



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**SHRI CHHATRAPATI SAMBHAJI SHIKSHAN
SANSTHA'S, SITABAI THITE COLLEGE OF PHARMACY**

**BEHIND HUDCO COLONY, PUNE-NAGAR BYEPASS ROAD ,SHIRUR TALUKA
SHIRUR DIST-PUNE412210**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Chhatrapati Sambhaji Shikshan Sanstha's, Sitabai Thite College of Pharmacy (STCOP) was established in the year 2001 and offers a Degree course in Pharmacy (B.Pharm- Four years Degree course in Pharmacy) with an intake capacity of 60 seats. The course is recognized by the Pharmacy Council of India (PCI) and approved by AICTE, DTE, and Government of Maharashtra State and affiliated to Savitribai Phule Pune University (SPPU), Pune.

STCOP is situated in green, clean and well maintained landscape of 15 acres with unique building with well-equipped, well ventilated and furnished classrooms, laboratories and administrative office. The facilities and available measures are as fully Wi-Fi campus, CCTV-surveillance, Ramps, toilets and hand-railed staircases, energy-efficient illuminating system, with huge playground and "Agastye", medicinal plant garden, fire safety arrangement, safe drinking water, Smart Classrooms, etc.

The laboratories of STCOP are well equipped with the latest sophisticated scientific instruments & facilities like FBD, Spray drier, Extruder-Spheronizer, HPLC, UV, etc. STCOP Practical laboratories are approved by Savitribai Phule Pune University (SPPU), Pune, for conducting regular practical, and examinations. As a part of co-curriculum enrichment various seminars, workshops, skill and personality development, add-on courses, industrial training, NSS camp, etc. are routinely carried out in campus. Institute inculcates the research environment for students and faculty and encourages holistic development with various extracurricular activities. Feedback from various stakeholders is taken to enhance excellence in the teaching and learning experience.

The establishment has exceptionally experienced research-oriented and devoted staff. The establishment essentially plans to meet the consistently changing elements to make prepared Pharma specialists of worldwide standards who can give all the general public or society needs. The foundation puts stock in sharpening the general character of budding pharmacists through excellence in studies, co-curricular, extra-curricular and social exercises. The organizations endeavor to foster a feeling of social commitment and discipline among understudies not exclusively to turn out to be better experts yet additionally better people.

Vision

To become a centre of excellence nurturing value based education by empowering pharmacy professionals with Gyan (knowledge), Buddhi (Wisdom), Vivek (Consciousness) and swaynpurnta (self-reliance) to foster need of plural society.

Mission

To pursue high quality pharmacy education for training, research and management to produce professionals with altruistic leaders to assure an active role in providing accomplished, ethical and compassionate patient care

that improves the health and quality of life.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Peaceful clean, green environment and good infrastructure.
2. Well qualified, dedicated and experienced faculty with different specialization.
3. Student centered and activity based teaching and learning.
4. There is good number of women students enrolled. Hostel with all basic necessary facilities for them in campus marks it a special.
5. Well planned teaching process.
6. An able visionary and participative management.
7. Involvement in research based activities for UG students
8. Benefit of scholarship to students from state Government, Social Welfare Department
9. Excellent record of success in university examinations, competitive examinations
10. Grants accrued from BCUD, AICTE (MODROB)
11. 17 years standing Alumni in Senior / influential positions spread across India
13. Excellent central facilities like laboratories, computers / Library, etc.
14. Internet/ Wi-Fi facilities available
15. NSS unit approved by Savitribai Phule Pune University, Pune
16. Permanent affiliation with Savitribai Phule Pune University, Pune

Institutional Weakness

1. Majority of the admitted students are from rural background.
2. The poor socioeconomic background of many of the students is responsible for poor language competence in English.
3. Difficulty in prioritizing (teaching/research/short term courses/projects/institute responsibilities/consultancy) works

4. Increasing proportion of new faculty with limited teaching experience.
5. Less number of National/International MoU's/collaboration with Industry or academic institutes

Institutional Opportunity

1. Start of PG, Ph.D. programs in different subjects.
2. Opportunities for the faculty to take up QIP and Research projects.
3. Availing funds from UGC, DST, DBT, AICTE, CSIR, RGSTC and other sources for improving infrastructure for learning and research activities
4. To provide more advanced ICT facilities to students.
5. We have opportunities to offer new value added courses.
6. Interaction and collaboration with industries and premier academic institutes.
7. Exploiting rich experience of Alumni for students.
8. E-Governance system implementation to reduce workload of faculty.
9. Increase in research publications.

Institutional Challenge

1. To facilitate students to develop a deeper level of critical and analytical thinking and Cultivate in them as endeavoring passion to pursue higher education.
2. To encourage research attitude among the faculty and students.
3. To develop communication and soft skills among students.
4. To prepare students to face the challenges of global competition.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Shri Chhatrapati Sambhaji Shikshan Sanstha's, Sitabai Thite College of Pharmacy, Shirur (STCOP) is affiliated with Savitribai Phule Pune University (SPPU), Pune, and is regulated by the Pharmacy Council of India (PCI), New Delhi. The college is currently running B.Pharmacy program. The college has adopted the choice and credit-based curriculum (CCBS). It has a process to ensure effective curriculum and delivery which has the input of committees like IQAC, Academic Monitoring Committee, Examination Committee, etc. This program committee as per the University guidelines carries out the curriculum planning and implementation

process in a planned manner.

The coordinators and academic in-charge prepare the academic calendar by referring to the University academic calendar before the start of the academic session. The program committee gives its approval to the academic calendar, which is then sent along for use in creating the faculty workload and timetable. Any modifications to the academic calendar are promptly reported to students, faculty, and parents in accordance with University policies and procedures as well as any unforeseen circumstances. The allotment of courses and workload to the teaching faculties is decided concerning the Principal. The subject expertise of the teacher is preferred for allotment of course. Academic In-charge prepares timetable, verifies it and gets approval from the Principal. Academic Calendar and Class timetable are prepared before the commencement of the academic year and displayed on notice boards and the college website to aware stakeholders. The course faculties prepare the teaching plans of their allotted course(s) before the start of their curriculum teaching. Mapping of the outcomes with the Pharmacy POs, course outcome-wise plan for internal assessment, and hourly plan of syllabus topics are included in each teaching plan. Extra classes, tutorials classes, and add on/value-added courses are planned for the students of STCOP.

Teaching-learning and Evaluation

The teaching faculties strictly adhere to the academic plan, academic timetable, and all examination schedules. The program committee in frequent meetings ensures the effective delivery of the curriculum. From time to time, feedback from students ensures its effective delivery and traces out any issues of the academic. Also, the college has a mentoring system in which a mentor monitors students' performance in academic and personal issues. Effective curriculum delivery methods are instructed from time to time in the mentor-mentee meetings and program committee meetings. Any difficulty in teaching, use of modern and effective teaching methods like ICT tools, adherence to time-bound activities, and implementation of value-added\ add-on courses are discussed during the meetings. Classroom teaching is supplemented with seminars, workshops, expert guest lectures, tutorials, projects, and assignments, for the effective delivery of the curriculum. Laboratory record books and tutorial/assignments are provided to enable them for a better conceptual understanding of practical and theory. The library and laboratory software are introduced to students. Online media-assisted learning, experiential learning, participative learning & ICT-based learning, and problem-solving method and ERP are used for effective course/curriculum delivery.

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

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

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

Research, Innovations and Extension

The College has well-defined research and innovation ecosystem, having well established Institutional Innovation Cell (IIC), and Research and Development Cell (RDC) for promoting research and research-related activities in the college. Our college also conducts several conferences, seminars and workshops on IPR, Research Methodology, and entrepreneurship for the improvement of the quality of research and develops innovative ideas in the students with professional ethics. The college has received AICTE- MODROB grants during 2019-2021. Some of the faculty members have received their PG teacher approval and also are recognized as a Ph.D. guide by university. Our faculty members have published International patents. During the past five years, faculty members have published more than 30 research and review articles in renowned National and International journals listed in UGC care, as well as published 10 books, and book chapters. The institute promotes an Institution-neighborhood network by taking initiatives directly and/or through local associations, to conduct the various extension activities such as blood donation camp, AIDS awareness rally, vaccination drive, Health check-up for primary students, distribution of fruits to the Hospitals and Orphans students, “Swachh Bharat Abhiyan” Cleanliness drive in the community are carried out through National service scheme (NSS) unit. Functional MOUs with leading HEI’s and industries are in existence to share expertise and infrastructure. These collaborations have contributed positively to undertake various research projects in diverse areas of the pharmacy and had also improved and enhanced the academic and research experience of faculty and students.

Infrastructure and Learning Resources

At STCOP the infrastructure facilities are as per the norms of the regulatory bodies like AICTE and PCI. Seminar Hall is available with interactive display along with LAN and internet facility.

The laboratories are furnished with sophisticated equipment and instruments. FBD, Spray drier, Extruder-Spheronizer, HPLC, UV Spectrophotometer, Dissolution and Disintegration, Tablet Punching Machine, Bulk Density apparatus, Flame Photometer, BOD Incubator, Inoculation Chamber, Fuming Chamber, Autoclaves and many more help in enhancing the practical knowledge of students. Library uses the library management software and is provided with books, National and International Journals, e-Journals through DELNET subscription. Faculty is encouraged to pursue courses on NPTEL to upgrade their knowledge. Broadband internet connection is available which provides more than 100 MBPS internet connectivity. In addition, Wi-Fi connections are utilized for teaching learning process. Language lab software adds up more to the facility. The college is situated in an eco-friendly setting, away from the noise of the city in clean and green environment. Canteen facility along with the playground present in a student friendly environment. Reprographic facility is available at the library, ramp, toilet facilities for differently-abled students are available in the institution, in addition to this the medicinal garden with 100 + plant species popularize the usefulness of the commonly used medicinal plants. The institution follows procedures to improve the infrastructure not only in the form of infrastructure, but also in the form of human resources. The college has sufficient ventilated classrooms, well-equipped laboratories, and seminar hall and computer/Language lab.

Computers, Printers, Scanners are enough in number, to facilitate the work of faculty and students. Institute has external gymnasium and swimming facilities and also has signed MoU for gymnasium with local bodies for the improvement of health and related activities.

Student Support and Progression

The organization is pursuing advancing institutional culture to serve the requirements of dynamic learning local

area and offers essential help empowering students to get enhanced growth opportunities and to work with their comprehensive turn of events. The institution has a student council which empowers students to participate in various academic and non-academic events, activities and sports. The institute organizes various capability enhancement programs for personality development, ICT skills and life skills. For the enrichment of student facilities and the resolution of student difficulties and challenges, institution has committees such as College Development Committee, Grievance Redressal Cell, Anti Ragging Committee, Library Advisory

Committee and Internal Complaint Committee. The institution also has National Service Scheme Committee, a Student Welfare Committee, a Sports and Cultural Committee. Our students have won university level and state level prizes and have participated in various sports and cultural competition. The institute continuously encourages and motivates the student's contribution in social awareness through programs like street plays, rallies etc.

Training and Placement Cell actively promotes the development of the personality and career prospects of the students. Entrepreneurship Awareness Camp provides further advice for the development of entrepreneurial abilities among students. Core goal of the institute is to develop future prospects of the students by providing coaching for various competitive examinations like GPAT, NIPER, MPSC etc. Institute has promoted career guidance activities by organizing relevant guest lectures and seminars. Seminars on personality development, yoga, women's empowerment, and interview skills are held to train students with a diverse set of abilities. The institution has an alumni committee that assists students in developing their abilities via connection with alumni. The scholarships and freeships are timely distributed to SC/ST/OBC and other reserved category students.

The establishment is simply student driven and consistently endeavors hard to upgrade the characteristics of understudies to instill the awareness of certain expectations towards society and country.

Governance, Leadership and Management

The development of the institute is the reflection of an effective leadership that adopt clear predetermined Vision and Mission that impart quality education to the students. The governance of the institution is purely based on the stated Vision and Mission. The institute offers the eco-friendly infrastructure, learning atmosphere, well qualified teaching faculties and supportive staff which makes institute student centric. This strengthens the students to overcome various circumstances and drastic situations and make them confident in all aspects.

The IQAC committee and governing body of institute decides the future perspective plan related to the development of the institute and its academic standards. The requirements and regulations laid by governing bodies such as PCI, AICTE, DTE, and SPPU and also by the society and college are being complied time to time.

Decentralization of faculty and the other member of society are done for the hassle free working. The institute has constituted Governing Body and College Development Committee as per the guidelines and norms. The policies decided by the Governing Body and College Development Committee are implemented through the principal and deliberating responsibilities to various institutional committees/In charges.

Various scheme implemented under the FDP that improves the faculty members in different aspects. Registration fee reimbursement for FDP/ conferences, patent filling, membership of professional bodies,

Financial support for attending /presenting paper at National & International Seminars & Conferences are the strategies of faculty empowerment scheme.

Implementation of E-governance through ERP system in all academic and administrative process results in the smooth functioning of the institution that provides efficient and simpler system of governance. Transparency and accountability is vastly maintained in all aspects of the institute with implementation of E-governance. Ecofriendly environment is maintained by the use E-governance of in the college as it's easier to achieve and create a paperless work.

The main source of income for the institute is the fees, which is decided by State fee regulatory authority and collected from the students. The institute has a well-defined resource mobilization policy framed by experts and approved by the board of management. The Management coordinates and monitors the Resource mobilization policy.

Institutional Values and Best Practices

We keenly observe every student and help them to obtain, improve and retain skills, knowledge, tools, equipment, and other resources needed to do their jobs competently. We try to find their strengths and weaknesses then accordingly we provide training to enhance their capacity, skills and capabilities. The overall development is our main motto so we mould our students by giving them skill enhancement programs in the art of knowledge by not only giving awareness through books but also through many extracurricular activities, including arts and literature. Capacity building and skills enhancement initiatives taken by the institution include the Soft skills, Communication Skills, Life Skills.

The institute conducts regular gender equity promotion programs. The institute is committed to promote ethics and values amongst students and faculty. The institute justifies important aspects of ethics and values by celebrating national and international commemorative days, events and festivals in campus. Extension activities are carried out to create awareness about the environment by observing plastic collection drive every month, energy saving by using energy efficient LED lights. Quality audits on environment and energy have been regularly undertaken by the institute. The institute is continuously engaged for making the campus eco-friendly. The institute undertakes massive tree plantation efforts to neutralize carbon in and around the college. Rain water harvesting, vermicomposting culture and maintenance of water distribution within the campus are the measures taken for the conservation of water. The institution ensures disabled friendly physical infrastructure. Facility for Divyangjan is available in the building. Students are provoked to help the society by participating in programs like creating awareness of Health awareness, Swachh Bharat Abhiyan, National Voter Day, Mother Language Day.

Appropriate use of ICT has helped the College raises the interest levels amongst the students and has helped connect learning to real-life situations. Students enjoy while learning and perform better. The college makes intensive use of ICT-enabled tools, including online resources for effective teaching and learning process. The faculty use ICT enabled classrooms with LCD projectors, Wi-Fi connectivity, software, PowerPoint presentations developed by teachers to expose the students to advanced knowledge and practical learning.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Shri Chhatrapati Sambhaji Shikshan Sanstha's, Sitabai Thite College of Pharmacy
Address	BEHIND HUDCO COLONY, PUNE-NAGAR BYEPASS ROAD ,SHIRUR TALUKA SHIRUR DIST-PUNE412210
City	Shirur
State	Maharashtra
Pin	412210
Website	www.stcopbphshirur.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	DWARKAD AS GANESHLA L BAHETI	02138-222680	9421858505	-	principalstcop@gmail.com
IQAC / CIQA coordinator	MANOJ SUDHAKAR TARE	-	9096880094	-	manojstare75@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
State	University name	Document		
Maharashtra	Savitribai Phule Pune University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
PCI	View Document	04-05-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	BEHIND HUDCO COLONY, PUNE-NAGAR BYEPASS ROAD ,SHIRUR TALUKA SHIRUR DIST-PUNE412210	Rural	15	3383.45

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				4				10			
Recruited	1	0	0	1	0	0	0	0	1	8	0	9
Yet to Recruit	0				4				1			
Sanctioned by the Management/Society or Other Authorized Bodies	0				4				4			
Recruited	0	0	0	0	1	0	0	1	1	3	0	4
Yet to Recruit	0				3				0			

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

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	1	3	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	8	0	9
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	99	0	0	0	99
	Female	190	0	0	0	190
	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	6	4	5	7
	Female	17	15	12	14
	Others	0	0	0	0
ST	Male	3	2	1	0
	Female	2	0	0	0
	Others	0	0	0	0
OBC	Male	40	39	38	33
	Female	71	63	65	51
	Others	0	0	0	0
General	Male	47	57	51	47
	Female	84	84	82	81
	Others	0	0	0	0
Others	Male	8	7	6	10
	Female	12	15	16	19
	Others	0	0	0	0
Total		290	286	276	262

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is focusing on multidisciplinary and interdisciplinary academic and research activity. The institution is running Diploma in Pharmacy, B.Pharmacy, A few Science and Humanities courses have been included along with core Pharmacy courses in curriculum. These are Remedial Biology, Remedial Mathematics, Marketing and Jurisprudence, Communication Skills, Computer Applications etc. Course curriculum also contains certain courses like EVS and Social and Preventive Pharmacy, which ensures students participation in Community and Environment education. We have initiated MoU's with Pharmaceutical companies and academic institutions. UG students are undergoing
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	industrial projects and training in the interdisciplinary area.
2. Academic bank of credits (ABC):	Preparedness in implementation of Academic Bank of Credits of our institution conforms to the guidelines of the affiliated university i.e. Savitribai Phule Pune University (SPPU). SPPU being state university is an official member of the National Academic Depository which is a government endeavor to offer an online repository for all academic awards under the Digital India Programme. Institute is registered with Digilocker. However, being affiliated institute, currently, students are availing ABC facility under SPPU.
3. Skill development:	Institute regularly conducts various activities for value-based education such as Guest lectures on Professional Ethics, Entrepreneurship, Indian Constitution, Universal human values, scientific temper, citizenship values, and life-skills etc. The institute is already engaged in enhancing skills into the students through such programs.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Scholastic educational plan of organization is recommended by Savitribai Phule Pune University and consequently it is fundamental to stick to involving English language as the medium to lead course. Be that as it may, during theory and practical classes, endeavors are made by subject teacher to make sense of troublesome ideas in regional language. Also, our college magazine "Manthan" is published wherein there are three sections for content in three languages namely English section, Marathi section and Hindi section. Cultural activities are conducted every year to showcase the diversity of Indian tradition and culture.
5. Focus on Outcome based education (OBE):	The National Education Policy (NEP) of India emphasizes the Outcome-Based Education (OBE) approach that focuses on the learning outcomes of students rather than the inputs or processes of education to improve the quality of education in the country. In the same context institute have effectively designed its vision and mission. Various steps are taken towards OBE. We have identified the Learning Outcomes of all subjects, Course Outcomes & linked them with Program Outcomes. Assessments are linked with teaching activities.
6. Distance education/online education:	The institution is already practicing the distance

learning through online webinars/virtual programmes. During Covid 19 pandemic we were using various online platforms such as zoom, google meet etc. for conducting theory sessions and demonstrating practicals. We are using ERP (Vmedulife) and LMS for providing notes to students.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. The Electoral Literacy Club (ELC) is working effectively in the Institute.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The institute has appointed faculty coordinator Prof. Mr. Nishikant Shinde and student coordinator Ms Supriya Makhare to lead the Electoral Literacy Club.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Voters Registration Camp: Camp initiated by Election Commission Office, Pune was organized in the college with the main objective to help students of the college to get their Voter ID card which will enable them to vote in future elections. 2. Voter awareness rally: ELC of college organized Voter awareness rally in association with Tehsil office, Shirur Constituency, Pune. 3. Free demonstration of the EVM and VVPAT: The free demonstration of the EVM and VV PAT machines was organized to familiarize the public so that they could be able to understand the voting process. 4. Election oath: ELC of college given Election oath to all the students and staff to uphold the democratic tradition of our country and the dignity of free, fair and peaceful elections in order to vote in every election fearlessly and without being influenced by considerations of religion, race, caste, community, language or any inducement. 5. Competition: The drawing competition was held in the institute on the occasion of celebration of "National Voters Day" in association with, Shirur Constituency, Pune to encourage young voters to take part in voting process to strengthen the democracy and to create awareness regarding rights of voting. 6. Guest Lecture: Every year the institute celebrates National Voter's Day on 25th January by organizing guest lecture to create the voting awareness among the students and staff.</p>

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Socially relevant projects taken by the ELC of college: 1. Graduate Constituency voter awareness and registration drive conducted in Pune District. 2. Teachers Constituency voter awareness and registration drive conducted in Pune District.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The Institute conducted voter registration drive to enroll younger students (above 18 years) as a voter in electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
290	286	276	262	252

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: 18

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	13	14	15	15

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
49.405	44.19302	122.59129	59.61473	55.59913

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:

A foundation of any educational institution's success lies in its ability to plan precise and deliver a curriculum that meets the need and aspirations of students. To ensure the highest standards in curriculum planning and delivery the institution has established a robust and well documented process. This process encompasses the development of Academic calendar and implementation of continuous internal Assessment.

Curriculum planning:

At the heart of effective curriculum planning lays the development and design process. The curriculum development and design plays a vital role in the professional success of the students. The institution places great emphasis on alignment its curriculum with the latest pedagogical trends, industry demands and societal needs. This is achieved through a multidisciplinary team of experienced educator, subject experts and industry professionals who collaborate to create a curriculum that is both comprehensive and forward looking.

Academic Calendar: The institution begins its journey through effective curriculum planning with the formulation of comprehensive institution academic calendar by using academic calendar given by SPPU, Pune before the start of each term. This calendar serves as a guiding framework that reflects the each entire academic semester into structured units. It reflects the information such as commencement and conclusion of semesters or terms, examination periods, breaks and other significant events.

The academic calendar is designed to balance instructional time, assessment periods and moments of reflection and rejuvenation. It takes into account national and regional holidays, ensuring that students have enough opportunity for both academic and personal growth. By adhering to this well planned schedule, the institution fosters the environment of consistency and discipline, vital for the success of any education endeavor.

Continuous Internal Assessment: Continuous internal assessment is an integral part of learning process, for that institute employs a rigorous system evaluation of students. According to the approved time-table theory and practical sessions are conducted and monitored regularly by academic coordinator and principal. The periodic academic meetings are conducted to review the status of curriculum delivery

and academic activities. College has excellent practice of implementation of continuous mode for evaluation of students in regular theory and practical classes. In theory class, the students are evaluated continuously for attendance and various academic activities like assignment, open book test, group discussion, presentation, quiz and student-teacher interaction. In Practical classes, they are continuously evaluated for attendance, practical demonstration, practical records and regular viva voce. The internal Sessional examination and end semester examinations are conducted as per SPPU, Pune and PCI guideline. Academic meetings are to be held to conduct remedial sessions for student encouragement and successive progress.

Continuous internal assessment serves multiple purposes; it provides valuable feedback for both students and teachers, enabling timely interventions to enhance learning outcomes. Additionally it cultivates the culture of active engagement and accountability among students, as they are encouraged to take ownership of their learning journey. This method also helps in identifying individual strength and areas for improvement, allowing for tailored support and enrichment.

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: 5

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: 88.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
242	236	239	288	208

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:

Curriculum Enrichment:

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

Professional Ethics: The institution understands that behaving ethically is crucial in any profession. To help students make right choices, the curriculum include lessons on professional ethics. This means discussing real world situations and dilemmas that professionals might face, so students are prepared to act with integrity and honesty in their future career.

Subjects such as Research Methodology provide standards for the appropriate conduct of research using statistics with high ethical standards. Pharmaceutical Jurisprudence subject includes legal aspects about prohibition of the sale of contaminated, spurious, and misbranded pharmaceuticals which instills ethical values in the manufacturing, distribution, and sale of pharmaceuticals and cosmetics. Quality assurance subject that adheres to ethical standards in earning and preserving the trust of society. Moral obligations and virtues guide communication ethics with patients, health professionals, and society through Communication skills course which is an integral part of curriculum. Pharmaceutical product development and Pharmaceutical Regulatory Affairs deal with regulatory requirements and pharmacists professional obligations with proper respect for society's well-being.

Gender: The institution believes in treating everyone with fairness and respect regardless of gender. Gender equality gives equal opportunity to achieve human rights and contribute to and benefit from economic, social, and cultural growth. Institute promotes gender equality in the classroom by using gender-neutral language during teaching, interactive sessions with all students and group discussions by making groups of boys and girls. We organize various activities to promote gender equality, women's empowerment, and gender sensitization.

Human values: The institution recognizes the enduring significance of basic human values like kindness, empathy and respecting others through the pharmacist and society program outcome. These values are integrated into the curriculum to help students grow not only as professionals but also a good hearted individual. Through various events, practical experiences and lessons, students learn how to apply these values in their daily personal and professional lives, ultimately becoming kind and socially aware professionals.

Environment and sustainability:

Taking care of environment is a responsibility of everyone that the institution takes seriously. The curriculum includes subject environmental science that completely maps the program outcome environment and sustainability that covers various aspects related to environment protection. Student learns about ways to conserves resources, reduce waste and make positive contribution to the environment. This approach including field work and environment projects/models, prepares students to be environmentally conscious and responsible member of community.

By incorporating these important cross cutting issues into the curriculum, the institution aims to produce

graduates who are not only knowledgeable but also ethically, socially aware and environmentally conscious. These values will guide them in their profession and in their contribution to the community. The institution believes that this holistic approach to education produces graduates who are not only successful in their careers but also makes a positive impact on the world around them.

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: 24.48

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

Response: 71

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: 99.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	59

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

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: 93.33

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

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

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

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

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: 24.17

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:

At the heart of the Institution's educational philosophy lies a strong commitment to providing dynamic and enriching learning experiences for its students. To achieve this, the institution employs student-centric methodologies that promote active engagement and critical thinking. These methodologies, including experiential learning, participative learning, and problem-solving approaches, are integrated seamlessly into the curriculum, fostering a culture of holistic learning and skill development.

Experiential Learning

The Institution places a significant emphasis on experiential learning, recognizing it as a powerful tool for translating theoretical knowledge into practical skills. Through hands-on experiences, students are encouraged to explore, experiment, and apply concepts in real-world scenarios. This approach not only reinforces theoretical understanding but also cultivates a deeper level of comprehension and problem-solving ability.

Experiential learning takes various forms, including laboratory experiments, fieldwork, internships, and simulations. These immersive experiences enable students to directly engage with the subject matter, encouraging a deeper level of reflection and analysis. By incorporating experiential learning, the institution empowers students to develop a practical skill set that is directly applicable in their future careers.

Participative Learning

The Institution believes in the power of active student participation in the learning process. Through participative learning methodologies, students are encouraged to take an active role in their education. This involves group discussions, brainstorming sessions, collaborative projects, and peer-to-peer teaching and learning.

Participative learning fosters a sense of ownership and accountability among students, as they become active contributors to their own educational journey. It promotes critical thinking, communication skills, and teamwork, all of which are essential attributes in today's dynamic professional landscape. By creating a participative learning environment, the institution ensures that students are not just passive recipients of knowledge, but active participants in their own intellectual growth.

Problem-Solving Methodologies

The Institution understands that the ability to solve complex problems is a fundamental skill in any field. As such, problem-solving methodologies are integrated into the curriculum across disciplines. Students are presented with real-world challenges and guided through systematic approaches to arrive at innovative solutions.

These problem-solving exercises encourage analytical thinking, creativity, and adaptability. They also provide students with the confidence and competence to tackle complex issues they may encounter in their future careers. By honing their problem-solving abilities, the institution equips students with a valuable skill set that transcends academic boundaries.

ICT-Enabled Teaching and Learning:

In tandem with student-centric methodologies, the institution leverages Information and Communication Technology (ICT) to enhance the teaching and learning process. Teachers utilize a diverse range of online resources, including e-books, multimedia presentations, interactive simulations, and educational apps. This digital ecosystem provides students with access to a wealth of information and tools that supplement traditional classroom instruction.

ICT-enabled learning not only enhances the accessibility of educational materials but also encourages self-paced and independent learning. It caters to diverse learning styles and allows for personalized approaches to education. Moreover, it prepares students for a technology-driven world, equipping them with essential digital literacy skills.

Thus, the Institution's approach to education is deeply rooted in student-centric methodologies and the effective use of ICT tools.

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: 82.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	17	17	17	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: 30.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	4	3	3

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

2.5 Evaluation Process and Reforms**2.5.1**

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

Response:

At the institute, internal evaluation is transparent, adaptable, and trustworthy. The institute is affiliated to Savitribai Phule Pune University (SPPU), and adheres to the university's examination policies, and evaluation practices for all programmes. The institute holds an orientation programme for newly admitted students and their parents at the beginning of each new academic year. During this time, the college examination in charge gives the new students and their parent's specific instructions on the examination scheme, evaluation system and passing criteria. The principal serves as the chief overseer for the smooth operation of exams during this time.

To manage all examination-related operations at the institute level, the institute has formed the

Examination Department. In compliance with university standards, the examination in-charge notifies the faculty and students regarding any exam-related issues.

The examination section receives question papers, in advance, of which, subject wise, it is placed for examination confidentially.

A robust system is in place for seating arrangement for the exam; one invigilator is allocated to every exam room. Prior to the exam, the rules are explained to the students.

The institute uses SPPU standards for internal evaluation of theory and practical disciplines.

Weekly grades for the B. Pharm, lab works are determined by continuous internal assessment, which takes into account daily performance, observation, and record-keeping.

Exam section members use an online/offline mode to display the internal exam results.

For future reference and clarification, the answer sheets from internal exams are archived and documented.

Institute follows the requirements for evaluation set forth by the university.

Implemented the credit-based grading scheme laid down as per the norms of the university.

The Examination Department handles grievances that can be examined. The Institutional Examination Department welcomes complaints about things like hall ticket mistakes, name/marks entry corrections etc.

The examination Department always tries to resolve the problems. The Examination Department consults the University Registrar to fix any mistakes or errors that are found.

Internal Assessment:

After internal exams are finished, the subject teacher assesses the answer sheets, which are then displayed to the students and discussed. When a pupil asks a question, the instructor answers it immediately. A system for examination grievances is in the role which allows students to apply for revaluation of answer sheets for which he/she is not satisfied with the marks given. Then, it is revaluated and grievance is addressed satisfactorily.

External Assessment:

After the semester exams are finished, the examination results are announced and made available online by the university. Inconsistencies in the result sheet will be examined and brought to the attention of the SPPU Examination section. Failure students have the option to ask for a review if they are dissatisfied with their results. They have to submit a revaluation request as per the procedure laid by university regulations.

The Examination Department follows up on the complaint, a grievance acknowledgement from the university is maintained and the problem is fixed as quickly as possible.

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

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The worth of academic learning is determined by the Institute's Program Outcomes (POs) and Course Outcomes (COs) for the entire Institute's Programs and Courses. The institute has created its POs and Cos with an idealistic vision to fit with its Vision, Mission, and Academic Policy.

Program Outcomes (POs)

The outcomes of the program are clear declarations of the core information that students should possess and the degree of learning that is anticipated at its conclusion. A range of programs have been designed by SPPU to cater to the needs of potential careers for students.

Teaching knowledge and enhancing skills important for students' capability and personality development is the main objective of program and course outcomes. Additionally, focus is placed on students' overall development by instilling morals and values and by enhancing their academic performance.

The institute is affiliated with Savitribai Phule Pune University, Pune, hence conducts the programme as per the curriculum circulated by the University. The university-defined curriculum has well designed Program Outcome. The course outcomes are defined by a respective faculty member in the teaching learning process cycle. Lesson plans with course objectives, course outcomes, teaching resources, and the total number of teaching hours are planned at the beginning of the academic year. Before being shown on the notice boards, all courses the course is taught in accordance with the achievement of the CO.

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

Course Outcomes (COs)

Course Outcomes (COs) are stated, uploaded, and shared with all teachers and students via the college website (www.stcopbphshirur.edu.in).

Newly hired staff are given explanations of the Program Outcomes and Course Outcomes. Following the assignment of the courses, the POs and COs are explained to the students.

At the beginning of each semester, every faculty member informs students of the format of the courses and the goals that go along with them. The modes of POs and COs attainment are explained to the students time to time. Both students and parents are made aware of them during the Orientation Program at the beginning of the academic year and during regular class teaching too.

To improve the teaching-learning process, student evaluation is conducted in the background.

The set process help for effective POs and COs attainment and enables the instructors to concentrate on student achievement.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

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

Attainment Level 1: Students scoring in between **50-60%**, in the University examination and internal examination, are considered to **be the attainment of “1”**

Attainment Level 2: Students scoring in between **61-70%**, in the University examination and internal examination, are considered to **the attainment “2”**

Attainment Level 3: Students scoring in between **71-80%**, in the University examination and internal examination are considered to be the **attainment of “3”**

CO attainment is determined on the basis of marks obtained in internal assessments including continuous mode and sessional exam.

PO attainment is determined through direct and indirect assessment tools. All Course Outcomes are linked with to Program Outcomes with help of VM Edulife portal (LMS), PO attainments are determined. Direct assessment involves the attainment of course outcomes and indirect assessment involves the attainment of POs through co-curricular and extra-curricular activities. The indirect attainment level of POs is determined based on the analysis of feedback and surveys.

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

Response Value = (Value * No.of Responses)

Response % = (Response Value / (Max Value * No.of Responses))

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: 99.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	70	65	64	60

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

2022-23	2021-22	2020-21	2019-20	2018-19
71	70	65	65	61

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: 3.78

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: 0.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0.9

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:

Shri Chhatrapati Sambhaji Shikshan Sanstha's Sitabai Thite College of Pharmacy has well-defined research and innovation ecosystem. The College has established Institution's Innovation Council Cell (IIC), and Research and Development Cell (RDC). Our students and teachers are actively involved in various research and innovation-related activities in Pharmaceutical Sciences. Our college has created an ecosystem for innovations including Startups and Innovation Cells for the creation and transfer of knowledge. An approved Innovation and Start-up Cell was constituted at our college as per the norms of the Centre for Innovation, Incubation and Linkages of Savitribai Phule Pune University (SPPU), Pune. The Research and Development Cell (RDC) has been established in the college to inculcate research and innovative skills and practices among faculty and students in the long term. The RDC aims at providing basic infrastructural support and guidance to students and faculty for the successful execution of their innovative and thought-provoking ideas into action. In the technologically driven world, innovative breakthroughs will happen only because of the meticulous efforts of RDC. The committee for RDC

oversees the smooth and efficient coordination of research and development (R&D) activities in the Institute, thus fostering overall growth. The committee consists of the Principal, Coordinator, HODs, and Faculty members for facilitating the routine functioning of the cell. The institute realizes the role of innovation in societal development by inculcating a culture of research and innovative practices through RDC activities. Further, the institute has successfully established the Institute's Innovation Council (IIC) to systematically promote the culture of innovation and related activities among students and faculty members. The Promotion of research, start-up, and intellectual property rights (IPR) initiatives, patent filing and publication, entrepreneurship development, and the incubation support system. The institution has also conducted seminars, webinars, and lecture sessions on scientific talks, IPR, and skill development with expert speakers to acquire innovative practices and skills and also to boost moral values and ethical practices among students. Faculty's academic and research experience continually contributes to the innovation ecosystem through innovative solutions and suggestions to solve critical problems and motivate students to become entrepreneurs. The college has established MoU's with Pharmaceutical Industries and Educational Institutes to promote research, and innovations and accelerate incubation at the college.

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

3.2.2

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	2	2	3

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	5	4	0	5

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
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: 0.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	1	0	1

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:

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

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

During the COVID-19 pandemic, an Awareness program was conducted for precautions to be taken on Covid-19, regular use of sanitizer, and masks, maintaining social distancing, getting vaccinated, etc. through online mode which increased awareness in the community of the disease. During the pandemic, our students were aware of the people and distributed masks, sanitizers, fruits, and sanitizer pumps in rural areas. Students also helped the doctors and nurses at the vaccination centre (PHC) and encouraged the people to get vaccinated and stay prevented from infection. AIDS and Cancer campaigns were carried out by NSS volunteers providing information for the prevention of the diseases.

In the Hemoglobin Determination Camp, the student checked their hemoglobin level and was advised healthy diet plan and supplements to get an average level. Blood donation by our students in the camp at the college benefited countless needy people in the emergency. Awareness was created in the community

from these activities and understood the seriousness, ways of prevention, and treatment of the diseases. Tree plantation in and out of campus supported a lot to make awareness about Environmental Protection amongst Students and staff.

Society became aware of cleanliness in the “Swachh Bharat Abhiyan” campaign. The extension and outreach activities cultivate skills such as social skills, communication skills, management skills among underprivileged communities and protect the environment for healthy living and promote the holistic development of the society.

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

3.4.2

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

Response:

Extension and outreach activities focus on communicating ideas and the welfare of underprivileged, rural, tribal, and urban populations. It also allows us to use acquired knowledge and skills to improve the overall standard of living for the community for the advancement of the underprivileged sections of the society to make communities better and progressive as a strength to the nation. Our students have been actively serving humanity through the NSS activities and extending services such as General health check-ups, Blood donation, Haemoglobin, and blood group determination towards the welfare of the underprivileged people living in the nearby community. Our college students got an appreciation for rendering these services tree plantation at the primary health care unit in Shirur, and Covid 19 vaccination awareness program in the nearby community of Shirur villages, students of our college received a letter of appreciation for cleaning the area and plantation under Clean India Campaign (Swachh Bharat Abhiyan) programs. Our college received a letter of appreciation for active participation as “Corona Yoddha” during the COVID-19 Pandemic. NSS volunteers were appreciated for distributing fruits, masks, and sanitizers to the frontline workers. Blood Bank honored the college with a letter of appreciation and a trophy for excellent contribution to donating blood.

Nearby Village Panchayat offices awarded the letter of appreciation for adopting the villages and their remarkable contribution through the NSS camp.

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: 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	7	11	7

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: 10

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 institution prides itself on its well-rounded and comprehensive approach to education, as evidenced by the abundance of facilities and infrastructure available to support various aspects of teaching, learning, and holistic development.

a. Teaching-Learning Infrastructure: The institution boasts a robust teaching-learning infrastructure, which includes a diverse range of facilities. The classrooms are spacious, well-lit, and equipped with modern furniture and teaching aids to facilitate an engaging learning environment. Specialized laboratories cater to the needs of various disciplines, allowing students to gain hands-on experience and practical skills in their respective fields. State-of-the-art computing equipment is readily available in dedicated computer labs, ensuring that students have access to the latest technology for research and coursework.

b. ICT-Enabled Facilities: The institution places a strong emphasis on leveraging technology to enhance education. Smart classrooms equipped with interactive whiteboards, audio-visual aids, and multimedia capabilities provide an immersive learning experience. Additionally, a robust Learning Management System (LMS) serves as a digital platform for content delivery, collaborative projects, assessments, and resource sharing. This technology-driven approach not only enhances the quality of education but also prepares students for the digital demands of the modern world.

c. Cultural and Sports Facilities: Recognizing the importance of extracurricular activities in a student's overall development, the institution offers a wide array of facilities for cultural and sports pursuits. A dedicated auditorium provides a venue for cultural events, seminars, workshops, and performances. This space not only fosters creativity and artistic expression but also serves as a platform for intellectual discourse.

For physical well-being and fitness, the institution offers a comprehensive set of facilities. This includes indoor and outdoor sports arenas, catering to a variety of interests and skill levels. From shooting club to cricket fields, students have ample opportunities to engage in competitive sports and recreational activities. The presence of a well-equipped gymnasium further promotes physical fitness and overall well-being among students.

In addition to these facilities, the institution has established a dedicated yoga center. This space is

designed to promote mental and emotional well-being through yoga and meditation practices. It provides a serene environment for students to de-stress, improve focus, and enhance their overall mental health.

Overall, the institution's facilities are not only adequate but also reflect a commitment to providing a holistic educational experience. From cutting-edge teaching-learning infrastructure and ICT-enabled classrooms to an extensive array of cultural, sports, and fitness facilities, the institution ensures that students have access to resources that foster their intellectual, physical, and emotional development. These facilities play a crucial role in creating a vibrant and enriching learning environment that prepares students to excel academically, thrive personally, and contribute meaningfully to society.

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: 8.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.00	0	0	7.60	7.06

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institution's library stands as a testament to its commitment to providing a modern and resourceful learning environment. Through the integration of cutting-edge technology and a diverse collection of resources, it serves as a hub for intellectual exploration and academic growth.

The library has undergone a transformative shift towards automation, facilitated by the implementation of an Integrated Library Management System (ILMS). This technological upgrade has streamlined the entire process of library operations, from cataloging and acquisition to circulation and user management. The ILMS not only enhances the efficiency of library staff but also empowers users with seamless access to the extensive collection of materials.

One of the most notable features of the library is its robust digital infrastructure. The institution has made significant investments in digital facilities, ensuring that students and faculty have access to a wealth of electronic resources. This includes a comprehensive array of e-books, e-journals, databases, and multimedia content. These resources cover a wide spectrum of academic disciplines, catering to the diverse needs and interests of the academic community.

Adequate subscriptions to e-resources and journals have been procured, further enriching the digital offerings of the library. This strategic investment in electronic content ensures that users have access to the latest research, scholarly articles, and academic publications. The diverse range of e-resources complements the physical collection, providing students and faculty with a well-rounded and up-to-date knowledge base.

The utilization of the library is a testament to its relevance and effectiveness. Both faculty and students actively engage with the resources and facilities it offers. The library serves as a dynamic space for individual study, group collaborations, and research endeavors. The availability of digital resources ensures that users can access materials at their convenience, whether on-campus or remotely, thereby accommodating different learning styles and preferences.

Moreover, the library staff play a pivotal role in facilitating the optimal use of the resources. They are well-trained in the ILMS and adept at assisting users in locating and accessing materials. Their expertise contributes to a user-friendly environment, ensuring that students and faculty can make the most of the available resources.

In addition to its role as a repository of knowledge, the library also serves as a focal point for academic and intellectual discourse. It hosts workshops, seminars, and presentations that foster a culture of research and inquiry. The library's digital facilities enable seamless integration of multimedia content, enhancing the effectiveness of these events.

In conclusion, the institution's library stands as a beacon of modernity and innovation in education. The integration of the ILMS, coupled with a wealth of digital resources, has catapulted the library into the digital age, ensuring that it remains a vital resource for both faculty and students. The active engagement with the library's resources underscores its relevance and impact on the academic community. Through its strategic investments and forward-thinking approach, the institution's library continues to be a cornerstone of academic excellence and research-driven learning.

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 places a high priority on maintaining cutting-edge IT facilities to support the evolving needs of its academic community. With a forward-looking approach, it ensures that students and faculty have access to modern technology and robust internet connectivity for a seamless learning experience.

The institution's IT facilities encompass a wide range of resources, including computer labs, smart classrooms, and digital workstations. These facilities are equipped with up-to-date hardware, ensuring that users have access to reliable and high-performance computing resources. Regular updates and hardware refresh cycles are conducted to keep the IT infrastructure current.

The full-bodied IT infrastructure of the college comprises 68 computers connected with Wi-Fi/LAN. The College has 01 server for the smooth functioning of computer labs.

The college library is automated with **Biyani Library Management Software facility**. Library has the subscription of e-books and e-journals.

The institute use **Vmedulife software** which enables the smooth functioning of the day to day activities. Vmedulife is a cloud-based learning platform offering an Academic Management System that helps the students, faculties, and the managerial board. We can keep track of anything and everything related to the academic set up with our user-friendly services

Wi-Fi connectivity is a critical component of the institution's IT ecosystem. Recognizing the increasing reliance on wireless connectivity for learning and research, the institution has made significant investments in establishing a robust Wi-Fi network across the campus. This network is designed to provide seamless coverage in key areas, including classrooms, libraries, common areas, and student dormitories.

In terms of internet connectivity, the institution provides ample bandwidth to support the demands of a technologically-driven academic environment. The available bandwidth is regularly monitored and adjusted based on usage patterns and anticipated growth. The institution maintains a dedicated internet connection with a bandwidth of 100 Mbps, ensuring that users have fast and reliable access to online resources, research databases, and multimedia content.

The provision of sufficient bandwidth is crucial for enabling a seamless online learning experience, especially in an era where digital resources and virtual collaboration play a central role in education. The institution's commitment to maintaining a robust internet infrastructure reflects its dedication to providing students and faculty with the tools and resources they need to excel in their academic pursuits.

In conclusion, the institution's IT facilities and internet connectivity are a testament to its commitment to providing a technologically advanced learning environment. Regular updates and investments in hardware, software, and network infrastructure ensure that the institution remains at the forefront of educational technology. The availability of ample bandwidth guarantees that students and faculty have fast and reliable access to the wealth of digital resources essential for their academic and research endeavors.

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: 14.5

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

Response: 20

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: 2.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.97	2.18	0.02	0.84	1.06

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: 55.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	175	161	178	166

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: C. 2 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
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: 23.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	70	65	65	55

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: 27.35

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
72	70	70	65	63

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: 15.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	4	10	14	1

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: 3

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

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

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 15.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	17	9	26	3

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

5.4 Alumni Engagement

5.4.1

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

Response:

The institution takes immense pride in its vibrant and engaged Alumni Association, which stands as a testament to the enduring bond between the institution and its graduates. This registered Alumni Association plays a pivotal role in the development and growth of the institution, contributing not only through financial support but also by providing invaluable services and expertise.

One of the most notable contributions of the Alumni Association is its financial support. Alumni members, recognizing the value of their education and experiences at the institution, generously contribute towards various initiatives and projects. These contributions take various forms, including scholarships, grants, endowments, and donations towards specific infrastructure development. The financial backing provided by the Alumni Association has been instrumental in realizing key projects and initiatives that might otherwise be challenging to fund through traditional channels.

In addition to financial support, the Alumni Association offers a wide range of services that significantly enhance the institution's development. Alumni members, many of whom have achieved significant success in their respective fields, often share their expertise through mentorship programs, workshops, and guest lectures. This direct engagement with current students provides them with invaluable insights, practical advice, and real-world perspectives that enrich their educational experience and better prepare them for the professional world.

Furthermore, the Alumni Association serves as a powerful network for both current students and fellow alumni. It facilitates connections, fosters collaborations, and creates opportunities for professional development. Alumni often return to the institution to participate in career fairs, networking events, and panel discussions, offering students valuable exposure to various industries and career paths.

The Association also plays a crucial role in fostering a sense of community and belonging among alumni. Regular reunions, gatherings, and events provide opportunities for alumni to reconnect, reminisce, and forge new connections. These events serve as platforms for alumni to exchange ideas, explore potential collaborations, and celebrate shared experiences.

Additionally, the Alumni Association actively engages in philanthropic activities that benefit the wider community. Through initiatives such as community service projects, charitable fundraisers, and outreach programs, the Association extends its impact beyond the institution's walls, contributing to societal betterment.

The institutional leadership recognizes the profound impact of the Alumni Association and maintains open channels of communication with its members. Feedback and suggestions from the alumni community are valued, and their input is considered in strategic decision-making processes.

In conclusion, the registered Alumni Association is an invaluable asset to the institution, playing a multifaceted role in its development. Through financial contributions, mentorship, networking opportunities, and community service, the Alumni Association demonstrates a deep commitment to the institution's continued growth and success. The enduring relationship between the institution and its alumni stands as a testament to the transformative impact of education and the enduring connections forged within the institution's community.

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:

INSTITUTIONAL GOVERNANCE

The altruistic vision & aspiration of Hon'ble Bapusahebji Thite, to start & propagate higher technical education to the students of rural areas and ultimately boost the socio-economic progress of the rural people, laid the foundation of "Shri Chhatrapati Sambhaji Shikshan Sanstha" at Shirur.

Vision: To become a center of excellence nurturing value based education by empowering Pharmacy professionals with Gyan (Knowledge) Buddhi (Wisdom), Vivek (Consciousness) and swayampurnatha (Self-reliance) to foster need of plural society.

Mission: To pursue high quality pharmacy education for training, research and management to produce the professionals with altruistic leaders to assure and active role in providing accomplished, ethical and compassionate patient care that improves the health and quality of life.

Institutional Governance:

The governance of the institution is purely based on the stated Vision and Mission. The institute offers the eco-friendly infrastructure, learning atmosphere, well qualified teaching faculties and supportive staff which makes institute student centric. This strengthens the students to overcome various circumstances and drastic situations and make them confident in all aspects so that they can handle the rapidly changing and increasingly situations. The Governing body (GB) and college development committee (CDC) is constituted by institute as per guideline and norms of AICTE & Savitribai Phule Pune University (SPPU). The Governing Body & CDC are headed by President of Society /Institute. IQAC committee and governing body of institute decides the future perspective plan related to the development of the institute and its academic standards.

The requirements and regulations laid by governing bodies such as AICTE, DTE, PCI and SPPU and also by the Sanstha and college comply time to time. The policies decided in GB and CDC is implemented through the principal and deliberating responsibilities to various institutional committees/In-charges. Implementation of E-governance, in all academic and administrative process, results in the smooth functioning of the institution that provides efficient and simpler system of governance. Transparency and accountability is vastly maintained in all aspects of the institute with implementation of E-governance. Ecofriendly environment is maintained by the use E-governance of in the college as it's easier to achieve and create a paperless work. The Institution has a transparent and well planned financial management system for optimal utilization of the funds. The main source of income for the institute is the fees which is decided by State fee regulatory authority and collected from the students.

In conclusion, The Institute believes in decentralization, hence different committees have constituted to discharge various responsibilities. Prominent Stakeholders are part of various committees involved in planning and decision. This leads to grooming leadership & abilities at all levels.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institutional perspective plan serves as the blueprint for the strategic development and functioning of an organization or institution. It encompasses a comprehensive framework that outlines the long-term goals, objectives, and actions required to achieve the institution's mission and vision. In this context, the effectiveness and efficiency of institutional bodies play a pivotal role in ensuring the successful implementation of the perspective plan.

One of the key indicators of the plan's effectiveness is the alignment of institutional policies with its overarching goals. These policies serve as guiding principles that govern various aspects of the institution's operations, including its approach to human resources, financial management, and academic affairs. They are meticulously designed to provide a clear roadmap for decision-making at all levels, ensuring consistency and coherence in actions taken.

The administrative setup of the institution is another critical aspect that reflects the successful deployment of the perspective plan. A well-structured and streamlined administrative system is essential for the smooth functioning of any organization. This includes clearly defined roles and responsibilities, effective communication channels, and efficient workflows. The institutional bodies responsible for governance and oversight play a crucial role in maintaining this administrative coherence.

Appointment processes within the institution are conducted in a manner that upholds transparency, fairness, and meritocracy. This ensures that individuals with the right qualifications, skills, and experience are selected for positions, contributing to the overall competency and capability of the institution's workforce. The recruitment procedures are designed to attract talent that aligns with the institution's mission, thereby strengthening its capacity to achieve its long-term objectives.

Service rules and procedures are meticulously formulated to provide a framework for employee conduct and performance expectations. These rules set clear standards for professionalism, ethical behavior, and accountability. They also establish mechanisms for evaluating and recognizing employee contributions. This fosters a conducive work environment, where individuals are motivated to excel and contribute positively to the institution's growth.

In addition to these foundational elements, effective communication channels are established to facilitate information flow within the institution. This includes regular meetings, reports, and feedback mechanisms that ensure all stakeholders are informed and engaged in the institutional processes. Transparent communication is instrumental in building trust and ensuring that everyone is working towards a common goal.

Furthermore, the institutional bodies exhibit a high level of adaptability and responsiveness to changing circumstances and emerging challenges. This agility allows the institution to evolve and innovate in line with evolving needs and external trends. Flexibility in decision-making and a willingness to embrace new approaches are characteristics of a dynamic institutional setup.

In conclusion, the effective deployment of the institutional perspective plan is evident through various facets of the institution's operations. The alignment of policies, a well-structured administrative setup, transparent appointment processes, and robust service rules collectively contribute to the efficiency and effectiveness of the institutional bodies. This, in turn, empowers the institution to progress towards its long-term goals and fulfill its mission with excellence and distinction.

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 institution demonstrates a commitment to nurturing a thriving work environment through a comprehensive set of practices that support its teaching and non-teaching staff. The Teaching and Non-Teaching staffs are backbone of the quality Education of an Institute and their wellbeing is important for effective functioning of Institute. The Institute motivates Teaching and Non-Teaching Staff for their professional development.

The welfare measures taken by the Institute for teaching and Non-teaching faculties includes, Provident Fund Scheme of Employees Provident Fund are given to all eligible staff, Medical Leave, Casual leave, Maternity leave, Duty leave, Study leave, Earn leave to all eligible staff, Revision of pay, pay band and AGP as per provision of pay commission, Gratuity scheme at college level /sanstha level to eligible staff. Group Insurance Scheme with accidental policy offered to all staff, Loan facilities from Janata Sahakari Bank, Financial support for attending faculty development program, Seminars, Workshops, conferences, Training and orientation program, Pupils of staff admitted in sister institute of college are offered concession in fees, Promotion, Study leaves for higher education.

A cornerstone of the institution's approach is its performance appraisal system. This structured mechanism serves as a means to evaluate and recognize the contributions of both teaching and non-teaching staff. Performance appraisal of the staff is accessed through API filled by every staff at the end of year and the performance is evaluated by Principal /HOD committee. After evaluation of performance appraisal form, suggestions are given to staff accordingly. The performance indicators for teaching staff are teaching, research and outstanding activities. For non-teaching staff are Technical adequacy, punctuality, hard work, sincerity, administrative ability and lean work. The appraisal process is characterized by objectivity, fairness, and transparency, ensuring that assessments are conducted with

due diligence and without bias.

Importantly, the institution fosters a culture of open communication and feedback, which enables staff members to voice their aspirations, concerns, and ideas for improvement. This two-way dialogue ensures that the institution remains attuned to the evolving needs and aspirations of its workforce.

In conclusion, the institution's approach to supporting its teaching and non-teaching staff is marked by a holistic framework that encompasses performance appraisal, welfare measures, and avenues for career development and progression. This comprehensive set of practices not only recognizes the contributions of staff members but also provides them with the tools and opportunities needed to excel in their roles. By prioritizing the well-being and professional growth of its workforce, the institution lays the foundation for a vibrant and motivated team that is poised to contribute significantly to its success and advancement.

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: 34.78

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	4	11

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: 54.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	20	19	17

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

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

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 institution demonstrates a proactive approach to resource management through a well-defined strategy for mobilization and optimal utilization of funds and resources from diverse sources. This strategic framework encompasses both government and non-government organizations, ensuring a diversified and sustainable financial base.

Source of Funds for the Institute - Fee, Management Scholarship, Grants and funds from various agencies. Institute conducts Internal & External financial audits regularly. Account section maintains financial accounts regularly and prepares financial statements accordingly.

A key strength of the institution lies in its ability to effectively tap into various funding sources. This includes government allocations, grants, and subsidies, as well as partnerships with non-government organizations (NGOs), foundations, and philanthropic entities. By diversifying its funding streams, the institution safeguards against over-reliance on a single source and gains access to a wider pool of resources that can be directed towards its mission and initiatives.

The institution's strategies for resource mobilization are underpinned by a thorough understanding of the requirements and expectations of each funding source. This includes compliance with government regulations, adherence to specific grant guidelines, and alignment with the mission and objectives of partnering NGOs and organizations. By demonstrating transparency, accountability, and a clear commitment to the intended outcomes of these funding relationships, the institution fosters trust and credibility among its stakeholders.

Equally important is the institution's commitment to the optimal utilization of these resources. A carefully crafted financial plan ensures that funds are allocated judiciously to priority areas, aligning with the institution's strategic goals. This includes investments in infrastructure, academic programs, research initiatives, and welfare measures for staff and students. Regular assessments and reviews are conducted to ensure that resource allocation remains in line with evolving priorities and emerging needs.

To uphold financial integrity and accountability, the institution conducts both internal and external financial audits on a regular basis. Internal audits are carried out by a dedicated team within the institution, ensuring that financial transactions and practices comply with established policies and procedures. This internal oversight mechanism serves as a proactive measure to identify and rectify any discrepancies or irregularities in a timely manner.

External audits, conducted by independent auditing firms, provide an additional layer of assurance regarding the institution's financial practices. These audits offer an objective evaluation of the institution's financial statements, ensuring accuracy, completeness, and compliance with relevant accounting standards and legal requirements. The findings and recommendations of external audits serve as a valuable benchmark for the institution's financial management practices, helping to further refine and strengthen its fiscal strategies.

Overall, the institution's strategic approach to resource mobilization and utilization reflects a prudent and forward-thinking stance. By leveraging funds from various sources and conducting regular financial audits, the institution demonstrates a commitment to financial sustainability, transparency, and accountability. This not only instills confidence among stakeholders but also positions the institution to effectively fulfill its mission and drive positive impact in its community and beyond.

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:

The Internal Quality Assurance Cell (IQAC) stands as a cornerstone in the institution's commitment to quality assurance and enhancement. It plays a pivotal role in institutionalizing robust strategies and processes that ensure a high standard of education and operations. The IQAC's contributions are multifaceted, impacting various aspects of the institution's functioning.

One of the primary functions of the IQAC is to meticulously review the teaching-learning process. This entails a thorough examination of pedagogical methods, curriculum design, and instructional materials. The IQAC collaborates closely with faculty members to assess the effectiveness of teaching strategies and identify areas for improvement. By fostering a culture of continuous reflection and refinement, the IQAC ensures that teaching practices are aligned with the institution's educational objectives and meet the evolving needs of students.

In addition to teaching and learning IQAC take regularly feedback from all stakeholders, students, teachers, alumni, industry experts related to academic, co-curricular research campus life experience, recent industry trends to improve quality education through teaching and research. IQAC ensures periodical reviews of academic performance and implementation of structured monitoring policy. By promoting best practices in administrative functions, the IQAC contributes to a well-organized and responsive institutional setup.

Crucially, the IQAC is deeply engaged in the assessment of learning outcomes. It employs a systematic approach to evaluate the attainment of knowledge, skills, and competencies by students. This involves the development and implementation of assessment tools, such as examinations, assignments, and project evaluations. The IQAC also monitors the alignment between stated learning outcomes and actual student achievements, ensuring that educational goals are met. Through this process, the IQAC provides valuable insights that inform curriculum refinement and instructional adjustments.

The IQAC's efforts are characterized by a commitment to continuous improvement. It maintains a meticulous record of incremental advancements across various activities within the institution. This record-keeping serves as a valuable repository of progress, allowing the institution to track its journey towards enhanced quality assurance. It also facilitates evidence-based decision-making, enabling the institution to build on successes and address areas that require further attention.

Furthermore, the IQAC serves as a catalyst for fostering a culture of quality consciousness among all stakeholders. It promotes awareness and understanding of quality assurance principles and practices throughout the institution. This includes conducting workshops, training sessions, and awareness programs aimed at equipping faculty, staff, and students with the knowledge and skills needed to uphold and enhance educational quality.

In conclusion, the Internal Quality Assurance Cell (IQAC) stands as a dynamic force driving the institution's pursuit of excellence in education. Through its meticulous review of teaching and learning, operational processes, and learning outcomes, the IQAC contributes significantly to the institutionalization of quality assurance strategies. By recording incremental improvements and promoting a culture of quality consciousness, the IQAC plays a vital role in shaping a vibrant and high-performing learning environment within the institution.

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
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has demonstrated a strong commitment to fostering gender equity and inclusivity through a range of strategic initiatives over the past five years. These measures extend across various aspects of campus life, encompassing both curricular and co-curricular activities, as well as the provision of facilities designed to support women. Sitabai Thite College of Pharmacy provides a safe and comfortable environment to students of all genders. Considering safety and security of students and all employees, campus and instructional areas are under CCTV surveillance, 24hrs security guards at the entry post are recruited. Institute is committed in promoting gender equality and creating a gender-sensitive environment. The College regularly conducts gender sensitization workshops for students, staff, and faculty members. The establishment has a special right to advance specialized training and guarantee women's strengthening through orientation fairness. Girl's students as well as ladies staff members are empowered for leadership roles. The institution has adopted a gender policy and established a women's cell to oversee the conduct of various activities that promote gender equity in women's social, cultural, economic, legal, and political rights at the institutional level. To prevent any form of discrimination, special efforts are made to educate students and employees about gender issues. Women's Empowerment and Awareness Programs, Anti-Ragging and Anti-Sexual Harassment Cell, and a Women's Grievance Redress Committee are among these. The purpose of these committees is to provide academic, personal, health, and social counselling to all students, regardless of their gender, in a sensitive manner.

The institute conducts regular gender equity promotion programs. The institute is committed to promote ethics and values amongst students and faculty. The institute justifies important aspects of ethics and values by celebrating national and international commemorative days, events and festivals in campus.

Extension activities are carried out to create awareness about the environment by observing plastic collection drive every month, energy saving by using energy efficient LED lights. Quality audits on environment and energy have been regularly undertaken by the institute. The institute is continuously engaged for making the campus eco-friendly. The institute undertakes massive tree plantation efforts. Rain water harvesting, vermicomposting culture and maintenance of water distribution within the campus are the measures taken for the conservation of water. The institution ensures disabled friendly physical infrastructure. Facility for Divyangjan is available in the building. Students are provoked to help the society by participating in programs like creating awareness of Female Foeticide, Health awareness, Swachh Bharat Abhiyan, National Voter Day, Marathi Rajbhasha Din etc.

In conclusion, the institution's commitment to gender equity and inclusivity is evident through a range of targeted initiatives and the provision of essential facilities. By incorporating gender sensitization into

both curricular and co-curricular activities, and by providing a safe and supportive environment for women on campus, the institution has created a space where all members of the community can thrive and succeed, regardless of gender identity or background. These efforts not only enhance the overall learning experience but also contribute to a more just and equitable society.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

The institute is committed to provide and promote inclusive environment for all the students, faculty, alumni and visitors. The institute takes following efforts/ initiatives in this regard; various religious-regional and national festivals like Ganesh festival, Holi, Christmas etc. are celebrated enthusiastically by all the students and staff. During annual social gathering, days like traditional day/ cultural attire day are celebrated where students participate by wearing traditional outfit to represent various cultures. Republic day is celebrated every year and cultural activities are organized during the event. On Rashtriyaektdiwas, students and staff take pledge to preserve unity, integrity and security of the nation. Regular tree plantation is done within campus and as well as at nearby places. College actively participates and promotes Swachh Bharat Abhiyan in and outside the campus. Students and staff actively participate in activities with social cause as clothes are distributed to the needy persons.

NSS activities and camp are organized regularly where all students and staff enjoy staying in villages and participating in cleanliness, plantation, health awareness and health checkup drives. Vote awareness and Registration programme at the institute via NSS inculcates a sense of social responsibility. The celebration of National Constitution Day aims to educate students about the Indian Constitution and promote social harmony.

Reservation cell is constituted and function actively to support students from reserved category to get scholarships.

Birth anniversaries of inspiring personalities like Chatrapati Shivaji Maharaj, Dr. A.P.J. Abdul Kalam, Swami Vivakanand, Dr. Babasaheb Ambedkar, Mahatma Gandhi is celebrated by organizing various activities in the college.

College celebrates Veerata Diwas, Shahid Diwas to pay tribute to Indian soldiers and express solidarity with the families of martyred soldiers.

On Marathi Bhasha Din and International Mother Language day, speech of renowned speakers is organized for students and staff. Events like Nirbhay Kanya Program, International women's day etc. are routinely organized for students and staff for creating awareness towards various social causes.

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. Use of ICT based tools for academic excellence and Transparency in working.

Objective: Today, it is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The Context: Appropriate use of ICT has helped the College raises the interest levels amongst the students and has helped connect learning to real-life situations. Students enjoy while learning and perform better.

The Practice: The College makes intensive use of ICT-enabled tools, including online resources for

effective teaching and learning process. The faculty use ICT enabled classrooms with LCD projectors, Wi-Fi connectivity, software, PowerPoint presentations developed by teachers to expose the students to advanced knowledge and practical learning.

VMedulife ILMS (Institute Learning Management System) is accessible to every faculty member of the institute via secured login. ILMS enables faculty members in many ways. Using ILMS, faculty members can easily manage the complete teaching-learning process through digital mode.

ILMS assists in conducting day-to-day online classes, managing the student's attendance, and communicating with guardians.

ILMS helps to create, adopt, administer, distribute, and manage all of the activities related to e-learning training and acting as a complement to classroom learning.

Online exam, assignments consisting of MCQ, descriptive, short answer type of questions. Every activity is followed with student feedback via ILMS. Based on students' learning levels, faculties can design differential assignments for slow as well as advanced learners.

Graphical analysis of every assignment, exam, and online session enables faculty members to self-analysis.

The mentoring module provides a detailed summary of every student from the date of admission. Mentoring is playing a vital role in the overall growth of the students.

ILMS Software (Biyani Technologies)-automated library with barcoded acquisitions.

The college library's OPAC system displays book availability data.

Library purchases are barcoded. The barcode printer or QR code printer prints spine labels and barcodes in house for transparency. The institutional library offers free barcode-enabled e-content.

Teachers learned to use Zoom, Google Meet, Microsoft Teams, online evaluation tools, and video recording software during the COVID-19 pandemic.

Faculties have PCs. Google Classroom and Whatsapp communicate reading material, feedback, and evaluation.

Evidence of Success

1. Use of ICT tools and practices in enabled classrooms and platforms.
2. Student integrations and e-access to publications, journals, and study materials in the library.
3. Successful pandemic online classes. Online courses and materials to expand student learning.
4. Testmoz and Google Classroom intra-semester exams.
5. Teachers' successful creation of high-quality instructional content and video modules on YouTube

channels that may be used in institutes.

6. Institutional events use YouTube live stream.

Problems Encountered and Resources Required

1. Internet connectivity at the remote location was a big constraint during the pandemic period
2. Occasional power cuts and internet connectivity issues hampered the smooth conduct of online classes.
3. The online mode of teaching restricted two-way interaction and active participation by students, as students frequently kept their cameras and audio devices off, making it difficult to monitor the efficacy of instruction and obtain feedback

Best Practice 2. Aptitude Skill Enhancement

Objectives:

1. To develop competitive spirit in the students.
2. To motivate students for goal setting and strive for its achievement.
3. To build the aptitude of the students to get success in various competitive examinations.
4. To guide the students to choose the right career path.

The Context:

Knowing where your aptitude lies goes a long way in choosing the right career. It is not just interest in a subject that is sufficient to make or break the choice of a career you wish to pursue after graduation. Aptitude makes a lot of difference too. It goes a long way in making you aware of where your actual potential lies and an aptitude test does precisely that. They also help to determine the success that one will achieve in a particular field. Identifying those distinguishing traits in students and help them to achieve their goals is the motto behind aptitude skill enhancement program.

The Practice:

At the start of every academic year, students from third year and final year B.Pharmacy are registered and counseled for their area of interest to secure their future. Accordingly the coordinator conducts a session for all the registered students. Throughout the year several expert lectures and workshops are organized related to competitive examinations like GPAT, NIPER-JEE, GAT-B, GRE, TOEFL, MPSC/UPSC etc. All India Top Rankers of our institute are also invited to motivate and guide our

students.

Evidence of Success: Students have successfully qualified for various competitive examinations and have pursued or pursuing higher education in premier institutes. The College supported students to pursue higher education and get decent career opportunities. All the students who pursued higher education from the premier institutes have been placed in reputed pharmaceutical industries and are getting good salary packages. We feel such activities make the students aware, develop their attitude and aptitude, help to set career goals, and provide hand-holding to achieve aspirations.

Problems Encountered and Resources Required

As such no problem is yet encountered in implementing this practice. It has helped the institute to fulfill the expectations of the students.

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:

Sitabai Thite College of Pharmacy (STCOP), Shirur, right from its inception is on a mission to provide state of art educational facilities to our rural students so that they can confidently compete with the outer world. “Nurturing Pharmacy Professionals through Value Based Education” is the thrust and priority so that they can contribute efficiently to the profession. Eventually, we are the organization that not only provides quality education to produce knowledgeable skilled pharmacists but also fulfills our duties towards society. We believe that it is absolutely important to teach moral values in students because it is then that they take their first steps towards life, and it matters that they do it right. These moral values shape their attitudes, beliefs, and ideas and help them develop into undeterred and morally strong individuals. Sitabai Thite College of Pharmacy, Shirur, continuously strives to inculcate moral & ethical values and social duties & responsibilities amongst the students. This has been achieved by designing and conducting courses on Life Skills- “Jeevan Kaushal” for our students.

Life skills are those competencies that provide the means for an individual to be resourceful and positive while taking on life's vicissitudes. Development of one's personality by being aware of the self,

connecting with others, reflecting on the abstract and the concrete, leading and generating change, and staying rooted in time-tested values and principles is being aimed at. This course is designed to enhance the employability and maximize the potential of the students by introducing them to the principles that underlay personal and professional success, and help them acquire the skills needed to apply these principles in their lives and careers.

To reap better talent, STCOP is focusing more on imparting life skills such as communication skills, professional skills, leadership and management skills etc. we believe that Adoption of life skills is the key to excellence.

Life skills course aims at inculcating in the students both personal and professional skills in the areas of understanding of self and others, interpersonal skills, high performance teams, leadership potential, communication & presentation skills, techniques of problem solving, decision making, fostering creativity and innovation for personal and professional excellence, stress management, time management and conflict management and inculcation of human values.

The course requires active participation of the students and the faculty as Facilitator, Mentor and Trainer. For this purpose, students are motivated and enrolled to course they wish. Various activities have been incorporated into the courses - oral presentations, impromptu speaking, quiz, debates, case studies, creative thinking, team building exercises, field visits, projects, psychometric analysis etc. After successful completion of the course they are presented with course completion

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

5. CONCLUSION

Additional Information :

Shri Chhatrapati Sambhaji Shikshan Sanstha, Shirur was established in 1989 under the noble guidance of the dynamic, committed, visionary leadership of hon. Bapusahebji Thite, President and Ex-State Home Minister of Maharashtra State with the objective to provide quality education in the field of Pharmacy, Management, Industrial Training Institute and school education from the Kindergarten onwards. The institutions managed by this society have maintained high academic standards and have successfully provided trained manpower to the industrial and service sector.

Shri Chhatrapati Sambhaji Shikshan Sanstha's Sitabai Thite College of Pharmacy, Shirur is recognized centre of excellence in innovative education through its contribution to training, scholarly research in the pharmacy profession and services to society. It offers Diploma in Pharmacy (1995) and Bachelors in Pharmacy since 2001. In near future college is coming up with postgraduate (M.Pharmacy) and Ph.D. programme.

Concluding Remarks :

The scenario around the globe is changing rapidly and in this world of changes and challenges, demands for quality education are also increasing. Sitabai Thite College of Pharmacy is endeavoring its best to cope with all these challenges and fulfill all coveted needs for commendable and quality education. Sitabai Thite College of Pharmacy provides higher education to students in rural areas. Sitabai Thite College of Pharmacy Shirur always strives to provide value-based student-centric education. The college has maintained a pool of qualified staff along with excellent infrastructure facilities. The lavish green campus adds to the scholastic feel. Despite the fact that school is situated in rural regions understudies are not falling behind the students of metropolitan regions. The level of students settling on advanced education and taking admissions to prime organizations is very high, alongside a decent placement record. Our students are also active in cultural and social activities. This year our college magazine "**Manthan**" is awarded third prize by the Savitribai Phule Pune University. In future, we are planning to strengthen research and innovation activities together with the all-around development of students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.1.1	<p>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1.04605</td> <td>0.305</td> <td>0</td> <td>10.30344</td> <td>2.51405</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0.9</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1.04605	0.305	0	10.30344	2.51405	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0.9
2022-23	2021-22	2020-21	2019-20	2018-19																	
1.04605	0.305	0	10.30344	2.51405																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0.9																	
3.2.2	<p>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>5</td> <td>3</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>2</td> <td>2</td> <td>3</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	7	5	3	3	5	2022-23	2021-22	2020-21	2019-20	2018-19	4	3	2	2	3
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	5	3	3	5																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
4	3	2	2	3																	
3.4.3	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	7	16	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	9	7	11	7

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12.68	0.93	0.57	7.76	8.67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12.00	0	0	7.60	7.06

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 : 50

Answer after DVV Verification: 20

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33.23	20.54	35.45	27.06	40.48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.97	2.18	0.02	0.84	1.06

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. 2 of the above

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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:

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

5	4	0	4	21
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	0	4	11

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:

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	26	38	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	8	20	19	17

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions					
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19
2022-23	2021-22	2020-21	2019-20	2018-19		

290	286	276	262	247
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Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
290	286	276	262	252