



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**ANANDI B. PHARMACY COLLEGE, KALAMBE TARF
KALE**

A/P. KALAMBE TARF KALE, TAL. KARVEER, DIST. KOLHAPUR
416205

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Anandi Pharmacy College, Kalambe Tarf Kale is established in 2017, a premier professional institute in the region to inculcate quality education for the rural region located in Kolhapur District, Maharashtra with a vision to “Foster rural youths from hilly and remote regions and craft them to produce highly qualified, globally competent, ethically sound and morally proficient healthcare professionals to shoulder the responsibilities for the betterment of society”. To achieve this vision the institute is committed to fostering rural youths professionally to produce competent pharmacists by inculcating technical knowledge, soft and life skills, Motivate students for competitive examinations to make them ready for global competency, Organizing and attend seminars, workshops, guest lectures, QIP, FDP for the overall development of faculty and students, and Inculcate human values and ethical concepts through online and offline training programs for societal reforms. The institute offers Diploma, Graduate, and three Postgraduate courses presently. APCK is located at the green, lustrous foothill of Waghjai Mandir Kalambe on Kolhapur –Gaganbavada road. We are a Strategic, dynamic, fast-growing educational institution that recognizes its location in a remote area of Kolhapur district. APCK is affiliated with Shivaji University, Kolhapur, and approved by the Department of Technical Education (DTE) Mumbai. Pharmacy Council Of India (PCI) and Maharashtra state Government. Our well-equipped laboratories, ICT-based classrooms, CFC with sophisticated equipment, boys and girls hostel, transport facility, and digital library facilitate an advanced learning atmosphere. Anandi Pharmacy College provides good facilities all around the campus like an Auditorium, Cafeteria, Gym, Hospital / Medical facilities, Hostel, Labs, Library, Sports facilities, Wi-Fi Campus etc. The institute has gained its name and fame within a short period due to the foresightedness of our dynamic chairman, secretary, management trustee, devoted faculty members, enthusiastic students, ultramodern infrastructure, healthy learning atmosphere, and facilities. Our institute is established as a private permanently non-aided and self-financing type with the motto “Self-motivated learning”. Our students have participated in various co-curricular, extracurricular, and social activities at the university and state-level competitions and bagged several prizes. Our faculties have published patents, books, and book chapters and also grabbed prizes for their achievements.

Vision

Foster rural youths from hilly and remote regions and craft them to produce highly qualified, globally competent, ethically sound, and morally proficient healthcare professionals for the betterment of society.

Mission

To achieve the vision the institute is committed to

1. Foster rural youths professionally to produce competent pharmacists by inculcating technical knowledge, soft and life skills.
2. Motivate students for competitive examinations to make them ready for global competency.
3. Organize and attend seminars, workshops, guest lectures, QIP, FDP for the overall development of faculty and students.

Inculcate human values and ethical concepts through online and offline training programs for societal reforms

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Sufficient infrastructure to run UG/PG and diploma courses.
2. Very good learning atmosphere in the vicinity of nature free from sound and air pollution.
3. Efficient and devoted teaching and non-teaching faculty members.
4. Well-equipped laboratories and instrumental facilities.
5. Ultra-modern classrooms and library facilities.

Visionary management.

Institutional Weakness

1. Transport facility.
2. Boys and girls hostel facility.
3. Retention of faculty due to a remote area and facility to stay.
4. Financial crunches due to lack of funding, and irregularities in reimbursement of scholarships from government agencies.
5. Shortage of experienced and trained faculty.

Student input is not up to the mark for national and international competences

Institutional Opportunity

1. Improvement of educational standards by putting extra effort into weaker students by faculty members.
2. Establishment of approved research laboratories and Ph. D. centers.
3. Incorporation of add-on courses, and certificate courses as needed in the market.
4. Application and getting sanction of financial grants from different government, and private agencies.
5. Establishment of an incubation center and incorporation of a startup, make in India, and initiation of the hackathon, ideation-like projects for rural youths to showcase their hidden talent at the national and

international scenario.

Up gradation of college status by applying for accreditation, university permanent affiliation, and UGC 2f and 12B certification.

Institutional Challenge

1. Lack of quality raw material at entry-level
2. Mushroom like the growth of pharmacy colleges has promoted unhealthy practices all around harming the quality of education.
3. Financial crunches to cope with the pace of changing technology.
4. Challenges for the implementation of NEP especially for professional colleges like pharmacy to withstand entry and exit criteria.
5. Competitions from established institutes and forthcoming foreign universities.

Students dropout ratio is increasing may be due to delays in admission processes, university schedules, delays in syllabus reframing, lack of uniformity in the regulatory agencies, and pressurize mindsets of students and parents.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of the B. Pharm has been designed by the Pharmacy Council of India, New Delhi, the same curriculum to students is the task of each PCI-affiliated Institute. Anandi B. Pharmacy College, Kalambe Tarf Kale institute wants to produce pharmacists who are knowledgeable about pharmacy, skilled, willing to learn new things and adjust to changes, and able to work in a team. The structure of the internal continuous assessment and internal-external examination are followed as per the guidelines. The undergraduate program committee and Internal Quality Assurance Cell (IQAC) develop and oversee curriculum planning and delivery. The academic calendar provides a platform for class timetables, internal exams, and co-curricular and extracurricular activities. Institute has an excellent practice of implementation of outcome-based education (OBE). The add-on programs help students to build the knowledge and skill which eventually enhance their employability. The curriculum is well balanced between theories and practicals, additionally; students get an opportunity to do project work, Field Visit and internship. Anandi B. Pharmacy College have been done initiatives to spread information about topics like professional ethics, gender equality, human values, and environmental sustainability under outreach programs to address and resolve these problems. The institute has developed a system to get feedback from different stakeholders for the betterment of all stakeholders. The same feedback was used to take necessary steps to improvise in particular aspects.

Teaching-learning and Evaluation

Anandi B. Pharmacy College, Kalambe Tarf Kale has been committed to improving the quality of education, balancing teaching and research, and pursuing excellence. The college offers various programs like a B. Pharmacy program and three specializations for the master's in pharmacy program. The College follows the Director of Technical Education's centralized admissions process. This transparent process clearly shows the percentage of general and special quotas. Advertisement is released in the newspaper for the admission to institution quota seats and seats vacant against CAP rounds and is done on a merit basis. The college adopts student-centric and experiential learning as its cornerstone in the academic process. Teachers employ both contemporary teaching aids and classic teaching techniques. The faculty plans their lectures and practicals before the schedule starts. The implementation of suitable approaches in student-centered education promotes efficient learning. ICT tools are in practice to enhance learning experiences through student-centric approaches like problem-solving techniques, experiential learning, and participatory learning. The internal/external assessment process has a strong and transparent framework. The institute follows the rules and regulations prescribed by Pharmacy Council of India, New Delhi and Shivaji University Kolhapur for conducting an internal and external examination and assessment. The grievance redressal process is effective and time-bound. By offering flexible schedule alternatives, the college encourages its professors to engage in research and improvements in academic qualifications. Frequent evaluation of pupils via homework, assignments, exams in class, counseling etc boosts the promptness and regularity in students. Teachers in the classroom and their mentors keep an eye on their pupils' progress and communicate with them and their parents regularly. Students receive counseling to help them better academically and to address any issues they may be having with it. For every UG and PG program, the POs and COs are ready and available on the Internet. Academic schedules are followed strictly and monitor by academic in charge and IQAC.

Research, Innovations and Extension

Our institution has tried to achieve remarkable progress in research area in short span. Institute has policy documents for promotion of research activity created by research committee of our college. Institute has setup its own innovation ecosystem and incubation center for development of herbal products with motto of empowering our society by using crude drugs cultivated in our nearby regions. Institute has purchased different instruments and machines required for carrying out research activities. Institute is fulfilled by faculties who have achieved remarkable progress in research by publishing patents, having granted patents and research publications in Scopus indexed and other reputed journals. Institute has received grants from Shivaji University Kolhapur. Faculties have won the awards like emerging scientist award, Avishkar and other awards in research area. Students have also secured various awards in research sector at state, national and international level. Institute promotes the faculties and students to develop innovative ideas and conduct research by supporting to them in terms of chemical, instruments and financial support. Institute conducts various seminar, workshop and conferences to create awareness about research and know different innovative ideas for faculty and students. Through the conference it provides platform for presentation of research conducted and encourages them by giving different awards and cash prizes. Institute promotes the faculty and students to attend seminar and conferences at different institutes by providing travelling allowance. Institutes conducts industrial expert interaction with students and faculties for updating in knowledge .Institute carry out various entrepreneurship programs for the student's development in business area. Institution has signed more than 25 MOUS in different sectors like academic, industries and laboratories. Institution library is fulfilled with DELNET and various national and international journals. Institution has its own NSS unit which contributes help to society by conducting cleanliness program, health awareness program, free health checkup camp different guest lectures and blood donation camp. Different extension activities for empowerment of women's and awareness program

about different disease and disorder are carried out by institution for development in rural areas.

Infrastructure and Learning Resources

Anandi College of B. Pharmacy, Kalambe Tarf Kale located at the foothills of the famous Waghjai mandir in the outskirts of Kalambe village. Sanstha has developed a beautiful educational campus and offers professional courses with excellent ultra-modern facilities. A three-floored building of Pharmacy College sited from Kolhapur-Gaganbavda road in the green lustrous outfit adds beauty to the Waghjai hills at back. The pharmacy institute with built-up area of more than 4000 sq m constructed as per regulatory norms with state-of-the-art infrastructure. The ground floor of the college has a welcome lounge and administrative wing for easy communication and accessibility to the stakeholders, and visitors. To avoid congestion every floor has two entry and exit points and is well planned for smooth conduction of academics. The entire college building and infrastructure is under 35 CCTV surveillance. The library is completely automated using Biyani Library Management Software. The library provides resources for checking out and returning books as well as keeping track of them in the "Biyani" software and OPAC (Online Public Access Catalogue), which are used by academics and students to look up books by title, author, and other criteria. The college features a computer and language lab with enough computers. The campus has Wi-Fi available, and it is upgraded frequently to meet the needs of the present. The advanced instrument like UV is connected to computers in the central instrumentation laboratory, which also has an internet connection for software updates.

Student Support and Progression

Anandi B. Pharmacy College, Kalambe Tarf Kale provides the greatest amount of assistance to students from all socioeconomic backgrounds, so they can benefit from government scholarships and free ships offered to students admitted through the CAP of the DTE. During the last five years, 443 students (47.03%) have benefitted from scholarships and free ships provided by the institution, government and non-government bodies, industries, and individuals. The capacity development and soft skills programs that include, language and communication, life skills, and ICT/ computing skills are offered by the institution through webinars and seminars. These programs aid students to accomplish their professional goals. To guide their career possibilities, a variety of professional advancement events are planned, including placement, career counseling, and preparation for competitive exams. A strong and highly efficient grievance redressal mechanism is in place. Within a week of receiving a student's complaint about Sexual Harassment, Ragging, etc., the concerned internal committees will redress the problems and the action taken report will be documented. The ABPCK culture is "zero tolerance" against Sexual harassment and Ragging. A fully constituted Sexual Harassment & Anti-ragging committee of ABPCK is continually monitoring and addressing the student grievances. The Institute provides many opportunities to students and ensures their representation and participation in various student bodies and committees for the smooth functioning of co-curricular and extracurricular activities. Apart from this, to enable the holistic growth of students, the Institute provides several opportunities to display their talents and skills in the field of sports and cultural activities. Students are motivated to actively participate in extension activities. In-house sports events are also organized for the student's well-being. Training and Placement Cell facilitates students' placement and helps their progression for higher studies. Students are placed in different reputed industries and taking higher education at reputed institute. The institute has a registered Alumni Association, which is crucial in the expansion of the institution that maintains a strong bond with its former students through its annual Alumni Meet. The guest lecturers of the alumni arranged during the meet helped current students to get awareness about present industrial challenges, advancements in the Pharma field, upcoming job openings, etc.

Governance, Leadership and Management

The institute's vision, mission, policies, and objectives, incorporate an enormous value on quality which influences academic and administrative culture. The institute has a well-structured organizational framework to ensure effective governance and leadership to achieve its objectives. Organogram displays the organizational hierarchy of the institute. The vision and mission of the institution were collaboratively developed with key stakeholders, including the management, faculty, industry experts, employers, and parents. Well-defined organizational hierarchy and decision-making processes have been established to enhance policy effectiveness. The active involvement of representatives from various statutory committees, such as the Governing Body, College Development Committee, Internal Complaints Committee, and IQAC, undertakes this commitment. Non-statutory committees support the principal and administrative staff in ensuring the defined functioning of respective academic, co-curricular, extracurricular, training, and placement activities in the institution, with close monitoring. The strategic planning and its implementation are effectively and meticulously overseen by the IQAC. For the implication of e-governance, the institution utilizes technology across administrative, financial, student admission, and examination sections. The institute has a wide spectrum of welfare schemes for teaching and non-teaching staff including provisions for special leaves, health insurance, and promotion of skill- upgradation programs. Financial support, recognition, duty leave, membership fees for professional bodies, and duty leave facilities to encourage participation in Faculty Development Programs (FDPs), workshops, and seminars conducted within or outside the institute. The institute also has provisions for incentive schemes like PF, gratuity, and incentives for research grants, publications, and patents. The institution has implemented a Performance-Based Appraisal System (PBAS) for faculty and staff, contributing to the enhancement of overall performance. For finance management, the institution's major source of revenue is student tuition fees, supplemented by scholarships, research grants, contributions from alumni, and grants for seminars and workshops. Our internal and external audits ensure financial accountability and adherence to budgetary guidelines.

Institutional Values and Best Practices

Our institute takes various initiatives and efforts to promote gender equity and ensure a safe and inclusive environment for all students. The institute has set up several committees such as the Grievance Redressal Committee, the Anti-Ragging Committee, and an Internal Complaint Cell for addressing sexual harassment complaints. These committees ensure campus safety, address grievances, and promote gender justice. Female assistant teachers serve as a mentor to help female students with their problems. Additionally, the institute has facilities like security cameras and security guards at the college, specifically enhancing safety measures for female students. Institute guides about various scholarship and loan facilities for needy female students. Our institute ensures equal opportunities for male and female students by appointing them as class, program committee, student council, and ladies' representatives. This helps promote gender equality in student leadership roles within the classroom and college campus. Both male and female faculties are given equal opportunities to participate in academic committees and roles within the institute, emphasizing gender equity in the academic sphere. The institute conducts various awareness programs, guest lectures, seminars, and other activities focused on gender equity, gender sensitization, and stress management. These initiatives are aimed at educating both students and faculty about gender-related issues and fostering a supportive environment. The institute celebrates commemorative days and cultural events to promote social harmony and unity among faculty and students. These events contribute to emotional and cultural enrichment within the institute community. Overall, these efforts collectively support the goal of gender equity by acknowledging and addressing the distinct needs and challenges faced by men and women in the academic environment. They

promote an inclusive and supportive atmosphere where all individuals can thrive and contribute equally. Our pharmacy institute recognizes the importance of developing professionals who can address the complex healthcare challenges of the 21st century, while also being mindful of the social, ethical, and environmental implications of their practice. We aim to instill human values, professional ethics, and environmental sustainability into our students, preparing them to be responsible citizens and professionals. The ABPCK, stands as a beacon of higher education in a region marked by its hilly and remote geography. Rooted in its vision and mission, the institution is dedicated to transforming rural youth into highly qualified, globally competent, and ethically sound pharmacy professionals. The distinctive approach of the institute is centred on its commitment to fostering professional, technical, and personal growth, while addressing the unique challenges faced by students from these rural areas. The vision statement of the College is to "foster rural youths from hilly and remote regions and craft them to produce highly qualified, globally competent, ethically sound, and morally proficient healthcare professionals for the betterment of society."

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ANANDI B. PHARMACY COLLEGE, KALAMBE TARF KALE
Address	A/P. Kalambe Tarf Kale, Tal. Karveer, Dist. Kolhapur
City	KOLHAPUR
State	Maharashtra
Pin	416205
Website	www.anandipharmacy.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Suresh G. Killedar	0231-2440031	9890146006	0231-2440031	anandipharmacycollege02@gmail.com
IQAC / CIQA coordinator	Rahul S. Adnaik	0231-2440030	8669039254	0231-2440030	rahul.cology@gmail.com

Status of the Institution	
Institution Status	Private

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	Shivaji 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	12-05-2023	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	A/P. Kalambe Tarf Kale, Tal. Karveer, Dist. Kolhapur	Rural	2	2

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BPharm, Pharmacy,	48	HSC	English	100	59
PG	MPharm, Pharmacy, Pharmacology	24	B Pharm	English	15	11
PG	MPharm, Pharmacy, Pharmaceutical Chemistry	24	B Pharm	English	15	7
PG	MPharm, Pharmacy, Pharmaceutics	24	B Pharm	English	15	15

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				7				14			
Recruited	0	0	0	0	1	0	0	1	1	4	0	5
Yet to Recruit	4				6				9			
Sanctioned by the Management/Society or Other Authorized Bodies	4				7				17			
Recruited	2	0	0	2	2	3	0	5	2	15	0	17
Yet to Recruit	2				2				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	3	8	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				5
Recruited	2	3	0	5
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.	2	0	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	3	0	2	15	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	34	0	0	0	34
	Female	25	0	0	0	25
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	18	0	0	0	18
	Others	0	0	0	0	0
Diploma	Male	33	0	0	0	33
	Female	33	0	0	0	33
	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	2	3	3
	Female	4	2	3	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	5	4	4	4
	Female	3	6	1	6
	Others	0	0	0	0
General	Male	14	30	27	13
	Female	34	14	22	9
	Others	0	0	0	0
Others	Male	2	6	1	10
	Female	1	0	4	13
	Others	0	0	0	0
Total		69	64	65	60

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>APCK is an affiliated institute to Shivaji University, Kolhapur, and regulated by PCI with respect to the curriculum as per ER-2014, 2016, & 2020 for UG, PG, and D. Pharm respectively. The institute has to follow the road map and guidelines prepared by the University. Our institute has adequate teaching-learning facilities for the Multidisciplinary / Interdisciplinary focus on the curriculum developed by PCI. Presently, the Institution is running pharmacy education from Diploma to PG and is likely to initiate Ph. D. Already our pharmacy program has a CBCS pattern which projects community engagements such as hospital pharmacist, retail and wholesale pharmacist, registered pharmacist in health care team,</p>
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	<p>manufacturing chemists, nutrition expert towards the attainment of holistic and multidisciplinary education. Our Institute has a four-year degree and two-year master's degree program (in three disciplines) along with flexibility to complete research projects, and additional certificate courses, which fulfill the rigor of learning and the expectations of employers of different fields. At UG and PG levels, students are free to choose the topics for research endeavors to find solutions to society's most pressing issues, problems, and challenges. The institute is offering electives as a part of Multidisciplinary / Interdisciplinary subjects. Students can plan for future endeavors to cope with present needs and achieve their targets by providing interdisciplinary courses. In the future, we would like to introduce new PG courses, Ayurvedic B. Pharm, and interdisciplinary courses, in Nutraceuticals, Nutrition, and dietary supplements aligning towards integration, humanities, and science with STEM approach. Students are engaged in learning soft skills. Institute proactively working towards implementation of the suggestions given in the NEP 2020 and Shivaji University, Kolhapur.</p>
2. Academic bank of credits (ABC):	<p>Provisions of Academic Bank of Credit proposed in the draft of NEP-2020 to facilitate multiple entries and exit points in their academic programs. This is an innovative idea to learn and deposit credit through national schemes like SWAYM, NPTL, V-Lab, etc. It shall be also considered for credit transfer and accumulation at national and even international levels. This provision is also beneficial for dropout students as well as currier-oriented multitasking aspirants. APCK shall abide by the curriculum and framework designed by the education regulation bodies in this regard. Affiliating University is in the process of developing a system for executing Academic Bank of Credit in true spirit. The institute has been waiting for the University's implementation of ABC and we agree in principle with the ABC. We have already instructed our faculty members regarding the preparation of writing the textbooks in regional languages and pedagogical approaches within an approved framework like reading material selections, assignments, video making, etc.</p>
3. Skill development:	<p>The institute strives to develop skills in students such as creativity and innovation, critical thinking, higher-</p>

	<p>order thinking, problem-solving abilities, communication skills, teamwork, planning and organizing, lifelong learning, ethics and mannerisms, etc. Constantly students are motivated to participate in extracurricular activities and organize events to explore qualities like managerial /leadership skills, planning and enterprising skills, and interpersonal skills. The institution provides value-based education to inculcate positivity amongst learners by organizing Guest lectures, workshops, and seminars which include the development of humanistic, ethical, constitutional, and universal human values of truth, dharma, peace, love, non-violence, citizenship values, and life skills. To address the skills mismatched the institute shall take up the initiatives as envisaged in NEP 2020 towards skill development among students. The institution takes initiatives in offering training, skilling, up-skilling, and re-skilling (APCK Finishing School) for the students on rolls and unemployed youths. We are offering elective subjects at Sem VII equally considered as vocational courses before graduating with 4 credit points. Also, organized industry expert guest lectures, and industrial/Hospital training for one month will assist in gaining practical knowledge and industrial skills. APCK has entered into Memorandums of Understanding (MOUs) with organizations and industries for a range of student-focused initiatives that promote pharmacy skills, entrepreneurship, and innovation. Students are also motivated to undergo NPTL offered relevant online or blended modular mode courses and many of our students and staff have registered for the same. The institution is trying to sign an MOU with career aspirant Pune, an NSDC-certified institute, and organize 15 days of training for communication skills and soft skill development for our B. Pharm and M. Pharm students. Job-seeking skills training such as aptitude tests, and interview techniques are also offered through physical, online, or distance mode. Enrollment of the whole class for basic skill development and then segregation of students at the year level based on their future endeavors and training is given accordingly like Pharmacovigilance, clinical research, production, marketing, etc. as per NEP 2020.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using</p>	<p>To preserve and promote India's cultural wealth must be considered a high priority for the country, as</p>

online course):	<p>it is truly significant for the nation's identity and unity in diversity. Encouraging such sort of skills and knowledge of Indian languages will only ever benefit the students. To build confidence among students from rural, poor, state board, and tribal backgrounds, the faculty is using the mother tongue as the medium of instruction in the teaching-learning process. In addition to English, the institute is trying to offer some bridge courses bilingually for better understanding to the students and also to promote Indian languages. As part of NEP-2020 faculty members are motivated to prepare their notes, or council in regional language for needy students for concept clarity and ease of understanding. Students are also motivated to learn through online platforms like SWAYAM for learning courses in Pharmacy in regional languages. It is our responsibility to preserve these cultures and languages and learn them as best as we can and the institution shall put efforts in this direction. Competencies such as cultural awareness and expression among students are developed by motivating them to participate in cultural activities at college, university, and national levels. The institute organizes various cultural activities for all the students and gives impetus to the students to take part in a variety of cultural and scientific programs along with their benefits. Since ours is a professional course syllabus itself includes topics such as the Indian System of Medicine taught in Marathi or Sanskrit language and other subjects are also delivered in vernacular language wherever possible. Indian traditional medical systems, including Ayurveda, Siddha, and Unani, are taught extensively under "Pharmacognosy," a subject that covers all aspects of Indian traditional medicine. We also organize various industrial and botanical tours, where the local language is preferably used by industry experts and traditional healers respectively. Our college students have organized traditional days where the cultural heritage, clothing, customs, and food habits of our country have been executed yearly.</p>
5. Focus on Outcome based education (OBE):	<p>APCK has already adopted outcome-based education, which is student student-centric teaching and learning methodology that includes informative, participatory, self-assessment, etc. OBE helps students select what they would like to study and how are they going to achieve it. As per the institute's vision and mission,</p>

	<p>all the courses have well-defined Program Outcomes (PO), Program Educational Outcomes (PEO), and Course Outcomes (CO) which are uploaded on the college website and displayed at prominent places to make the students aware about it. Using Bloom's taxonomy levels, the Course Outcomes (COs) are developed, practiced, and evaluated through the curriculum and internal and external examinations. The Course Outcomes (COs) are prepared, practiced, and assessed during the curriculum and internal and external assessments using Bloom's taxonomy levels. Students are assessed as per the OBE attainment model and the level of attainment changes for theory and practical courses accordingly. For faculty awareness, the institute organizes webinars and workshops on OBE. The objectives set out in the NEP-2020 on OBE are competency, standard benchmark, and attainment of targets. In addition to this, the OBE incorporates three elements viz, theory of education, systematic structure of education, and specific approach to institutional practice. Our institute is prepared to fulfill the objectives and achieve the target as per the structural curriculum provided by the PCI and approved by Shivaji University, Kolhapur.</p>
6. Distance education/online education:	<p>Slowly and steadily the institute has promoted and adopted ICT-enabled tools in teaching teaching-learning process, as stated in NEP as well. The institute has successfully imparted all its course content delivery, meetings, and events in online mode during the pandemic (COVID-19) and also conducted online examinations successfully by using Vmedulife software. The use of virtual labs is encouraged. Faculties are encouraged to enroll and attend online workshops, webinars, STTP, FDP, etc. We have also organized seminars and FDP online during this period. Many of our faculties and staff have registered and enrolled for online courses offered by Swayam-NPTL and other leading institutes.</p>

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	APCK had set up The Electoral Literacy Club (ELC) in the College for the academic year 2019-20 onwards as per the guidelines of Election commission
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	of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. As per the directives of Maharashtra State Higher & Technical Education the regulation of curbing the menace of the Electoral Literacy Board has been constituted. It includes students' co-ordinator and co-ordinating faculty members. Currently The ELCs is actively functional and representative in the character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Under the ELC our college organizes various voter awareness campaigns every year. These programs are organized in association with Tahsil Karveer, District Kolhapur. Through such campaigns students and society are addressed with the importance of voting and voter registration process.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute ELC club took various initiatives and regularly created awareness about electoral-related matters. On the occasion of National Voters Day, ELC has organized diverse events like slogan writing competitions, Poster Design competitions, and Essay Writing competitions that helped to create awareness among students and local people about the importance of voting.
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.	The registration drive is conducted every year for all newly admitted students wherein those students who are eligible but not yet enrolled as voters are encouraged for voter's registration. Almost all the students from our college who are above 18 years are enrolled as voters in the electoral roll. The awareness about importance of voting was created among the students. The students are made aware to enroll their voting rights.

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
284	272	199	127	60

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: 42

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
16	16	13	8	5

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
64.08	44.57	48.21	18.40	16.27

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. Curriculum Planning:

Academic Calendar

The institute follows the syllabus set by the Pharmacy Council of India (PCI). Curriculum planning begins at the start of the new academic year. The academic calendar issued by Shivaji University, Kolhapur, is used as a reference, and the institute prepares its own academic calendar, which includes the start and end dates of semesters, internal assessments, sessional exam dates, and other activities. This calendar is displayed at strategic locations and made available to students at the beginning of the academic session.

Distribution of Work

Before the academic session starts, the college forms various committees, such as the Internal Quality Assurance Cell (IQAC), program committee, examination cell, library assistance cell, college development committee, training and placement cell, extracurricular/co-curricular activities committee, grievance committee, and anti-ragging committee. Once the academic calendar is finalized, the academic coordinator instructs the Heads of Departments (HODs) to distribute workloads based on expertise, seniority, and staff interests. After finalizing the workload, a timetable is prepared according to the standard format provided by PCI. Subject teachers are instructed to prepare a course file that includes an individual timetable, teaching plan, lesson plan, course details, teaching material, and question bank.

B. Curriculum Delivery and Continuous Internal Assessment:

Theory and practical sessions are conducted according to the approved timetable and monitored regularly by the academic coordinator and principal. Students are continuously evaluated on attendance, academic activities (e.g., assignments, open book tests, group discussions, seminars, and quizzes), and student-teacher interactions. Internal (sessional) examinations and end-semester examinations are conducted as per Shivaji University, Kolhapur guidelines. The college effectively implements outcome-based education (OBE) and a continuous evaluation system in theory and practical classes. In practical classes, students are evaluated on attendance, practical records, and regular viva voce. The IQAC and program committee plan remedial sessions for slow learners and encourage advanced learners to participate in seminars and workshops. Periodic academic meetings review the status of curriculum delivery and academic activities. Student-centric methods, such as active learning, blended teaching, cooperative learning, instructional videos, formative assessment, participative learning, software demonstrations,

problem-based learning, and case studies, are used for curriculum delivery.

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

1.2 Academic Flexibility

1.2.1

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

Response: 12

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: 93.42

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
264	245	185	126	60

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. Professional Ethics:

At the start of each academic year, students take the Pharmacist Oath during the orientation program, which covers professional ethics. The institute emphasizes teaching professional ethics through subjects like Pharmaceutical Jurisprudence and Quality Assurance. National Pharmacy Week and Pharmacist Day are celebrated to promote professional ethics.

2. Gender:

The institute promotes gender equality by using gender-neutral language in teaching, conducting interactive sessions, and organizing group discussions with mixed-gender groups. Equal opportunities are given to all students in cultural, sports, curricular, NSS, and other programs. Activities to promote gender equality, women's empowerment, and gender sensitization are organized, including celebrating International Women's Day with guest lectures, seminars, and workshops. The institute has an Internal Complaint Committee and Grievance Redressal Committee to support female students.

3. Human Values:

Courses like Communication Skills, Pharmacy Practice, Pharmacology, and Environmental Science incorporate human values. The curriculum includes content beyond the syllabus to map program outcomes like pharmacists' roles in society and the importance of human values. Extension activities like Yoga Day, blood donation camps, Swachh Bharat Abhiyan, tree plantation, and COVID-19 vaccination drives help instill human values. Guest sessions are organized to educate students about their responsibilities as pharmacists and the significance of the pharmacy profession in healthcare.

4. Environment and Sustainability:

To raise awareness about environmental sustainability, the institute organizes seminars and lectures on water conservation and green practices in pharmaceutical chemistry. The institution supports tree planting and the use of solar lamps on campus. Courses such as Computer Application, Pharmacy Practice, and project work promote sustainability.

The following table shows the mapping of courses with the cross-cutting issues.

Course	Cross-Cutting Issues
Pharmaceutical Jurisprudence	Professional Ethics
Communication Skills	Human Values, Gender
Environmental Sciences	Environment and Sustainability
Pharmacy Practice	Human Values, Professional Ethics, Environment and Sustainability
Pharmacology	Human Values
Quality Assurance	Professional Ethics
Pharmaceutical Chemistry	Environment and Sustainability
Pharmaceutics	Environment and Sustainability
Pharmacognosy	Environment and Sustainability
Biochemistry	Environment and Sustainability
Health Education & Community Pharmacy	Human Values, Gender
Pharmaceutical Biotechnology	Environment and Sustainability
Clinical Pharmacy	Human Values, Professional Ethics
Hospital Pharmacy	Professional Ethics, Human Values
Pharmaceutical Management	Professional Ethics, Human Values
Medicinal Chemistry	Environment and Sustainability

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: 68.31

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

Response: 194

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

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: 100

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	60

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: 50.68

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
15	31	12	35	19

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
43	43	43	48	44

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: 17.75

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:**Implementing Student-Centric Methods**

Implementing student-centric methods is essential to fostering enriched learning experiences by emphasizing active engagement and participation. The following methodologies enhance the teaching-learning process:

Experiential Learning: This approach immerses students in direct experiences combined with reflective practices. Initiatives like industrial visits help students understand the real-world applications of theoretical knowledge, bridging the gap between academia and industry. Hands-on industrial training equips students with practical skills crucial for professional careers. Additionally, laboratory experiments are integrated into the curriculum to develop practical competencies necessary for industry, such as adopting master formulas, batch formulas, record-keeping, labeling, and packaging.

Participative Learning: Actively involving students in the learning process encourages collaborative discussion and critical thinking. Group discussions, seminars, essay competitions, debates, quizzes, extemporaneous speeches, and flipped classrooms provide platforms for students to express ideas and perspectives, building confidence and deepening understanding.

Problem-Solving Methodologies: Encouraging students to tackle complex problems develops analytical skills and a deeper understanding of the subject matter. Assignments and research projects, guided by domain experts, allow students to apply theoretical concepts to practical scenarios, fostering a culture of innovation and adaptability. Activities that promote creative and critical thinking help students address subject-related problems and achieve self-satisfaction.

Integration of ICT Tools: Using Information and Communication Technology (ICT) enhances the learning environment by promoting interactivity and collaboration. Multimedia resources like PowerPoint presentations and YouTube videos increase engagement and comprehension. Interactive e-learning platforms and online resources empower students to engage in self-directed learning, while technologies like smartboards and educational software improve classroom interactions, making learning more enjoyable and effective.

The institution aims to provide holistic learning experiences by adopting student-centric methods and, equipping students with the skills and competencies needed for success in diverse professional landscapes worldwide.

The details are documented in the course files.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	13	8	5

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: 12.07

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
2	2	1	1	1

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

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:

Anandi B. Pharmacy College, Kalambe Tarf Kale, affiliated with Shivaji University, Kolhapur, follows a transparent and robust system for internal and external assessments as directed by the university.

1. The academic calendar and guidelines from the affiliated university are followed in scheduling and administering internal theory and practical exams. At the beginning of each academic session, the academic calendar is displayed. The examination committee prepares a timetable for internal exams and displays it on college notice boards and WhatsApp groups. Students receive early notice of the sessional examination syllabus from their subject teachers. Question papers are prepared by the subject teachers and submitted to the exam department. CCTV cameras and vigilant internal examiners prevent misbehavior during exams. Continuous assessments include assignments, multiple-choice questions, open-book exams, student participation, and activity-based assessments like quizzes, presentations, models, charts, and herbarium sheets. Answer books are graded and returned to students within ten days for further improvement. The final internal marks are the average of the theory and practical sections of the internal continuous assessment (ICA) and sessional examinations. The final internal evaluation results are immediately communicated to students and recorded in the master register. The exam department prioritizes impartiality, timeliness, and transparency.
2. The timetable for theory and practical final exams provided by Shivaji University, Kolhapur, is displayed on the college notice board and shared with students via WhatsApp groups.
3. To ensure fairness and prevent unethical practices, both internal and external senior supervisors are appointed by Shivaji University, Kolhapur. An external squad appointed by the university visits the institute at any time during the exam session to ensure transparency. The university sends password-protected online question papers through the SRPD system for the university theory exams two hours before the start of the examination to maintain confidentiality and prevent malpractice.
4. The examination committee, consisting of teaching faculty members and the Exam Officer, addresses students' exam-related complaints. Grievances related to end-of-semester exams, such

as revaluation or name changes, are promptly handled by the examination department via the online student and institute portal. Internal assessment exam complaints are managed by the relevant subject instructors and departmental heads. The examination cell strictly prohibits exam malpractice and emphasizes adherence to exam rules and timeliness. Identity cards are checked at the exam hall entrance, and cell phone use is strictly forbidden. Within seven days of result announcements, students can obtain photocopies of assessed answer booklets for any subject through the Shivaji University Kolhapur website and request reassessment via the university site. Results are updated on the student's assigned login portal. Issues like spelling mistakes or name changes on the student's mark sheet and certificates are addressed and forwarded to Shivaji University, Kolhapur. The student receives the corrected mark sheet from the university once it is processed.

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:

Outcome-Based Education (OBE) and Curriculum Alignment

Outcome-Based Education (OBE) is a paradigm of student-centered learning that establishes clear expectations of what students must achieve by the end of a course. This focus on results ensures that teachers understand what needs to be taught and students know what is expected of them. The Course Outcomes (COs) are aligned with the University curriculum. Our Programme Outcomes (POs), Programme Educational Objectives (PEOs), and COs for each program, from undergraduate to graduate levels, are meticulously crafted to meet the demands of contemporary pharmaceutical education.

Creation of Course Outcomes (COs)

The COs are developed through a rigorous process. Dedicated instructors draft the initial versions, considering both theoretical and practical components of each course. These COs are designed to be reliable, measurable, and demonstrable by students at the end of the course. Based on Bloom's Taxonomy, these outcomes ensure that students develop their knowledge, skills, and attitudes comprehensively. Department heads review and refine these COs to ensure alignment with the overarching POs and PEOs. Each course from the 1st to the 8th semester in the B. Pharmacy program is

assigned a course coding system (e.g., 103T.1 to T.4 for the third theory course in the first semester, with '.1' to '.4' denoting the specific outcomes of this course).

The COs are linked to the POs through the following steps:

1. Faculty-defined COs and POs are mapped.
2. The average PO value for each course is determined.
3. Step 2 is repeated for every course in the B. Pharmacy program.

Programme Outcomes (POs) and Graduate Attributes

The POs, based on National Board of Accreditation (NBA) requirements, define the skills that students should possess upon graduation. These POs are derived from the following graduate attributes: pharmacy knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professional identity, pharmaceutical ethics, communication, pharmacist and society, environment and sustainability, and life-long learning.

Programme Educational Objectives (PEOs)

The PEOs outline the goals our students should achieve by the end of their program and serve as the foundation for our POs. These objectives are fundamental to our educational philosophy:

- **PEO 1:** Professional competencies for work;
- **PEO 2:** Opting for higher Education;
- **PEO 3:** Seeking gainful employment;
- **PEO 4:** To be an entrepreneur; and
- **PEO 5:** Life-long learner.

Communication of Course Outcomes (COs)

Teachers and students are informed of all COs through various methods:

- Discussions in classrooms
- Conversations during orientation sessions
- Initial class discussions at the start of the course

Additionally, COs are updated in the course file and prominently displayed in colleges, lab manuals, and on the website. This ensures that both educators and students are always aware of the expected outcomes and can work towards achieving them effectively.

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:

The attainment of COs is done as the average attainment of all the COs for the course and percentage weightage level set to 70% of CO attainment through Internal assesment. The percentage weightage set to the EA as 30%. Together is expressed as the attainment of CO and PO for each course of the particular year.

Targets Levels set are

LEVEL-1: 40%

LEVEL-2: 50%

LEVEL-3: 60%

Formual for calculationg Average attainment:

$A(\text{CO})_n = 80\% \text{ ATTAINMENT IN END TERM EXAM} + 20\% \text{ ATTAINMENT IN INTERNAL EXAM}$

TARGET LEVEL:2 | ALL CO ATTAINED

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: 93.33

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
61	65	0	0	0

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
68	67	0	0	0

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

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.65</p>	
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: 0.1

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
0.10	0	0	0	0

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

The institution has established an innovation incubation center focused on the formulation and development of herbal drugs using innovative techniques. We foster a positive environment for researchers and creative minds, supported by the necessary infrastructure for research progress. The institution has its own innovation and incubation cell, promoting faculty and student engagement in new research activities. We have received grants twice from Shivaji University, Kolhapur under the Student Research Sensitization Scheme.

The institution supports students and faculty by providing necessary chemicals and equipment for research work. APCK offers financial assistance for participation in national and international conferences, encouraging presentations of research work. We have organized two multidisciplinary national-level conferences, providing a platform for students and faculty to present their work, which is published in the conference proceedings. Various guest lectures on intellectual property rights and

research methodology have been conducted.

Our faculty members are research-oriented, with several holding design patents and published patents. The institution's library subscribes to DELNET and other e-journals. Students have won various awards at state and national conferences. We have multiple MOUs and collaborations with industries and academic institutes, facilitating research activities and guest lectures through shared resources.

Faculty members have published patents and research articles in Scopus-indexed and other reputed journals. They have also won awards like the Emerging Scientist Award and Avishkar. Students have secured numerous awards in research at state, national, and international levels.

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: 43

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
17	12	04	04	06

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.6**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
11	02	10	02	0

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

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response: 0.86****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
15	01	20	0	0

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

Outcomes of Extension Activities in the Neighborhood Community

APCK's extension activities focus on social development in rural areas, primarily through the efforts of our NSS unit. Programs such as blood check-up camps, blood donation drives, free health check-up camps, and surveys on various diseases and disorders have been organized. Guest lectures on cancer awareness in women and AIDS Day have helped sensitize our students to social issues.

- 1.No Vehicle Day:** Institution has celebrated no vehicle day under NSS Scheme. On this day all the staff members and students preferred cycling and waking instead of using vehicles. Such initiatives are essential in promoting a culture of sustainability and inspiring others to adopt environmental friendly practices in their daily lives.
- 2.Webinar on primary sexual prevention:** Institution has organized Webinar on primary sexual prevention in collaboration with KEM hospital and research Pune. It was organized on 14 oct 2020 for creating awareness among students. Students were guided and misconceptions were cleared.
- 3.Village Adoption and Residential Camp:** Vakre village was adopted in 2024, with NSS volunteers conducting cleanliness drives, health check-ups, and awareness programs on uterine cancer and diabetes management. The residential camp provided students with valuable life skills and social responsibility awareness.
- 4.Seva Pandharwada:** Various activities were organized in September 2022, including voter awareness, plantation drives, medicine awareness programs, guest lectures on meditation, and campus clean-up. Students donated books, dustbins, and plants, fostering awareness of a green and clean campus.
- 5.Cleaning Activities:** The NSS unit has conducted cleaning programs on campus and in Vakre and Bhamte villages as part of the Swachh Bharat Abhiyan. Volunteers cleaned roads, collected

and segregated waste, and maintained cleanliness in temples and surrounding areas.

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:

Awards and Recognitions for Extension Activities

The active NSS unit, comprising over 50 volunteers from third and final year B. Pharm, has carried out numerous activities in nearby villages, receiving acknowledgments from Gram Panchayats. Extension activities for women's empowerment and disease awareness have significantly contributed to rural development.

Gram Panchayats of Bhamte and Vakre have appreciated our adoption of these villages and the activities conducted. Vaibhavi Lakshmi Blood Bank has acknowledged our efforts in organizing blood donation camps and donating over 50 bottles of blood. The institute received the Green Campus Award from VMedulife Pune Pvt. Ltd. Additionally, KPC Multi-specialty appreciated our organization of free health check-up camps. Our institution continues to receive various recognitions for its valuable contributions to nearby villages.

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: 30

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
20	06	02	01	01

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: 12

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:

1. Anandi Shikshan Prasarak Mandal Sanchalit, Anandi College of B. Pharmacy, Kalambe Tarf Kale is situated at the foothills of the famous Waghjai Mandir on the outskirts of Kalambe village. The institution has developed a beautiful educational campus offering professional courses with excellent ultra-modern facilities. The three-story building of the Pharmacy College, located on Kolhapur-Gaganbavda road, blends seamlessly into the green landscape, adding to the beauty of the Waghjai hills. The pharmacy institute boasts a built-up area of more than 5000 sqm, constructed as per regulatory norms, featuring state-of-the-art infrastructure. The ground floor includes a welcome lounge and administrative wing, ensuring easy communication and accessibility for stakeholders and visitors. To prevent congestion, each floor has two entry and exit points, and the layout is well-planned for smooth academic operations. The entire college building is under CCTV surveillance.
2. **Classrooms:** The institute provides seven ultra-modern classrooms and a seminar hall equipped with LCD projectors, Wi-Fi, and smart boards, with additional space for future development. Classrooms are monitored via CCTV for academic oversight. A notice board outside each classroom keeps students informed about timetables, student activities, academic calendar, daily schedule, changes in schedule, and communication with their class teacher and college authorities.
3. **Laboratories:** The institute has adequate laboratories for various courses, each associated with a preparation room, chemical storage area, and teacher's room. Laboratories are equipped with necessary instruments, common facilities, charts, and models for participatory and experiential learning.
4. **Instrumentation Room:** The college has a separate instrument room equipped with heavy-duty instruments, all maintained and operated according to Standard Operating Procedures (SOPs). Sophisticated instruments like UV spectrophotometers, tablet punching machines, dissolution test apparatus, and sieve shakers are properly installed.
5. **Common Facility Centre:** This center is equipped with sophisticated instruments such as pH meters, conductivity meters, electric balances, microwave synthesizers, polarimeters, UV cabinets, and flame photometers.
6. **Computer Laboratory:** A computer laboratory is available for students, featuring adequate computers, internet connectivity, and a projector to support practical sessions. The college also provides access to software packages like Ex-Pharma, Delnet e-books, and scientific journals for pharmacology practicals and e-learning.

7. Museum: A well-organized museum and display area at prime locations within the campus showcase information about the history of dosage forms, crude drug specimens, and scientific achievements, helping students easily access and remember this information.

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

4.1.2

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

Response: 4.24

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
0	0.42	3.36	2.19	2.15

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is completely automated using Biyani Library Management Software. The library provides

resources for checking out and returning books as well as keeping track of them in the "Biyani" software and OPAC (Online Public Access Catalogue), which are used by academics and students to look up books by title, author, and other criteria. The library has the facilities for issue-return of books and maintaining records of books in the 'Biyani' software. All books are recorded in the Software using Bar-code system and bar code Scanners are used for user circulation of books. Total Area: 152.50 Sqm, Total Reading Room Seating Capacity: 35, Working Hours: Monday to Saturday from 9.00 a.m. to 6.00 p.m.

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

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college features a computer and language lab with enough computers (the PCI-mandated ratio is 1:10), LAN access, and internet connectivity. Computers with antivirus software installed can prevent, identify, and get rid of malware.

Linked to the internet in order to use e-books, access subscribed e-journals such as DELNET and the National Digital Library, and use e-content resources such as SWAYAM and NPTEL, among others. Wi-Fi and LAN connections are available in the conference hall.

The campus has Wi-Fi available, and it is upgraded frequently to meet the needs of the present. Faculty members have access to computers with internet connections so they can keep up with the latest developments in technology.

The advanced instrument like UV is connected to computers in the central instrumentation laboratory, which also has an internet connection for software updates. The institute website is managed by the central office and regular updates about the various activities carried out by the institute are uploaded on it which serves as an informative centre for the stakeholders.

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:** 14.2**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: 25.58**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
14.45	11.51	21.79	0.90	0.35

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 47.03

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
152	125	84	56	26

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: B. 3 of the above

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

5.1.3

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

Response: 71.87

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
242	152	118	105	60

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: 73.02

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
49	43	0	0	0

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
61	65	0	0	0

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

5.2.2

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

Response: 2.94

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
0	1	0	0	0

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

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: 9

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
07	01	00	00	01

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

5.3.2

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

Response: 3.8

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
08	05	0	04	02

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:

Anandi Pharmacy has a registered Alumni Association with the Assistant Registrar of Society, Kolhapur, under the Societies Act XXI of 1860. This association strengthens the connection between alumni, staff, and current students of the institution.

Anandi Pharmacy alumni hold various positions locally and globally, excelling in all areas of the pharmaceutical industry, including Production, Clinical Research, QA/QC, Marketing & Sales, Pharmacovigilance, and Academia. The alumni have become a valuable resource for the institution, contributing to its development and supporting current students through various means:

- **Networking Platform:** Alumni assist faculty and students in research by providing gift drug samples needed for projects.
- **Industry Visits:** Alumni help organize industrial visits for students, offering guidance and expertise from an industry perspective.
- **Industry Connections:** Alumni facilitate the establishment of MOUs with industries, share their experiences as entrepreneurs, and support student internships.
- **Alumni Talks and Webinars/Seminars:** The association helps organize interactive sessions to motivate students about employability and educational opportunities abroad, providing insights into current industry needs and skills required for employability.
- **Entrepreneurship Awareness:** Alumni who have established start-ups guide students on entrepreneurship, encouraging self-employment.
- **Donations:** The alumni association expresses gratitude towards the college by donating medicinal plants under the "One Alumni One Medicinal Plant" scheme, providing gift drug samples for research, awarding prizes to GPAT qualifiers, and offering financial assistance to needy school-level learners and children with special needs.

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:

1. The vision of the institute is to uplift rural youths from hilly and remote regions, transforming them into highly qualified, globally competent, ethically sound, and morally proficient healthcare professionals. To realize this vision, the mission of the institute includes fostering technical knowledge, soft skills, and life skills among students, preparing them for competitive examinations, and organizing seminars, workshops, and guest lectures for overall development. It also emphasizes inculcating human values and ethical concepts for societal reforms.
2. The governance of the institute is a direct reflection of its vision and mission. The governance structure ensures that all policies and activities are aligned with the institute's core objectives. This is achieved through the effective functioning of various committees and the involvement of faculty and students in decision-making processes.
3. One key aspect of governance is the strategic planning carried out by the Governing Body (GB). The GB ensures that the institute's policies remain aligned with the vision and mission. This alignment is crucial for maintaining the quality and progress of the institute. The Internal Quality Assurance Cell (IQAC) plays a significant role in monitoring and enhancing the quality of education and overall institutional performance. Through regular audits and feedback mechanisms, the IQAC ensures that the institute is on the right path to achieving its vision.
4. The principal acts as a vital link between the management and the faculty, disseminating policies and ensuring their implementation. The principal's role involves monitoring, development, leadership, and visionary duties, all of which are essential for the comprehensive development of instructional policies. This leadership ensures that the institute remains focused on its mission of fostering rural youths and preparing them for global competencies.
5. Decentralized management is another critical element in the governance of the institute. By forming various committees such as the academic monitoring committee, IQAC, academic program committee, Internal Complaints Committee (ICC), and anti-ragging committee, the institute ensures effective administration and smooth functioning of regular activities. Each faculty member is assigned responsibilities in these committees, promoting a sense of ownership and accountability.
6. Student representatives are also involved in these committees, which encourages active participation and engagement in college activities. This inclusion of students in governance not only enhances their leadership skills but also ensures that their voices are heard in the decision-making processes. For instance, students may provide feedback on academic programs or suggest improvements in campus facilities, which are then considered by the management.
7. The management conducts regular meetings to discuss issues and challenges related to the development of the institute and the welfare of the students. These meetings are platforms for

sharing thoughts, opinions, and suggestions from various stakeholders, including faculty, students, and administrative staff. For example, if the academic monitoring committee identifies a need for additional resources in a particular department, this information is discussed in management meetings, and appropriate actions are taken.

The governance of the institute is deeply intertwined with its vision and mission. Through strategic planning, decentralized management, active participation of faculty and students, and regular monitoring by the IQAC, the institute ensures that its policies and activities are aligned with its core objectives. This governance structure not only supports the academic and professional growth of the students but also fosters an environment of ethical values and societal responsibility.

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:

Anandi College of B. Pharmacy follows the regulations and guidelines of the Pharmacy Council of India (PCI) and Shivaji University, Kolhapur (SUK). The perspective plan committee of the college prepares short-term and long-term perspective plans. The strategic plans are made, communicated, and implemented to achieve goals as per the policies of these regulatory agencies. The organizational structure of the college and the hierarchical system is in place as per the organogram attached.

The IQAC of the institute initiates, enhances, and assures the quality of the teaching-learning process, takes feedback from stakeholders, and provides inputs for strategic development focusing outcome based education system. Various committees have been constituted as per norms of PCI/UGC and AICTE for smooth functioning of the institute. The overall growth and development of the institute is under directives and decisions of GC/GB. It ensures proper functioning and financial stability of the institute. GB also overlooks the proper implementation of academic and administrative policies through the college development committee (CDC). As per the rules laid down by Government of Maharashtra MCSR, 1981 and its amendments the recruitment, service rules, procedures, promotional policies & grievance redressal mechanism is followed. The functioning of the institute is mainly classified into academics, administration, training and placement, research and development, examinations, student support and library. Academic functioning is further categorized course (D. Pharm. B. Pharm, M. Pharm) and department wise such as Pharmaceutics, P. Chemistry, Pharmacology, P. Analysis and Pharmacognosy. Similarly administrative functioning is divided into: Account, student support, admission, establishment,

exams etc. The effective functioning of the institute is carried out through various committees constituted as per guidelines by regulatory agencies and can be seen with their meetings, decisions on specific issues and action taken reports.

The perspective plan is prepared to fulfil academic, infrastructure, and overall development of institute, staff and students and it reflects vision and mission of the institute. Various non-statutory committees are constituted at college level as per direction of principal. Each committee represents in-charge and one or two members selected voluntarily based on experience, expertise and interest. Each committee performs as per role and responsibilities assigned time to time through several meetings, discussions and guidelines following standard operating procedures prescribed from higher authorities. Further IQAC and Principal monitors all such activities of committees and provides suggestions if required.

Proper execution of perspective plan serves the guidelines for sustainable growth and development of the institute. It also supports to achieve the desirable goals and implementation of policies. ICT enable teaching, learning, student support system, effective administration helps improving admissions, smooth functioning of academic and other activities in the college. The proper appointment system, approvals, financial policies, service rules provide healthy atmosphere for execution of various promotional activities to achieve University permanent affiliation, UGC 2(f), 12B recognition, approval of research labs and Ph. D. center, and incubation center for start-up and innovation.

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

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

To improve the overall performance of the teaching and non-teaching staff, faculty retention, to attract quality faculty the institute follows the Performance Based Appraisal System (PBAS). Appointment and university approval of faculty members based on their performance is important for both faculty as well as management to conduct academic and administrative activities smoothly. The faculty members are constantly encouraged to register for Ph. D. and or acquire higher qualifications, and specific skill development for which the institute is supportive by all means to achieve the same. The institute also has in place various welfare measures for teaching and non-teaching staff as mentioned below:

1. Effective welfare measures for teaching and non-teaching staff

- **Leave facilities:** Every employee is having prescribed leaves as per individual eligibility and prescribed by management as per the leave policies. Over and above these prescribed leaves some special leaves like maternity leave, leaves due to loss of loved one, accidental incidences, severe medical emergencies etc are also provided as part of special welfare measures and to create homely culture.
- **Insurance facility:** The institute is planning to have an insurance facility to be provided to all its employees regularly. Which will not only give protection but also assure a sense of family welfare. The policies are getting shape for the benefit of employees for natural calamities, accidental relief funds. Some financial aspects are also covered along with emotional attachment.
- **Financial support for skill development:** The institution has made well-defined policy to promote its employees to attend the various skills up gradation programs like workshops, FDP, SDP, QIP and symposia etc. by extending facility of duty leave. The policy also includes technical and financial support for presenting papers and publishing patents. Every year best teacher award for different categories has also been instituted wherein a teacher receives a certificate and memento.
- **Financial support for uniform:** The institute has made dress code compulsory to all students

and faculty members since from inception of course. Slowly financial support is going to be implemented for dress code delivery. Presently the management has taken the full responsibility for the selection of cloth, colour code, and stitching. The policy has been made to make the dress codes available at reasonable rates.

- **Fee concession to wards of the employee:** The framework of policy to be introduced has been made to give at least 50% fee concession to the wards of employees completing education in pharmacy and other allied courses offered by the institution within the campus.
- **SevakKalyanNidhi:** The plan was discussed in the management committee meeting and it was decided to initiate the sevakkalyannidhi scheme to all the employees. The collected amount will be utilized for the benefit of the employee as and when required in the future.

2. Avenues for career development/progression

Promotions: The institute has implemented some promotion schemes. Each employee will receive promotional benefits after completing higher qualifications and or acquiring any other pre-requisite criteria. This will not only motivate the faculty but also build healthy competition among staff for achieving higher goals and develop a tendency of own accountability.

The management is proactive towards implementing these promotions and other ways it promotes due recognition to the eligible and deserving candidate and thereby retains the faculty. This is an example of good governance.

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: 0

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
0	0	0	0	0

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

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: 116.81

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
35	30	26	21	20

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
11	11	11	11	11

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 institute is permanently non grantable and self-finance in nature. Fund resources are through tuition fee collections from the students and their scholarship granted from state and central government.

Mobilizations of funds:

- Initially tentative budget is prepared by keeping substantial amount for salary and the remaining fund is allocated to various other activities and development.
- The tentative budget is then approved from CDC, Governing council, IQAC and finally by management.
- The approved budget is then utilized for up gradation and maintenance of infrastructural facilities.
- Adequate fund is allotted to employee's salary.
- Sufficient fund is utilized to conduct Induction-cum -Orientation Programs for the students, and workshops, FDPs, training programs for staff that ensures quality education.
- Adequate funds are utilized for development and maintenance of infrastructure of the college towards upkeep of the fixed assets, repairs & maintenance of classrooms, laboratories and administrative areas.
- Some amount of fund is also allocated towards Safety, security, fire extinguisher charges, water proofing, AMC charges.
- Under student support system fund is allocated to conduct various activities such as

seminars, workshops, placements, technical competitions, sports and cultural activities, certificates and study material printing etc.

- Expenses towards affiliation fees, inspections of regulatory agencies.
- Transportation, stationary, chemicals, glass wares, equipment's etc.
- Funds are allocated to encourage research and development activities.
- Library facilities include subscriptions of books/Journals/Newspapers/Magazines.
- To ensure financial compliance the college has a mechanism for internal and external audits every year.

Internal and external financial audits

Internal Audit As we are having decentralization of power and active purchase committee, the requirement from each department and sections is finalized as per allocation of budget before making purchase orders. The respective department submits voucher, original invoice/bills and supporting documents to account section of the college. Account section verifies documents, make remarks, check whether the financial delegation is properly maintained or not and if any discrepancy, the same is brought to the notice of concerned department/section for immediate rectification. Account section prepares data and keeps ready all the vouchers for internal audit. Internal audit is done by the Chartered Accountant's team. This team visits the college frequently and verifies all the bills, vouchers and supporting documents, if found any discrepancies they inform to the account section and account section rectifies them immediately.

External Audit The financial statements of college consist assets, liabilities and expenditure for the financial year from 1st April to 31st March. All the financial records are audited by chartered accountants at the end of each financial year. Audit is conducted in accordance with standards of auditing. Amounts and disclosures in the financial statements are verified on the basis of facts and evidences. The auditor verifies and ensures that all the payments made are duly authorized, and any queries in the process of audit are attended immediately along with the supporting documents within the prescribed time limits. The whole process of audit shows the transparency being maintained in financial aspects. The audited income and expenditures statements are certified. Balance sheet is duly signed by the Principal and Chartered Accountant. The duly signed annual audit report is submitted to the management annually.

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Contribution of IQAC for institutionalizing the quality assurance strategies and processes

Every institute should constitute Internal Quality Assurance Cell to initiate, enhance and assure the quality in its academic and administrative activities. It is the mirror reflection of institutes functioning and helps in creating quality work culture and intent of continuous quality enhancement. Our institute ACBP Kalambe Tarf Kale have also constituted IQAC with main objective of ensuring excellence for achieving over all goals including curricular, co-curricular extra-curricular learning goals along with administrative and e-governance. Through IQAC we have been working to focus on creating a well-designed student centric teaching learning atmosphere and inculcate quality in teaching, research and evaluation processes. Our IQAC is putting enormous efforts to initiate quality consciousness to incorporate values, educational qualities and skills among students by means of standard educational policies. Through constant monitoring and evaluation processes IQAC plays its role to improve upon academic research and other activities.

Some strategies are made and implemented for institutional better functioning towards quality enhancement and assurance through the Internal Quality Assurance Cell.

- Design and implementation of quality standards for the various academic and administrative activities.
- Policy framework for efficient and time-bound processes.
- Setting up best policies and practices to maintain quality for all processes.
- Designing strategies for collaborative research by innovative approaches.
- Developing policies for assurance of quality in every activity executed by institute.

Our IQAC cell is putting hard efforts in motivating and encouraging students, faculty members, administrative and laboratory staff for participation in skill up-gradation programs. Institution is taking keen interest in organization of various development programs for teaching and non-teaching staff.

IQAC cell of our institute is organizing guest lectures, co-curricular activities, extracurricular activities, industrial and field visits, NSS camps, etc. for imparting the best teaching-learning process and social awareness.

The IQAC cell insists participatory and experiential learning components to improvement in the quality of teaching-learning through online/offline classes, delivery through theory and practical sessions, and student engagement in various activities like class seminars, journal club sessions, assignments, case study etc. as per the academic requirements.

IQAC also give impetus on mentor-mentee activities for ensuring healthy relationships between students and teachers to help them adjust new environment, learn new things, create their networks, and grow as professionals of ethical values.

In association with training and placement cell, IQAC team take cares of student's future endeavours by arranging training, placement prerequisites orientation programs, campus interviews, and equal opportunities are provided to students.

IQAC also take care for better collaboration between departments and removes communication gaps if

any and provides a healthy working atmosphere.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Anandi Pharmacy takes various initiatives to promote gender equity and ensure a safe and inclusive environment for all students. Here are some key measures taken:

1. **Establishment of Committees:** The institute has set up committees such as the Grievance Redressal Committee, Anti-Ragging Committee, and an Internal Complaint Cell to address sexual harassment complaints. These committees ensure campus safety, address grievances, and promote gender justice.
2. **Support for Female Students:** Female assistant teachers mentor female students, helping them with their problems. The institute has security cameras and guards to enhance safety measures for female students. Guidance is also provided on scholarship and loan facilities for needy female students.
3. **Equal Opportunities:** The institute ensures equal opportunities for male and female students by appointing them as class representatives, program committee members, student council members, and ladies' representatives. This promotes gender equality in student leadership roles.
4. **Faculty Involvement:** Both male and female faculty members are given equal opportunities to participate in academic committees and roles within the institute, emphasizing gender equity in the academic sphere.
5. **Awareness Programs:** The institute conducts awareness programs, guest lectures, seminars, and activities focused on gender equity, gender sensitization, and stress management. These initiatives educate both students and faculty about gender-related issues and foster a supportive environment.
6. **Cultural and Commemorative Events:** The institute celebrates commemorative days and cultural events to promote social harmony and unity among faculty and students. These events contribute to emotional and cultural enrichment within the institute community.

The above stated efforts and similar like, collectively support the goal of gender equity by acknowledging and addressing the distinct needs and challenges faced by men and women in the academic environment. They promote an inclusive and supportive atmosphere where all individuals can thrive and contribute equally.

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Anandi College of Pharmacy fosters an inclusive environment that promotes tolerance and harmony across cultural, regional, linguistic, and communal lines. The institution sensitizes students and employees to constitutional obligations, emphasizing values, rights, duties, and responsibilities of citizens. Celebrating various festivals, annual days, and commemorating the birth and death anniversaries of notable figures plays a significant role in this mission.

Cultural and Religious Festivals:

The college celebrates a variety of festivals that reflect India's rich cultural diversity. For instance, during Diwali, students and staff come together to light lamps and share sweets, fostering a sense of community and joy. Holi is celebrated with colors, symbolizing the victory of good over evil and promoting unity and happiness among students and faculty. Eid festivities are marked by sharing special meals and understanding the cultural significance of the festival, promoting communal harmony. Christmas celebrations include decorating Christmas trees, singing carols, and exchanging gifts, encouraging inclusivity among students of different faiths.

Birth and Death Anniversaries:

The college commemorates the birth and death anniversaries of significant Indian personalities to inspire students with their values and contributions. On Mahatma Gandhi's birth anniversary (October 2nd), the institution organizes events highlighting his principles of non-violence and truth. The death anniversary of Dr. B.R. Ambedkar (December 6th) is observed to honor his role in drafting the Indian Constitution and his contributions to social justice and equality. Swami Vivekananda's birth anniversary (January 12th) is celebrated as National Youth Day, with programs aimed at motivating students to embrace his

teachings on youth empowerment and nation-building.

Special Days:

The college also marks important national days like Independence Day (August 15th) and Republic Day (January 26th) with flag hoisting ceremonies, parades, and cultural programs, instilling a sense of patriotism and civic responsibility. On International Women's Day (March 8th), seminars and workshops are conducted to promote gender equality and women's rights.

Annual Day and Other Celebrations:

The Annual Day is a grand event showcasing students' talents through cultural performances, dramas, and exhibitions, celebrating the college's achievements and fostering a sense of belonging. Other special days like Teachers' Day (September 5th) and Pharmacy week are also celebrated to honor teachers' contributions and to nurture the profession.

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: 01

1. Title of the Practice:

“Local to Global: Empowering Rural Students for Global Competence in Pharmacy”

2. Objectives of the Practice

To empower rural students to become competent pharmacy professionals with a global perspective, addressing local healthcare needs while leveraging international knowledge and resources.

3. The Context

Rural areas face unique healthcare challenges, including limited access to quality pharmacy services. Our pharmacy institute recognizes the need to develop students who can address these challenges while also

being competitive in the global healthcare landscape.

4. The Practice:

Anandi College of Pharmacy has instituted the "Local to Global" best practice to bridge the gap between rural education and global standards in pharmacy. Recognizing the unique challenges and potential of students from rural backgrounds, the college has crafted a comprehensive program aimed at enhancing their competencies through targeted efforts.

- **Development of Competencies:** The college emphasizes a curriculum designed to cultivate both academic and practical skills. This includes a robust foundation in pharmaceutical sciences complemented by hands-on training in state-of-the-art laboratories.
- **Industrial Visits:** Regular visits to pharmaceutical industries are organized to provide students with insights into real-world applications of their studies. These visits expose students to the latest technologies, manufacturing processes, and quality control measures adopted by leading pharmaceutical companies.
- **Internships:** Partnerships with local and international pharmaceutical companies and hospitals facilitate internships that offer practical experience and industry exposure. These internships are crucial for students to understand the dynamics of the pharmaceutical industry and healthcare sector.
- **Hospital Visits:** By visiting hospitals, students observe and engage in the practical aspects of pharmacy in a clinical setting. This exposure helps them understand patient care, medication management, and the critical role of pharmacists in healthcare teams.
- **Value-Added Training:** The institute provides additional training sessions on emerging trends in pharmacy. These sessions ensure that students are updated with the latest advancements and are prepared to meet global standards.
- **Communication Skills Training:** Recognizing the importance of communication in the healthcare sector, the college offers specialized training to enhance students' verbal and written communication skills. This training is aimed at improving their ability to interact effectively with healthcare professionals and patients from diverse backgrounds.

5. Evidence of Success:

The success of the "Local to Global" practice is evident through several indicators. Graduates from Anandi College of Pharmacy have consistently demonstrated high levels of competence and professionalism in their careers. Many alumni have secured positions in reputable pharmaceutical companies and hospitals, both locally and internationally. Furthermore, students have shown remarkable improvements in their academic performance, practical skills, and overall confidence. Feedback from industry partners and internship supervisors has been overwhelmingly positive, highlighting the preparedness and adaptability of the students. The college has also received accolades and recognition from educational and professional bodies for its innovative approach to pharmacy education. As a result of the practice 70% students got either employed or opted for higher education.

6. Problems Encountered and Resources Required:

Implementing the "Local to Global" practice has not been without challenges. One significant issue has been the initial hesitation and lack of confidence among rural students, who often feel intimidated by the

prospect of competing on a global stage. To address this, the college has implemented mentorship programs and confidence-building workshops.

- Another challenge is the financial constraints faced by many students, which can limit their ability to participate in certain activities such as internships or industrial visits. The college has sought to mitigate this through scholarships, financial aid, and partnerships with industries that offer stipends.
- Logistical issues, such as arranging transport for industrial visits and internships, also present challenges. The college has worked to establish reliable transportation options and has collaborated with local industries and hospitals to ensure students can access these opportunities without undue burden.

The "Local to Global" practice at Anandi College of Pharmacy is a testament to the college's commitment to providing rural students with a world-class education. By addressing local healthcare needs with a global perspective, the institute is successfully preparing its students to become competent and confident pharmacy professionals capable of making significant contributions to the healthcare sector both locally and internationally.

Best Practice: 02

1. Title of the Practice

“Embedding Cross-Cutting Issues in Educational Activities”

2. Objectives of the Practice

The primary objective is to integrate gender issues, human values, professional ethics, and environmental sustainability into the curriculum, co-curricular, and extra-curricular activities. This prepares pharmacy professionals who are socially responsible, ethically sound, and environmentally conscious

3. The Context

Anandi College of Pharmacy recognizes the importance of developing professionals capable of addressing the complex healthcare challenges of the 21st century. Beyond technical proficiency, there is a need for graduates to be mindful of the social, ethical, and environmental implications of their practice. The aim is to instill in students the human values, professional ethics, and environmental sustainability that are essential for responsible citizenship and professional conduct.

4. The Practice

A. Curriculum Integration:

- **Human Values and Professional Ethics:** Modules on human values, pharmacy ethics, and jurisprudence, and social and cultural competence are included to ensure students understand the ethical dimensions of their profession.
- **Environmental Sustainability:** Courses on environmental sustainability in pharmacy practice,

green pharmacy, and environmental conservation are incorporated to teach students sustainable practices.

B. Co-Curricular Activities:

- **Workshops, Seminars, and Guest Lectures:** Regularly organized events focus on environmental conservation and social responsibility, engaging students in discussions and learning outside the classroom.

C. Extra-Curricular Activities:

- **Community Service Projects:** Students are encouraged to participate in community service, promoting a sense of social responsibility.
- **Environmental Conservation Activities:** Activities aimed at environmental conservation help students apply their knowledge in real-world contexts.
- **Professional Organizations:** Students are motivated to join organizations that promote ethical practices within the pharmacy profession.

5. Evidence of Success:

- **Student Outcomes:** There is noticeable improvement in academic performance, critical thinking, problem-solving, and communication skills among students.
- **Graduate Employability:** Increased job placement rates, career advancement, and leadership roles indicate the effectiveness of the practice.
- **Student Engagement:** High levels of student participation, motivation, and satisfaction with the integration of cross-cutting issues demonstrate the success of the program.
- **Institutional Recognition:** The College has received accreditation, high rankings, and awards for its commitment to integrating cross-cutting issues into education.

6. Problems Encountered and Resources Required:

Challenges:

- **Integrating Interdisciplinary Approaches**
- **Limited Resources and Funding**
- **Faculty Training**
- **Student Engagement and Motivation**
- **Assessment and Evaluation Methods**

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Bringing Rural Youth to Higher Education/ Professional Education

The Anandi Pharmacy college, stands as a beacon of higher education in a region marked by its hilly and remote geography. Rooted in its vision and mission, the institution is dedicated to transforming rural youth into highly qualified, globally competent, and ethically sound pharmacy professionals. The distinctive approach of the institute is centred around its commitment to fostering professional, technical, and personal growth, while addressing the unique challenges faced by students from these rural areas.

The vision statement of the College, is to "foster rural youths from hilly and remote regions and craft them to produce highly qualified, globally competent, ethically sound, and morally proficient healthcare professionals for the betterment of society."

This vision emphasizes several key thrust areas:

- **Focus on Rural Youths:**

The institute prioritizes students from rural and remote regions, recognizing their potential and providing them with opportunities that might otherwise be inaccessible; **High Qualification and Global Competence:** The goal is to equip students with the knowledge and skills necessary to excel not just locally but on a global stage.

- **Ethical and Moral Proficiency:** The vision underscores the importance of ethical behaviour and moral values in the healthcare profession
- **Societal Betterment:** Ultimately, the aim is to contribute positively to society by producing healthcare professionals who are committed to improving public health and well-being.

To achieve this vision, the institute's mission is articulated through specific commitments:

- **Professional Competence and Technical Knowledge:** The institute aims to foster professional growth by providing pharmacy education and soft skills training.
- **Preparation for Competitive Examinations:** By motivating and preparing students for competitive exams, the institution ensures they are ready for global opportunities.
- **Holistic Development through Seminars and Workshops:** Organizing and attending various developmental programs for both faculty and students is a priority.
- **Human Values and Ethical Concepts:** Through online and offline training, the institute seeks to instil strong ethical values and concepts.

While emphasising on Rural Youth Development The institute offers scholarships and financial aid specifically for students from rural and economically disadvantaged backgrounds. Additionally, special orientation programs are conducted to bridge the educational gap and bring these students up to par with their peers from urban areas.

The focus is on Integrated Professional and Pharmacy Education and the curriculum is articulated and delivered to include hands-on training and real-world applications. For instance, pharmacy students might participate in community health drives, providing them with practical experience while serving the community. In the preparation for Global Competence, the institute offers coaching and preparation classes on global pharmaceutical practices. Regular seminars, workshops, and guest lectures by industry experts keep both faculty and students abreast of the latest developments in their fields. The institute also hosts faculty development programs (FDPs) to ensure that the teaching staff remains innovative and effective in their pedagogy. The institute conducts regular workshops on ethics and professional conduct. Courses on bioethics are integrated into the curriculum, and students are encouraged to participate in community service projects, which reinforce the importance of ethical behaviour and societal contribution.

The institute through its dedicated focus on fostering rural youths, stands out as a distinctive institution in the field of pharmacy education. By emphasizing technical proficiency, ethical standards, and societal contribution, the institute not only prepares its students for global challenges but also ensures they remain grounded in their commitment to improving local communities. The integration of practical experience, and ethical training creates a holistic educational environment that truly embodies the vision and mission of the institute.

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

5. CONCLUSION

Additional Information :

1. Lack of quality raw material at entry-level
2. Mushroom like the growth of pharmacy colleges has promoted unhealthy practices all around harming the quality of education.
3. Financial crunches to cope with the pace of changing technology.
4. Challenges for the implementation of NEP especially for professional colleges like pharmacy to withstand entry and exit criteria.
5. Competitions from established institutes and forthcoming foreign universities.

Students dropout ratio is increasing may be due to delays in admission processes, university schedules, delays in syllabus reframing, lack of uniformity in the regulatory agencies, and pressurize mindsets of students and parents.

Concluding Remarks :

Since its inception, the college has been following standard operating procedures for admission, academic, administrative, evaluation, and student-centric activities. At the beginning admission committee will be taking part in the arrangement of counseling the 12th science students regarding the importance of the MH-CET/NEET examination, registration, filling the forms, option forms, and the entire admission process. The documents required for filling the form category-wise help students to get admission from the specific quota. Students are made aware of different government and non-government scholarship schemes which helps students to solve their financial issues otherwise, these intelligent students may miss the bus of their career opportunities. Once the students enter the institute, an induction program will be organized to make them aware of the atmosphere of professional education, co-education, teaching-learning methodology, examination pattern, co-curricular, extra-curricular, and social activities conducted in the college. The expert speakers are invited to explain the pharmacy course potential, opportunities, and challenges of the course. Faculty members will share their expertise to motivate the students to participate actively in all such activities. Mentor –Mentee scheme will help them to communicate and improve their hidden talent to explore for the best. The academics are conducted as per the timetable semester-wise wise and activities are conducted as per the academic calendar under the supervision of IQAC of the college and the academic in charge. All other statutory committees and college committees are framed as per the guidelines of higher authorities and conducted meetings and actions taken from time to time for improvement in the educational standards and betterment of our students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :12</p> <p>Remark : As per clarification received from HEI, and as per SOP Repetition of Add on/Certificate/Value added programs in every year during assessment period to be counted one only, thus DVV input is recommended.</p>																																								
1.4.1	<p><i>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</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per clarification received from HEI, and as per SOP Only filled –in feedback forms (at least from two stakeholders) along with action taken report and the same to be uploaded on institutional website, then only the claim would be considered, thus DVV in put is recommended.</p>																																								
2.1.1	<p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>69</td> <td>64</td> <td>65</td> <td>60</td> <td>60</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>60</td> <td>60</td> <td>60</td> <td>60</td> <td>60</td> </tr> </tbody> </table> <p>2.1.1.2. Number of sanctioned seats 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>69</td> <td>69</td> <td>69</td> <td>60</td> <td>60</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	69	64	65	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	60	60	60	60	60	2022-23	2021-22	2020-21	2019-20	2018-19	69	69	69	60	60	2022-23	2021-22	2020-21	2019-20	2018-19					
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2022-23	2021-22	2020-21	2019-20	2018-19																																					

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	16	38	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	31	12	35	19

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	43	52	48	44

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
43	43	43	48	44

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	02	04	06

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	12	04	04	06

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	04	02	10	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	02	10	02	0

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
20	01	00	19	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	01	20	0	0

Remark : As per clarification received from HEI, and calendar year to be considered, thus DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized

forums including NSS/NCC with involvement of community during the last five years.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
35	22	02	02	04

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	06	02	01	01

Remark : As per clarification received from HEI, and excluding the Celebration of National Festivals/Jayanthi's and activities inside the campus, thus DVV input is recommended.

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

Answer before DVV Verification :

Answer After DVV Verification :12

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

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
7.56	10.54	20.29	0.21	2.40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0.42	3.36	2.19	2.15

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

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 : 58

Answer after DVV Verification: 20

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
33.98	19.90	21.72	10.43	8.48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14.45	11.51	21.79	0.90	0.35

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

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: B. 3 of the above

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

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

Answer before DVV Verification:

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

49	43	0	0	0
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	43	0	0	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
68	67	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61	65	0	0	0

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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
17	08	0	06	01

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
07	01	00	00	01

Remark : As per clarification received from HEI, and as per SOP Award for a team event should be counted as one and Participation/appreciation and Inter- collegiate awards should not be considered, thus DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	18	0	13	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
08	05	0	04	02

Remark : As per clarification received from HEI, and as per SOP Multiple activities on the relatively closer dates to be considered as one only, thus DVV input is recommended.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	24	15	06	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	30	26	21	20

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
14	14	12	08	08

Answer After DVV Verification :

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

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

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Expenditure excluding salary component year wise 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>43.79</td> <td>31.81</td> <td>48.12</td> <td>11.67</td> <td>16.25</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>64.08</td> <td>44.57</td> <td>48.21</td> <td>18.40</td> <td>16.27</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	43.79	31.81	48.12	11.67	16.25	2022-23	2021-22	2020-21	2019-20	2018-19	64.08	44.57	48.21	18.40	16.27
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