer to student ratio more than 1:10. All of the computers have Microsoft Office loaded on them and are Wi-Fi connected. The internet connection has a bandwidth of 100 mbps. For access to electronic resources, the institution has a digital library and repository. The college is well-equipped with landline connections, Xerox machines, printers, and scanners. Seminar hall and class rooms are equipped with LCD projector with LAN system and Wi-Fi connection with high internet speed.

A PC with internet connection along with printer are allotted to each head of the department for academic work and to store data. On the entire premises of college, the institute provides smooth internet connectivity. A printing facility is also accessible to other faculty members and students wherever required. College provides reprography facility.

The college has access to a variety of applications, including Tally ERP 9.0, ILMS software Soul 3.0, Language library software, Wi-Fi routers of TP link Giga Switch 5 Modem and Digisol, projector screens, Canon and Epson printers, Quick Heal Anti-virus, 2MP HD Dome and Turbo HD Camera, Barcode scanner, headphone, Webcam inverter and UPS. Every year, routine plans are incorporated for upgrading

the infrastructure in small steps. A Wi-Fi facility, additional printers, scanners with the most recent hardware, and an upgrade to all systems' software is among the planned operations.

The institution strives to upgrade its computer resources every year to aid both students and staff in their academic endeavors. On occasion, facilities are enhanced based on recommendations from IQAC Departments. The college installed CCTV cameras to increase security and utilize IT resources as efficiently as possible. The college library is an active DELNET participant. DELNET provides students with access to more than 86 journals as well as other beneficial materials. Most instructional processes are organized using digital media like PowerPoint presentations.

ICT tools are used by the faculty for their coursework, research, and other duties. The seminar room has an LCD projector system, a sound system, and a microphone. There are enough electronic books, journals, videos and CDs with interactive learning and assessment modules in the library. The facilities offered in the college for computer-aided teaching include Internet access, laptops, CDs and pen drives to store data, computers at the departmental level, CDs of various books, CDs of simulated experiments for demonstration purposes, and laser pointers for effective presentations. The college has engaged a system administrator to handle all hardware and software issues.

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

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

Response: 8.96

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

Response: 57

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: 74.25

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
88.67	65.55	120.97	113.34	106.09

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 61.11

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
323	310	244	196	159

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

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

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

Response: A. All of the above

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

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

Response: 70.59

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
440	236	351	300	96

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

5.1.4 *The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases*

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

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

Response: 49.05

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
36	53	43	30	45

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
126	114	57	63	62

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

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

Response: 56.85

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
25	42	16	17	12

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

5.3 Student Participation and Activities

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

during the last five years

Response: 53

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
12	3	18	9	11

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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

Response: 10.8

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
4	4	13	19	14

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:

Though we do not have registered alumni association, the institution alumni organisation has been established and is working successfully from 2018. We have been able to create a strong connection and network between alumni and the Institute because of the excellent rapport established by our staff members with past students. Due to this strong connection students are ready to give back as a token of gratitude to the institute in the form of their expertise and skills that they have acquired in this vast pharmaceutical world.

Objectives of Alumni Association:

- To provide a forum to establish a link between the alumni, faculty, staff, and students of the institute.
- To promote a sustained sense of belongingness to the institute among the Alumni by being in regular contact with them.
- To help to establish interaction between past and present students of this institute.
- To contribute towards the welfare of the alumni.
- To bring awareness among students about the career opportunities available in Industries.
- To create awareness among students with the latest technology and trends in the market.
- To provide a convention for the Alumni for exchange of ideas on academic, cultural and social issues by organizing and coordinating reunion activities of the Alumni.

Most of alumni always contributed their knowledge and help the Institute in different ways.

Technical assistance and Career Guidance: The alumni guide students for preparation for competitive examinations like GPAT, MBA, TOFEL, NIPER, and GRE. Different sessions on career opportunities in pharmaceutical industries have been occasionally arranged.

Mentorship: The alumni is voluntarily involved in mentoring students for getting admission to various institutes and in various areas of interest.

Career Guidance: Alumni is a huge talent pool whose guidance can be beneficial to many students.

The institute has used latest technology and linked various alumni via different WhatsApp groups, total 250+ alumni are connected through these social connect. The alumni of the Institute guide and nurture our students to become technically sound and ready to serve for Pharma industry. Alumni meet details:

The alumni organization has planned the meeting each year. As all participants shared their opinions and a significant number of new ideas and information, the event was both interesting, fun, and beneficial. The association aspires to successfully manage, organize, and provide a fully operational platform for GESMSCOPER Alumni.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college has established a Governing Board (GB) in accordance with AICTE standards and a College Development Committee (CDC) in accordance with the requirements of Rule 97(1) of the Maharashtra Public Universities Act, 2016 as well as PCI and AICTE. The GB is made up of the chairman, ex-officio members of the AICTE and DTE, the Vice-chancellor nominee of the Savitribai Phule Pune University, Pune, representatives from management, industry, education field, the Principal, and faculty member(s) of the college. For the institution to operate effectively, the GB supports transparent decision-making and the formation of policies. A forum for presenting and discussing the college and future plans is provided at regular meetings of the IQAC, Academic In-Charge (UG/PG), Training and Placement Cell, and Head of departments. These meetings also aid in the effective execution of institutional policies.

The mission and vision statements for the college have been formed. The college has well stated Vision and Mission statements derived through consultative process involving the stake holders.

Vision: To excel in pharmaceutical education and technology.

Mission: To provide high quality pharmacy education and training to explore the students to be responsible professional pharmacists.

The mission statement mentioned above is a concise statement. The program is intended to impart Pharmacy education.

The highlights are:

a) **High Quality Education, M1:** To produce skilled and knowledgeable pharmacists by providing high quality education through qualified and competent faculty members.

b) **Excellent Educational Training, M2:** To instill practical knowledge in graduating students by providing excellent educational training.

c) **Responsible Professional Pharmacists, M3:** To inculcate ethical values and good moral standards so as to adapt to and familiarize students to the emerging changes in the field of pharmacy in order to create responsible pharmacy professionals.

Various institutional practices such as decentralization and participation in the institutional governance is achieved by appointment of academic committees and delegation of powers to in charge faculties. Functional polices are framed which results in efficient use of skills and expertise to achieve the vision and mission. Institutional initiatives focus on providing superior pharmacy education and training to develop

students' and potential as responsible, career-minded, socially responsible pharmacists. Student-centered seminars and add-on Certificate Courses are planned and organized along with academic delivery using ICT in order to accomplish these. MoUs are made with industries and institutions and are periodically activated in order to build and strengthen industry institute interaction. In order to improve learning through experience, students are exposed to some training sessions and industrial trips. Students and faculty members are encouraged to adopt a research mind-set, which leads to presentations on reputable national and foreign stages as well as publications in reputable journals. Faculty members are encouraged to pursue higher qualification or training programs to upgrade knowledge and skills.

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:

A) At Organizational (Society) level: Different committees are formed which contribute to the smooth functioning of the institute. The institute has a well-marked administrative set up. The organization and governance work through various administrative committees like Governing Body and College Development Committee.

B) At College level: For smooth functioning of the institute, decision making powers are delegated to individual Head of the Committee, which is further reviewed and implemented after receiving the approval from the Head of the Institute.

At the beginning of every academic year, the Principal assigns different portfolios to faculty members according to their areas of expertise and interest so as to ensure the efficient functioning of the institution.

The institute has strategic plan for development and it is prepared by the Principal and approved by the Secretary, Director General of the society. The first development plan framed in academic year 2016-17 focused on attempts to increase student enrolment in the institute and introducing higher-level courses, enhancing academic excellence and seeking national accreditation of the institute.

The second strategic plan, for the academic year 2021–2022, places an emphasis on infrastructure improvement and bolstering relationships between industry-institutions. The deployment and success of the strategic plans is clearly visible through the achievements of the institute.

Diploma in Pharmacy program was introduced and enrolment of B. Pharm program increased in the academic year 2017-18 (from 60 to 100). Post graduate program, M. Pharm (Pharmaceutics) was started in

the academic year 2020-21 and M. Pharm (Pharmaceutical Quality assurance) and Ph. D. research Centre was established in 2022-23. The institute received NBA accreditation in academic year 2019-20, for 3 years which is a feather in its cap. The Institute was able to receive ISO 9001:2015 certification in the academic year 2017-18.

Thus, the second strategic plan was successfully deployed and it includes initiation of research Centre and arriving at MoUs with reputed industries. The college promotes faculty members for higher education, and encourages them to attend faculty development programs. Students are motivated to participate in various co- curricular and extra-curricular activities.

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

6.2.2 *Institution implements e-governance in its operations*

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The college has the following welfare measures for teaching and non-teaching staff:

Provident Fund (Teaching and Non-Teaching): All employees of the college are covered under the EPF scheme. A stipulated sum is deducted from the employees and salaries each month and deposited in their employee provident fund account along with the institute share.

Promoting Teaching Staff to attend Faculty Development program / Seminars / Conferences: The faculty members are encouraged to attend faculty development programs, workshops, orientation programs, seminars and conferences are permitted with financial assistance along with granting of duty leave.

Updating skills of non-Teaching and administrative Staff: Non-teaching, laboratory staff, and administrative staff are also urged to participate in need-based training which is relevant to their job profile, such as software, firefighting or good laboratory practices.

Laboratory Facilities are provided to Faculty Members to carry out research work: The College supports personal qualification advancement and inspires teachers to conduct their doctoral research in-house as well as partake in other research projects for research competitions of regional, national and international repute.

Leave Support: Staff members can avail the leave facilities as per the eligibility criteria and norms of Gokhale Education Society's Management.

Casual Leave: The teacher is entitled to 15 days casual leave in an academic year.

Duty leave: The teacher attending the meeting/conference/seminar/any other non-remunerative official work can avail of duty leave.

Vacation Leave: Faculties who are in regular service are eligible for a vacation leave as per the norms of university and institution.

Permission/Movements: Depending on nature of personal work, faculty and staff members are allowed to go outside the campus with the permission of Principal and/or Vice-Principal.

Financial Support: Teachers receives financial assistance to attend or present their laboratory research work in various seminars, workshops, conferences, and symposiums organized at various levels.

Performance appraisal system: Institute has a well- established performance appraisal system for teaching and non-teaching staff on yearly basis.

Self-appraisal for teaching faculty: While filling up the self-appraisal forms, the faculty member describes his or her own performance, major areas of success, faculty initiatives, and percentage of success in each topic, participation in faculty development programs, publications, and presentations in reputable journals.

Faculty members can note tasks completed, extracurricular activities, and programs planned for that academic year. Faculty members are requested to submit supporting documentation.

Self-appraisal for non-teaching staff: The society has begun using a performance-based appraisal method. The evaluation of the performance index considers a number of factors, including communication and behavior with co-workers as well as attitude towards the job profile, punctuality and attendance, job expertise and performance, and dependability. These variables are regularly monitored.

Appraisal by HOD/Principal: The Head of the Department comments on the performance of the faculty in relation to personal traits, proven performance, and information from classroom and laboratory and of non-teaching on regular monitoring. The papers are turned in to the principal for final grades. The principal then assigns final scores based on faculty evaluations, HOD and comments, and routine observations. The management receives performance evaluation files for further processing.

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

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

Response: 89.29

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
11	05	17	41	26

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

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

Response: 58.06

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
28	21	27	26	24

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
21	21	21	21	21

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

6.4 Financial Management and Resource Mobilization

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

Response:

The college maintains and follows a well-planned process for the mobilization of resources and funds. Participating in the process are the department heads, the accounts office, and various committees. The institute has created some specific guidelines for the use of resources and funds.

The college funding sources are:

- **Fees:** According to government regulations and the Shikshan Shulka Samiti (SSS) report, students are charged fees.
- **Government, non-government, and other grants:** Some part of fees in terms of Scholarship are received from the Government.

All departments contribute their budget needs under the recurring and non-recurring headings, and then the expenses of the institute as a whole and its administrative needs are included. Based on the data provided, consolidated budget estimate is created at the institute level. Principal submits and presents it to the College Development Committee and Governing Body. The Governing Body and/or College Development Committee review and approve the proposed budget.

The Sanctioned budget is informed to the respective departments for utilization.

Supplementary allocations are made available in case required. Regular internal and external audits are conducted and they make sure that the mobilization of the resources is being done properly.

At the end of every academic year, stock verification is done at the stores, laboratories, library, examination, classrooms, and administrative office to take stock of the inventory.

This is considered while finalizing and sanctioning the requirements for the next academic year. The income and expenditure of the college is monitored by the management and at the end of financial year.

The college hires qualified professional chartered accountants as internal and external auditors for the above-mentioned process, and they audit the accounts annually. The management receives the report following the audit for review. Gokhale Education Society appoints the auditors. The audited financial statements are authenticated and submitted to the concerned authorities.

It is ensured that the staff salary, up gradation and maintenance, infrastructure build up and academic activities are upheld and improved for the benefit of all the stakeholders. The audited statements of accounts of the institution are made available on the college website.

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:

In accordance with the NAAC mandate, the IQAC was established in the college for the academic year

2022–2023 after the Secretary, Director General GES, granted his approval. The IQAC has helped the institute create high-quality procedures for all its activities. By establishing standards for excellence, it has influenced the college operations in a favorable manner. The administration, educational, testing, cultural, student-development and media-publicity systems are all upgraded. Students, faculty members, non-teaching staff and members of management have all come to understand how crucial it is to uphold quality in their line of work.

Composition of IQAC:

The college has an IQAC which functions in the chairmanship of the institution and head, management representative, the heads of significant academic and administrative units, a small number of instructors, a select group of eminent educators, and representatives of the society and stakeholders like students and alumni.

The IQAC members must take on the duties of raising awareness inside the organization and marketing it, as well as making time to work out the procedural issues.

Roles of IQAC:

- Establishing and implementing quality standards/parameters of different academic and administrative activities for the institution.
- Encouraging faculty members to adopt the necessary knowledge and technology for participatory teaching and learning processes and the creation of a learner-centric environment supportive of excellent education.
- Organize for student, parent, and other stakeholders' feedback on institutional processes that affect quality.
- Dissemination of data on different higher education quality metrics.
- Promotion of quality circles, inter- and intra-institutional workshops, and lectures on quality-related topics.
- Documentation of the different initiatives/programs that improve quality.
- Coordinating quality-related tasks for the institution, such as the adoption and dissemination of best practices.
- Establishment of a quality culture within the organization.
- Preparation of the Annual Quality Assurance Report (AQAR), which is to be presented to NAAC, in accordance with its specifications.

Mechanisms of The Quality Assurance (QA) and Quality Enhancement (QE) activities carried out by the colleges are planned, supervised, and monitored by the IQAC. The college and IQAC had arranged and carried out several meetings and verified that measures performed followed meeting minutes. Along with orientation programs for students to familiarize them with college standards and rules, seminars, conferences, and workshops were also organized to improve the abilities of faculty members.

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

6.5.2 Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Measures initiated by the Institution for the promotion of gender equity and Institutional initiatives to celebrate / organize national and international commemorative days, events and festivals during the last five years.

Gender equity is an important goal because historically, women and other marginalized members of society have faced significant barriers and discrimination in many areas of life, including education, employment, and politics. Since its founding, the Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research (MGSCOPER), located in Nashik, has actively supported gender equality in all facets of its operations and in every possible sense.

The Women Development Cell (WDC) of the institute promotes and facilitates the development of women in various fields. The institute organizes various expert sessions, seminars, lectures and workshops on various topics for the social and psychological well-being of girl students and women faculties such as personality development and career building, importance of health and nutrition, importance of immunotherapy, health issues like osteoporosis, skin ailments, thalassemia, current healthcare challenges in Indian girls (young, adult, unmarried), oral and dental care in adolescents, health and hygiene for women, health care in reproductive age, breast cancer and cervical cancer etc. Nirbhaya awareness program and workshop on self-defense benefits for girl students and women faculties to acquire knowledge and skills to protect themselves from violence and to encourage them to speak out against any form of abuse or harassment. Overall, the Nirbhaya awareness program is a multi-faceted approach to preventing violence against women and promoting gender equality.

Safety and security: Institute has strict policies in place to prevent ragging, sexual harassment, assault, and discrimination. Anti-ragging committee, staff/student grievance redressal and anti-discrimination cell offers support services to students who have experienced ragging, sexual harassment, assault, or discrimination.

Security guards patrolling the campus, security cameras (CCTV surveillance), and suggestion/complaint box in strategic locations ensures safety and security in campus.

Counselling and Mentoring: Counselling with empathy, patience, and an open mind at the institute helps to identify strengths and weaknesses, and to build self-confidence in the students.

Mentoring system at the institute enhances an interaction of individual students with their mentor/guardian teacher. Professional guidance, career advancement, course work specific, laboratory, personal, and overall/ intellectual and holistic development are the different types of mentoring inoculated under mentoring system to help the student at individual level.

Common Room: A well-designed and maintained common room facility for girls with tables, chairs, facility to take rest, first aid kits, and wash rooms with urinals are available in the institute.

The Institute celebrates and organizes various national and international commemorative days, events, and festivals. The details and proofs of these event is provided in the attached document and web links.

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

7.1.2 The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

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

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

Response: A. All of the above

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

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

Response:

There are many institutional efforts and initiatives taken up by institute to provide an inclusive environment that promotes tolerance and harmony towards cultural, regional, linguistic, communal, socioeconomic, and other diversities. Spectrum- Cultural Committee of the institute works with the objective of inoculating the intellectual and artistic abilities in the students, improving their capabilities to work as a team and building the self-confidence, which contribute to develop the students to become an intellectual and holistic individual.

Few of the initiatives taken up by institute are:

Celebration of Indian Constitution Day to remind the students about the importance of democracy, the rule of law, and the fundamental rights and duties of the citizens.

Rashtriya Ekta Diwas (National Unity Day) celebration to take a pledge of unity and to participate in activities that promote the spirit of brotherhood and harmony among people of different cultures, religions, and backgrounds.

Marathi Bhasha Gaurav Din (Marathi Language Day) celebration to honor the Marathi language, its rich history, and its contribution to Indian culture and to create awareness about the importance of the Marathi language and its rich cultural heritage.

Every year, the institute organizes **Spectrum- Annual Social Function**. It is a team event lead by the Principal .It is entirely planned by the cultural committee including students and faculty coordinators. It helps in enhancing the leadership and organizing qualities and inculcating a sense of responsibility besides sheer entertainment for the students. It includes a number of cultural, sport and co-curricular competitions.

Winners and runner-up of the competitions are awarded certificates, medals, and trophies. Some prominent cultural events including Fresher's Party, Farwell Function, Foundation Day, and Teachers Day have been organized during the calendar year. As a part of our tradition, we celebrate birth anniversary of great inspiring personalities such as Mahatma Gandhi, Dr. B. R. Ambedkar, Dr. A. P. J. Abdul Kalam and many more.

Faculty members appointed as mentor/guardian teacher provide support to students in all aspects. Institute also provides guidance regarding scholarship from Government (economic backward class, free ship for the schedule caste and schedule tribe and other backward classes) / non-Government organization.

National holidays/festivals like Republic Day and Independence Day are enthusiastically organized by the institute. By transcending caste and religious barriers, our students are on a mission toward better India. Institute promotes an all-inclusive approach to all religious celebrations and encourages faculty and students to do the same. Institute coordinates the celebration of national holidays and the birthdays and deaths of notable Indian individuals each year. Faculty members, staff and students learn about the value of national integrity in general and their specific role in it. Indian Constitution Day, Republic Day, Independence Day, National Unity Day, National Education Day, National Youth Day are celebrated enthusiastically in the campus and college as well.

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

7.2 Best Practices

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

Response:

BEST PRACTICE 1

1. **Title of the practice:** Holistic Development of Students
2. **Objectives of the practice**: The mission of the institute is **'To provide high quality pharmacy education and training to explore the students to be a responsible professional pharmacist'**. The mission of the institute is to help students improve their skills, motivation, orientation, and technical proficiency. The fundamental objective of the practice is to help the students to become all-inclusive and intellectual at an individual level.
3. **The Context:** The institute emphasizes the importance of recognizing and promoting students' interests to make them confident and employable. It also organizes curricular programs, professional visits, extracurricular activities, and mentoring systems to help them achieve their goals.
4. **The Practice:** The institute cultivates skills in the students at an individual level and fulfils their needs towards learning behaviour for all-inclusive growth through the followings:

- **Programs:** Institute organized programs to help students acquire knowledge related to course curriculum.
- **Professional Visits**Students gain practical knowledge through visits to hospitals, laboratories, and industries.
- **Extension Activities by NSS:** The NSS unit motivates students to participate in activities to improve their social and interpersonal skills.
- **Intra-mural activities:** Spectrum is an annual social function organized by the institute to enhance team and time management skills. Intra-mural activities definitely made the students all-rounder.
- **Extra-mural activities:** Institute encourages the students to participate in various extra-mural activities.
- **Prizes distribution ceremony:** Spectrum organizes a prize distribution ceremony to recognize students for their achievements in co-curricular and extra-curricular activities. General championship, Runner-Up Trophy, Best Out-Going Students, Best NSS Volunteer, and Prize of Appreciation for Academic Excellence were the distinguished awards.
- **Guidance for competitive examinations and career counseling:** Institute provides competitive examinations guidance and career counseling to students through various seminars and guest lectures.

5. **Evidence of Success:** Academic success alone is not necessarily a reliable indicator of a student's holistic growth. Success of the practice is assessed based on the indicators such as regular attendance, participation, achievements, and entrance exams success.

6. **Problems encountered and Resources:** Initial reluctance, negative perceptions and anxious behaviour of students to participate in events and competitions was overcome with counselling and inspiration through continuous mentoring. COVID-19 pandemic in academic year 2020-2021 restricted social gatherings and reduced the count of activities, so activities were conducted through virtual (online) mode using Google meet, Zoom, and Google classrooms platforms.

BEST PRACTICE 2

1. **Title of the practice:** Fostering and Maintaining Healthy Life for Society.
2. **Objectives of the practice:** The mission of the institute is **'To provide high quality pharmacy education and training to explore the students to be a responsible professional pharmacist'** by which pharmacist foster and maintain healthy life of people at individual level. The objectives of the practice is to create a sense of cooperation, integration and unity among students to motivate them to take better participation in community programs.
3. **The Context:** WHO promotes a high-quality life and creates pharmacists who are accountable and responsible. Our main social goal is to increase tribal people knowledge and provide services that promote a healthy and fulfilling existence. We promote students to participate in activities like health awareness and check-up camps, street play, and addictions to make the society conscious. We also encourage students to participate in community activities to develop interpersonal skills.
4. **The practice:** The institute has organized outreach initiatives to help and encourage underprivileged members of the community, such as health awareness camps, rallies, street plays, social activities, and health check-up camps. The institute conducted environmental promotion activities and distributed face masks and hand sanitizers to underprivileged people in Nasik during the COVID-19 pandemic.
5. **Evidence of Success:** Activity reports and photographs are considered as success indicator for the practice adopted. Many of tribal community people attend the health check-up camps and acquire knowledge about the health issues. Health related awareness program like rallies and street plays

are considered to be the direct indicator of community involvement and benefits.

6. **Problems encountered and resources required:**

- Financial assistance for undertaking the activities at community level. Prior sanctioning of budget resolve the problem.
- Coordination at extreme level to conduct large number of activities, can be done by proper distribution of students and teachers coordinators for that said activity.
- Need of full and active participation of tribal community, can be solved by proper guidance to the community.
- Low level of literacy amongst the local population, can be solved by coordinating with local authorities or head of tribal community.
- Barrier of communication with the tribal community, can be solved by coordinating with local authorities or head of tribal community with better understanding skills.
- Initial reluctance, negative perceptions and anxious behavior of first year students, can be overcome with counselling and encouragement through continuous mentoring.

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

7.3 Institutional Distinctiveness

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

Response:

Organizing Students Interpersonal Skills Development Training

Gokhale Education Society was established in 1918. Our Society is as a pioneering institution in the category of self-financed institutions under the auspices of an established and well-respected organization. GES's Sir Dr. M.S. Gosavi College of Pharmaceutical Education and Research, Nashik is acknowledged as recognized pharmacy institute for its outstanding effort building society health in remote tribal and rural areas, and providing high-quality education. The institute is dedicated to fostering society's health and well-being by developing skilled and ambitious pharmacists. The institute's vision is to excel in pharmaceutical education and technology. The mission of institute is to provide high quality pharmacy education and training to explore the students to be a responsible professional pharmacist.

Employers look for skills and attributes in two general categories: defining skills (technical skills) and enabling skills (soft skills). Our institute adheres to the philosophy that students are the most important and crucial stakeholder of the society. Institute take all the necessary efforts to make our students professionally and socially competent. Every year, students from diverse socio-economic and academic backgrounds join our institute.

According to employer feedback, reports of skill India and the national educational policy (NEP) 2020, the transition of the market from a learning-centric approach to a skill-based model has been a courageous footstep that has revolutionized the education system of India. In according to the need of transforming India, students needed special support in the developing interpersonal skills to become technically competent and employable to fulfil the requirement of demanding society. Keeping this in view, institute organizing Student Interpersonal Skills Development Training Programs.

Following are the initiatives taken by the institute to develop interpersonal skills:

Training in Soft Skills: Students are trained by intercollege professors and professional trainers to develop their talents and establish a career path through in-depth aptitude training sessions, group discussions, personal interviewing techniques, resume writing skills, corporate etiquette, and e-networking, among other approaches. Personal interview sessions that focus on personality development were also held. These sessions covered topics including clothes and dress codes, greetings, gestures, postures, confidence, and preparing for expected questions.

Communication Skill & English language Improvement: The institute took an initiative to improve communication skills and English language proficiency after recognizing a need among the local population. To this end, professional trainers with extensive experience in developing the communication skills and teaching the English language were invited.

Institute implement modules for first- to fourth-year students in accordance with their needs, and carry out ongoing program introductions all year around. Language teachers designed resources to match their needs and curriculum, and text, images, audio, and video may all be simply incorporated into language teaching and learning. Students record their own voices, listen to the recordings, and interact with the teacher and other students while documenting their work and recordings.

Teachers supervise students' work from the teacher console, step in when necessary, and manage the computers that the students use. Self-access resources are those that can be accessed for independent learning outside of the classroom. Students will develop strong English communication skills and personality traits that are essential for their future plans and career requirements.

The students' improved English language skills helped them in a variety of contexts, including helping them with theory exams, practical viva-voices, job interviews, and professional life.

Add on Training workshops and programs: The students receive thorough instruction and preparation to ensure that they are knowledgeable about current market trends, leadership/teamwork skills, and entrepreneurial potential. In order to inspire students to develop their entrepreneurial skills, college conduct entrepreneurship awareness camps through expert talks by successful business owners and industry professionals. Guidance and counselling sessions on the GPAT, GRE, CAT, CMAT, and TOFEL are conducted for students who are interested in taking advantage of multiple opportunities for their higher education. Also college is arranging the hands on training on sophisticated Instruments which are used in pharmaceutical research and development. After successfully completing the training, the students receive their certification for participation.

College Infrastructure: Our institute provided infrastructure that complies with AICTE and PCI norms to enhance it in response to development and expansion. Since its inception, the institute has upheld high standards for infrastructure to meet demands from industry and regulatory bodies with a built-up area of

3609.27 square meters in accordance with statutory bodies.

Center Location in City: In the heart of Nasik City, on well-known College Road, at Prin. T. A. Kulkarni Vidyanagar, our Institute is located. Student can more easily access public transport is available to reach the institute. Students belongs to remote area can uses City Link city bus facility which is very economical.

Alumni: Although our alumni association is not registered yet, our institute arranges alumni meet every year. Students those who are alumni of this college are actively gathering for meeting. Alumni meet offer networking opportunities, connect recent graduates with established professionals and help people to pursue career. Alumni offer support to the students through interaction, guidance and placement assistance.

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

5. CONCLUSION

Additional Information :

Gokhale Education Society (GES) is one of the largest education trust in Maharashtra state. GES is committed to student empowerment, world-class citizenship, raising the dignity of the teaching profession, and achieving excellence with total quality in all activities of lifelong learning. Society's mission is to provide value-embedded quality technical education through curriculum development, faculty training and retraining, building linkages, and establishing identity. It is managed by teachers, and all colleges are NAAC Accredited and ISO 9001:2015. It provides education at all levels for Adivasis and the downtrodden, and uses ICT in teaching and learning. Apex institutions include staff training academy, E-research cell, Science & Technology Park, and publication of Research Journal.

GES's Sir Dr. M. S. Gosavi College of Pharmaceutical Education and Research, Nashik started in 2012. It offers B. Pharm Program with 100 seats, M. Pharm in Pharmaceutics with 15 seats, M. Pharm in Pharmaceutical Quality Assurance with 3 seats, and D. Pharm Program with 60 seats. Recently our college got permission of Ph. D. Research Centre by SPPU, Pune. The college has state-of-the-art infrastructure with fully equipped laboratories, updated library/computer center, fully equipped and ICT enabled class rooms, audio-visual aids, seminar hall, and facilities like tutorial rooms, common rooms, Play field, gymkhana and Hostel.

Concluding Remarks :

Institute has been endeavoring for the past 11 years fulfilling our Society's mission to provide value-embedded quality technical education.

The College has a vision and mission to excel in pharmaceutical education and technology, with a Governing Board, College Development Committee, communication tools, welfare measures, and an Internal Quality Assurance Cell.

Institute adheres to regulations, enrolls students, and uses experiential, integrated, participatory, problem-based, and self-directed learning methods.

Gokhale Education Society Sir Dr. M.S. Gosavi College of Pharmaceutical Education and Research promotes research culture and innovative practices, with 8 faculties Ph.D., research facilities, workshops, seminars, conferences, guest lectures, IPR and ED cell, and social activities.

The institute provides cutting-edge facilities to improve teaching and learning, including classrooms, laboratories, a playground, an auditorium, a gym, a yoga center, a bank, a post office, a canteen, a drug museum, an animal house, a fire extinguisher, ramps, and lift for people with disabilities.

The Institute provides support to students through scholarships, guest lectures, GPAT preparation, grievance redressal, complaint cell, anti-ragging, student council, and competitions.

MGSCOPER supports gender equality through its Women Development Cell, Nirbhaya awareness program, Spectrum-Cultural Committee, and high-quality pharmacy education and training. Intercollege Professors and Professional Trainers train students to develop their talents and establish a career path.

IQAC monitors academic and administrative aspects to ensure best practices are adopted by learners for 360° development.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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

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
41	41	40	40	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	34	37	36	29

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
41	41	40	40	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	41	40	40	32

Remark : DVV has made changes as per the report shared by HEI

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
33	12	05	09	04

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	09	04	05	01

Remark : DVV has made changes as per the report shared by HEI

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
06	04	28	17	18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
06	03	25	13	15

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification : 55

Answer after DVV Verification: 57

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	53	43	30	45

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	53	43	30	45

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
108	114	57	63	62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
126	114	57	63	62

Remark : DVV has made changes as per the report shared by HEI

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
32	38	73	72	49

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	13	19	14

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	05	22	22	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	05	17	41	26

Remark : DVV has made changes as per the report shared by HEI

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
24	23	22	22	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	21	27	26	24

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	01	10	12	9

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI

| 6.5.2 | **Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has made changes as per the report shared by HEI |
|---|---|

2.Extended Profile Deviations

Extended Profile Deviations

No Deviations

No Deviations